Mid-Cycle Report

Prepared for the Northwest Commission on Colleges and Universities

August 1, 2021

LEWIS CLARK STATE COLLEGE

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Introduction

Lewis-Clark State College (LC State) is in the third year of its seven-year accreditation cycle towards mission fulfillment. Since our last NWCCU site visit in 2018, LC State has engaged self-analysis of what it means to fulfill its mission. In following the guidelines of the new 2020 NWCCU standards, we have established direct and indirect benchmark assessments for student learning outcomes, set reasonable targets for improvement, created an accreditation stakeholder committee (including faculty and staff content experts), and have firmly established institutional strategic priorities for the next seven years that align with our mission and stakeholder expectations. This report serves to evidence the institution's framework and mechanisms of mission fulfillment. Part one will provide an executive summary describing the institution's framework for its ongoing accreditation efforts. Part two provides a brief overview of the current status and outcomes of the institution's self-review of student achievement using comparative peer data and disaggregating by institutionally meaningful categories of students (e.g., race/ethnicity, gender, first generation status and socio-economic status). Part three provides assessment of two programs (Social Sciences and Biology) representative of broad institutional efforts of program improvement by way of assessment. And finally, part four provides institutional reflections as it continues to undertake mission fulfillment as will be evidenced in the institution's Year Seven Evaluation of Institutional Effectiveness Report. All four sections of this report evidence, in different ways, our continued focus on connecting learning to life, and our commitment to assessing diversity, equity, and inclusion.

Part 1. Mission Fulfillment

Mission and Core Themes

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 college mission is supported by and actualized through three (3) core themes: Opportunity, Success, and Partnerships. The chart below illustrates the degree of connection between mission elements and core themes. The mission statement and core themes were derived from broad campus conversations and are well understood by the campus community. The mission and core themes were revisited in AY2020-2021 by the President's Cabinet and the Accreditation Committee, in preparation for the Mid-Cycle Review. The mission and core themes were affirmed as contemporary, relevant, and as appropriate scaffolding for assessment of mission fulfillment.

		LC State Mission		
		Successful Leaders	Engaged Citizens	Lifelong Learners
LC State Core Themes	Opportunity	✓	✓	★
	Success	★	✓	✓
	Partnerships	✓	★	✓

Table 1: Crosswalk of Institutional Mission to Core Themes.

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

To come into closer alignment with the updated NWCCU Standards for Accreditation, the Accreditation Committee engaged in a thorough review of the objectives and indicators associated with the core themes. Objectives and indicators were streamlined, removing those that are more appropriately measured and tracked at the program level and those that are outdated.

College Assessment/ Mission Fulfillment Rubric

The streamlining of objectives and indicators necessitated an update to the *College Assessment Rubric* (CAR) and the *Mission Fulfillment Rubric* (MFR). The CAR is a document that lists each core theme and its objectives and indicators, along with several years of data. The MFR had served as a score card, summarizing the findings of the CAR and drawing conclusions about mission fulfillment. More recently, the CAR and MFR were combined into one updated document.

The new iteration of the CAR/MFR lists the mission statement, core themes, updated objectives and indicators, as well as several years of data. Following on Recommendation 3 from the college's 2018 Mission Fulfillment Year Seven visit [*The Evaluation Committee recommends the institution establishes objectives for each core theme and identifies meaningful, assessable, and verifiable direct and indirect measures (indicators) of achievement that form the basis for evaluating accomplishment of the objectives of the core themes. [1.B.2]*, the CAR/MFR also describe for each indicator a definition, goal, and rationale for its selection. For some indicators, a peer group is defined (Idaho peers or State Board of Education approved regional peer list, depending on availability of public data), and a notation is made when the data have been disaggregated.

Components of the CAR/ MFR include:

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

- Objective 1A: Access to higher education
  - Indicators:
    - Enrollment
    - First generation students
    - Ethnically/ racially diverse students
    - Adult learners
- Objective 1B: Extend educational opportunities to citizen within Regions I and II
  - Indicators:
    - Online/ hybrid course enrollment
- Objective 1C: Prepare students for success in post-secondary education
  - Indicators:
    - Dual credit enrollment
    - Dual credit matriculation to LC State

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

- Objective 2A: Students who persist in post-secondary education
  - Indicators:
    - Graduation: overall
    - Graduate: on-time
    - Persistence/ Retention: overall
    - Persistence/ Retention: freshmen

        - Credit accumulation
- Objective 2B: Well-informed graduates prepared for their chosen career/ profession, or to continue their education
    - Indicators:
        - Remediation
        - First-time licensing / certification[1]
        - Major field tests[1]
        - Employment
        - Graduate/ professional school
- Objective 2C: Satisfied graduates who experience a supportive environment
    - Indicators:
        - Campus climate
        - Student satisfaction
        - Graduate satisfaction

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

- Objective 3A: Enhance student learning through community and industry partnerships
    - Indicators:
        - Impact of internships on student learning[1]
        - Impact of Work Scholars program on student learning.[1]

With our new accreditation cycle, mission fulfillment at LC State has moved away from percentage scoring, and instead will utilize a scale for achieved, partially achieved, and not achieved. Refinement of this mission fulfillment determination process will continue to take place now that early outcomes on student achievement, core indicators and program assessment have been assessed. Next steps include identifying a task force, drawing upon campus community subject matter experts best aligned to address subpopulations of students in need of additional supports for success. The following sections will outline what was found in analyzing student achievement (part 2) and programmatic assessment (part 3) at LC State. And finally, next steps will be discussed (part 4) moving the institution forward towards 7-year cycle report of mission fulfillment to the NWCCU.

Part 2. Student Achievement

For the past decade or more, the college has participated in the Complete College Idaho initiative, modeled after the Complete College America (CCA) work. Several years ago, Idaho became a CCA Momentum Pathways state, which provided technical support in order to make progress on the 'game changers'/strategies. The college's team crafted a plan which includes components aligned with the updated standards for NWCCU accreditation, including *Think 30,* on-time completion, as well as proactive advising to support retention, adult learners, and remediation success. In addition to focusing on student success metrics, the Pathways project emphasized equity across various groups. As the Pathways project ends, the Idaho State Board of Education has incorporated some concepts as required components of the college's strategic plan, termed performance measures.

In previous iterations of the CAR, student achievement was assessed and tracked at the program level, with a number of data points rolled up to the institutional level, as components of mission fulfillment.

[1] Measured at the program level.

Based on the updated Standards for Accreditation, and building on the CCA Pathways plan elements, the indicators in Core Theme Two, Success, are primarily institution-level, student-achievement focused, and align with strategic plan performance measures.

The following student achievement indicators are compared to the college's State Board of Education (SBOE) approved peer list or Idaho's other public 4-year institutions, depending upon availability of public data, and disaggregated by race, ethnicity, age, gender, socioeconomic status/ Pell status, and first-generation college student status.

- Completion
    - 2.A.1. Graduation: overall. The count of degrees/certificates awarded at each degree-level.
    - 2.A.2. Graduation: on-time. The proportion of first-time, full-time entering, baccalaureate-seeking students who attain a degree or certificate within 150% normative time to degree.
- Persistence/ Retention
    - 2.A.3. Persistence/ Retention: overall. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LC State by the following fall of the subsequent academic year.
    - 2.A.4. Persistence/ Retention: freshmen. The proportion of first-time, full-time, baccalaureate-seeking students who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.
- Credit accumulation
    - 2.A.5. Credit accumulation. The percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

In alignment with SBOE policy and expectations of remedial/ development education, the college also focused on student success in remediation by assisting students to swiftly achieve college-level readiness in mathematics and English. This indicator is benchmarked against Idaho peers and is examined in the context of disaggregated data points.

- Remediation
    - 2.B.1. Remediation. The percent of degree-seeking students who took a remedial course and completed a subsequent college-level, credit-bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Post-graduation student success is measured and analyzed in a number of ways. The first two indicators are nationally or regionally benchmarked program data, rolled up to help tell the institutional story of student achievement. These data/ indicators are monitored, analyzed, and acted upon by various instructional programs. The remaining two indicators are institution level.

- First-time licensing/ certification

    - 2.B.2. First-time licensing/ certification. Number of programs whose first-time pass rates meet or exceed the state or national average, including NCLEX-RN, ARRT, ASWB, and PRAXIS II.
- Major field tests
    - 2.B.3. Major field tests. Number of programs that meet or exceed the state or national average on a disciplinary field test, including business, computer science, chemistry, ACAT-Psychology, ACAT-Justice Studies.
- Employment
    - 2.B.4. Employment. Percentage of graduates employed in their field during the year following their graduation.
- Graduate/ Professional school
    - 2.B.5. Graduate/ Professional school. Number of graduates enrolled in graduate or professional school during the year following their graduation.

Institutional performance on these indicators of student success, disaggregated by student subpopulations, as well as comparison to institutional peers, can be found in an appendix and on our institutional webpage. The remainder of this section will provide a brief outline of our findings, starting with those student achievement measures on which LC State performed best, followed by those on which institutional progress shall be made.

It was found that LC State has shown steady improvement on student remediation across all measured student groups. Institution-wide performance on retention and graduation rates appeared somewhat level, but further examination revealed some room for improvement in terms of some student populations. Male students experienced a decline in retention disproportionate to other student groups. Similarly, graduation rates at the institution have remained somewhat level, but further examination revealed declines in graduation rates uniquely among Hispanic, male and adult students. Consequently, institutional response to bolster graduation rates should consider strategies tailored to positively impact Hispanic, male and adult student populations.

A few student achievement measures indicated institution-wide declines that may need to be mitigated. A 19% decline in the number of bachelor's degrees awarded impacted the total degrees and certificates the institution awarded, overall. Further examination revealed that the decline in bachelor's degrees occurred somewhat equitably across the measured student groups. Institutional response, therefore, should be broadly focused upon the student population at-large.

Credit accumulation rates have declined by 5% from two years ago and these declines were observed somewhat uniquely among Native American/Alaska Native and Black/African American students. The decline among Native American/Alaska Native students is more concerning, however, because their credit accumulation rates were already low relative to other race/ethnicity student populations prior to the recent decline. Similarly, while declines were observed among first generation, economically disadvantaged and adult learner students, the declines in credit accumulation among adult students are more concerning because their credit accumulation rates were already low relative to the other sub-populations of students prior to their recent decline. Consequently, institutional response should consider strategies tailored to positively impact Native American/Alaska Native and adult student populations.

The full analysis of these student achievement measures with peer comparison and graphs depicting disaggregation of student special populations can be found in the appendix. This institutional analysis of student achievement can also be found publicly posted on our webpage. Next steps include identifying a task force of expert stakeholders, drawing upon campus community subject matter experts best aligned to address subpopulations of students in need of additional supports for success.

Being that this is an ongoing self-reflection, the analysis of some remaining student achievement indicators is still underway. Data have been collected and next steps include disaggregating these data by institutionally meaningful student groups to identify potential equity gaps. Once completed subsequent action plans will be developed by those campus stakeholders with relevant expertise. Those indicators are:

- 2.A.3. Persistence/ Retention: overall
- 2.B.2. First-time licensing/ certification
- 2.B.4. Employment
- 2.B.5. Graduate/ Professional school

In sum, strong momentum has been established towards an institutional method of review of student achievement indicators. This momentum will carry the institution forward in continuing to analyze the remaining indicators of student achievement and all other core theme indicators in determining mission fulfillment. In so doing, achievement gaps will be mitigated, and equity gaps addressed.

Part 3. Programmatic Assessment

Program level assessment is a key component of the college's overall assessment process. Virtually all significant operations at the college are organized as *programs*. Academic and career-technical programs comprise instructional programs; non-instructional programs include other functional areas of the college. Standardized program assessment forms were established for instructional and for non-instructional programs.

Non-instructional units work with supervisors to set performance measures, along with annual benchmarks and stretch goals. The data are analyzed, and the interpretation of results noted, along with opportunity analyses if benchmarks are not met. Programs also reflect on prior year actions focused on efficiency and effectiveness and identify work plans or sets of actions for the coming year.

Instructional program assessments are structured around program learning outcomes. For each outcome, the indicator, assessment method, and target/ benchmark are noted, along with two (2) or three (3) years of data. Results are analyzed, and a work plan is established for the coming year. Instructional programs also analyze work plan elements from the previous year, and use this information to inform future actions.

Program assessments are reviewed and approved by the supervisor and the vice president or president. For instructional programs, the deans review and approve prior to the academic vice president doing so. Upon approval, documents are posted to an institutional intranet site for availability to the campus community. In addition to informing the strategic planning and broader institutional assessment processes, program assessments serve as key components of the annual budget process.

For many years, formal program assessment was conducted annually. Beginning in 2019, the college moved to an extended rotation. The rationale for the change was twofold. First, the Idaho State Board of Education introduced the requirement that a formal program prioritization process be conducted on both instructional and non-instructional programs every five years. Program prioritization requires analysis of select indicators, ranking of programs, followed by formal action or improvement plans. Secondly, programs recognized that in many cases, more than one year is needed to fully implement changes and to monitor the impact of those changes.

Two instructional program assessment examples are provided here.

Example One: Biology Program Assessment and Retention/Completion Efforts

In 2018, after analyzing various data points, the biology faculty identified a mismatch between program enrollments and completions. Typically, there are large numbers of declared biology majors with only modest numbers of students completing the program. Some of the decline could be attributed to expected attrition. However, as faculty drilled down into the data, they discovered a couple of trends that led to changes in the program to better support student retention and completion efforts.

It was discovered, for example, that many declared biology majors focused on pre-requisites for other programs, such as Dental Hygiene and Physical Therapy Assistant programs. After completing the program pre-requisites, students would no longer be labeled a biology major, appearing to have "dropped out/not completed. " This skewed retention and completion numbers. As a result, such students are now categorized (as of 2019) and tracked separately in a "pre-health" program category. This allows a dedicated advisor to focus on these students and help them prepare for application and successful completion of their desired programs.

In a similar action, a separate pre-biology category was created where they could track students entering college with a declared biology major who were not sufficiently prepared to take college-level mathematics. These students often have little to no conception of what it means to be a biology major, and do not understand the high levels of mathematics and chemistry required for success. This new category allows academic advisors to intervene with students, explaining the mathematics requirements, and developing a plan for additional student support and remediation. As a consequence, a number switch majors. This is viewed as beneficial to students, as they find a program, sooner in their academic journey, where they can be successful.

Biology program assessment data and the full Unit Assessment Report can be found in the appendix.

Example Two: Social Sciences Program Assessment of Student Learning Outcomes

In 2018, Social Sciences identified a concern regarding students' inability to meet the program's established benchmark focused on conducting effective and appropriate social scientific research. Through review and analysis of data, faculty concluded there needed to be stronger linkages between the learning objectives and content of lead-up, preparatory courses, as well as in the senior capstone research course used as the assessment method for this objective.

Faculty critically examined the content and assignments in three courses: HIST 200 "Keys to Historical Research," SS 385 "Research Methods," and SS 499 "Research Project and Seminar in Social Science." They assured assignments were scaffolded to progressively and consistently guide students to conduct social scientific research in an effective manner. The content of HIST 200 prepares students for SS 385,

which in turn, prepares students to be successful in the capstone course, SS 499. Faculty also decided to have a consistent instructor in SS 385 and SS 499, as those two courses are closely linked in content and completion timelines.

The impact of these adjustments was seen almost immediately. In 2018, the research projects and presentations by students had failed to meet the 70% benchmark of rating at a 3 or higher on the 5-point rubric scale. In 2019, 86% of the students met or exceeded, while 80% in 2020 achieved the same.

Social Sciences program assessment data and full Unit Assessment Report can be found in the appendix.

Part 4. Moving Forward

LC State is in the third year of its seven-year accreditation cycle. Since our last NWCCU site visit in 2018, LC State has made explicit the link between mission elements and core themes and engaged in direct self-analysis to better understand and quantify our mission fulfillment and institutional success metrics. In following the guidelines associated with the new 2020 NWCCU standards, we established direct and indirect benchmark assessments for student learning outcomes and set reasonable targets for improvement. We also created a preliminary accreditation stakeholder committee which consists of faculty from each of the three academic schools including Career and Technical Education (CTE), Liberal Arts & Sciences (LAS), and Professional Studies (SPS), as well as area experts from Student Affairs, Finance and Administration. The intention of this initial committee was to establish a process for reviewing preliminary data, that allowed us to firmly identify and tie in institutional strategic priorities for the next seven years directly aligned with our mission fulfillment and stakeholder expectations. Additionally, our institutional strategic plan (2022-2026) now directly and intentionally aligns with NWCCU's standards. Much of the results of these institutional efforts informed our institutional 2019 Year One report.

This mid-cycle institutional review process has helped us identify areas of strength, as well as areas of opportunity. Overall, LC State is performing well on its efforts of remediation, effectively assisting students to reach college-level readiness relatively early in their college experience. Equity gaps among student sub-populations were observed in retention and graduation rates despite institution-wide performance on these metrics remaining level. And credit accumulation at the college has recently declined and further analysis revealed potential equity gaps among some student sub-populations worth addressing.

Not unlike other institutions, COVID-19 has caused many challenges and changes that have directly impacted assessment processes at LC State. As an institution, our strategy has not changed, but rather the pandemic has helped refine our processes to ensure we continue to serve and promote student achievement, regardless of delivery format. LC State has not lowered its performance targets, but the pandemic has forced us to established better dialogue and consideration for alternative evaluation, as we move forward. Coronavirus Aid, Relief and Economic Security (CARES) Act funds have helped bridge the gap with respect to instruction, alternative delivery methods, additional student expenses, and technology. All of which were not anticipated prior to the pandemic.

As we move forward in preparation of the institution's seven-year accreditation review, scheduled for fall 2025, we will continue to utilize continuous improvement strategies, programmatic metrics, consider trends, and modify our strategic actions in response to changing indicators. This will ensure our

continued focus on connecting learning to life, and our commitment to assessing diversity, equity, and inclusion.

Appendices

Appendix A: Program Assessment Example: Social Sciences

Instructional Programs Unit Assessment and Program Performance Report [UAR] – Fall 2020

Program Name: Social Sciences

Program Description: 13 Behavioral Science (AA); 820/EM1 Social Science: Anthropology; 820/EM4 Social Science: Political Science; 820/EM5 Social Science: Sociology; 835 History; 835/EM1 History: Public History; 845/320 Social Science-History: Secondary Ed; 905/800 General Studies: Social Science; 11 Anthropology; 13 Behavioral Science; 27 Environmental Studies; 41 Global Studies; 46 History; 64 Native American Studies; 70 Political Psychology; 80 Social Science; 84 Political Science; 85 Sociology; 95 Women & Gender Studies

The Social Sciences major integrates three Social Science emphases (Anthropology, Political Science, and Sociology) into a comprehensive program designed to enhance students' understanding of the world of the past, present and future through the application of social scientific research skills to domestic, regional and global problems, as well as issues of diversity. The major provides practical insights into why and how the world(s) we live in work the way they do. Students interested in graduate school receive suitable grounding in a specific Social Science emphasis. When taken as part of an integrated Secondary Education program, the major trains students for professional teaching.

History involves the study of the past. More specifically, historians examine, analyze, and interpret change and continuity in human societies over time. History provides an opportunity to learn not only about the past, but also to gain important insights into the present. By understanding what has happened before, we can better understand and evaluate current information and events.

As part of an integrated Social Sciences Program, the History major is designed to enhance students' understanding of the world through the application of social scientific research skills to domestic, regional and global problems, as well as issues of diversity. The major provides practical insights into why and how the world(s) we live in work the way they do.

PREVIOUS YEAR'S WORK PLAN

List work plan elements/areas for improvement from the previous year, along with actions taken and a progress report.
Work Plan 2019: 1. The previous year (AY 2018-2019) was the first year that the program reviewed POLS/PHIL 200 assignments for assessing Outcome 1 ("Students will think critically and analytically about social phenomena through reading, writing, and discussion.") We planned to continue to review those assignments for our assessment of that outcome. Actions taken and progress report: As planned, we again used the POLS/PHIL 200 final papers for this year's assessment. This appears to be a sound indicator for assessing this outcome because of the comprehensive nature of this assignment in requiring students to reflect on the key issues, concepts, and/or theories of their major area of study and how they relate to and are informed by social and political philosophy. Since social-political philosophy is fundamental to "think[ing] critically and analytically about social phenomena," this assignment is particularly well suited for assessing students' abilities in this realm. 2. The social sciences program will continue to promote diversity in its courses. The program will review its assessment practices to determine if additional diversity assessment for upper division program courses is desirable. Actions taken and progress report: Nearly all of the introductory courses offered by the Social Sciences Program are General Education Diversity courses, and a focus on diversity infuses our curriculum at every level. For AY 2019-2020 we continued to use Gen. Ed. Diversity data from lower-division courses given that that assessment process has been in place for several years and is well honed. 3. The program will continue working to better align the curriculum between SS 499 and earlier methods courses, specifically HIST 200 and SS 385. Instructors in these courses continue to make minor refinements to ensure student success. Actions taken and progress report: The program faculty have continued to discuss the linkages between HIST 200 and SS 385 and SS 499. Those discussions were interrupted during the spring semester because of the coronavirus pandemic. For the current year (AY 2020-21), we have scheduled the same faculty member to teach both SS 385 and SS 499, the assumption being that those courses will be more seamlessly linked for students as a result. 4. The Social Sciences program will continue to encourage students to participate in meaningful and constructive activities that will emphasize social science skills and provide professional experience.

Actions taken and progress report: Social Sciences program faculty who advise various student clubs (Political Science Club, Anthropology Club, Women in Lasting Leadership Club) have actively involved students in regional conferences, volunteer activities, and professional development opportunities. Social Sciences faculty regularly supervise students as research assistants or in internships. HIST 301: Projects in Public History involved students in research for a planned public mural in Lewiston.

1) Program Outcomes

Program Outcomes: List your program outcomes (as noted in the current year catalog) in the tables below list and describe the indicator(s) and assessment methods you use to determine if your program has met its outcomes. **Optional for AY20-21:** Provide an analysis of data, and establish work plans for the year [One table per program outcome; copy-paste table as needed]. **Note:** all program outcomes must be listed, however, programs with extensive outcomes lists may focus each year on half of the outcomes.

Outcome	Students will think critically and analytically about social phenomena through reading, writing, and discussion.
Indicator	Student papers from POLS/PHIL 200
Assessment Method	Assess student final papers from POLS/PHIL 200 using a faculty generated rubric.
Benchmark/Target	80% of students will rank a 3.0 or higher on the 5-point rubric scale.
Data Sources	Student papers from POLS/PHIL 200
Relevant dates	Fall 2020
Results (List at least two years of data if available)	**Benchmark/ Target** (select one): **Met** **Not Met** **Partially Met** 2018-2019 X 2019-2020 X AY 2019-2020 – 82% of students ranked 3 or higher on rubric. AY 2018-2019 – 100% of students ranked 3 or higher on rubric.
Analysis of results	For their final papers, students in POLS/PHIL 200 are asked to write about how philosophy relates to their major. This year, 9 of 11 students (82%) ranked 3.0 or above on the quality of their thesis statements, quality of analysis, effectiveness of conclusion, and recognition of different perspectives. Overall, students were highly effective in connecting key concepts, theories, and/or issues in their major field of study to relevant philosophical perspectives and debates.
Work plan actions to improve the outcome over the year	NA (optional for 2020 UAR)

Outcome	Demonstrate an understanding and appreciation of the diversity of human perspectives and behaviors.
Indicator	Student papers from lower-division social science program courses
Assessment Method	Student papers assessed by faculty for diversity content based on General Education diversity rubric
Benchmark/Target	75% or more of students will meet or exceed expectations
Data Sources	Samples of student work from lower division social science program courses (HIST 101, 102; ANTH 102)
Relevant dates	Spring 2020
Results (List at least two years of data if available)	**Benchmark/ Target** (select one)**:** **Met** **Not Met** **Partially Met** AY 2018-2019 X AY 2019-2020 X AY 2019-2020 – 83% of papers (in HIST 101 and ANTH 102) met or exceeded expectations. 2018-2019 – 88.5% of papers (in HIST 102 and ANTH 102) met or exceeded expectations.
Analysis of results	NA (optional for 2020 UAR)
Work plan actions to improve the outcome over the year	NA (optional for 2020 UAR)

Outcome	Students will conduct social science research by formulating research questions and applying appropriate research methods (quantitative/qualitative) and theory.
Indicator	SS 499 papers and presentations
Assessment Method	SS499 class final papers and presentations assessed by a faculty generated rubric.
Benchmark/Target	70% of students rank 3.0 or higher on the 5-point rubric scale.
Data Sources	Students submitted final papers from SS499
Relevant dates	AY 2019-2020 SS499 final projects collected May 2020

Results (List at least two years of data if available)	**Benchmark/ Target** (select one)**:**	**Met**	**Not Met**	**Partially Met**
	AY 2016-2017	X		
	AY 2017-2018		X	
	AY 2018-2019	X		
	AY 2019-2020	X		
	AY 2019-2020 – 80% of students met benchmark. AY 2018-2019 – 86% of students met benchmark. AY 2017-2018 – 60% of students met benchmark. AY 2016-2017 – 71% of students met benchmark.			
Analysis of results	Spring 2020 was interrupted due to COVID-19. Halfway through the semester, instruction shifted from in person to online. Not only did students deal with the loss of jobs and changing living situations, they also had limited access to library resources. As a result, only four of the five students enrolled in SS499 finished the semester. Student presentations normally given at the LCSC research symposium were cancelled, but students still completed their final 25-30 page research papers. All four students who completed SS499 met expectations, despite the challenges of COVID-19. In light of the disruption from COVID-19, it is difficult to draw any substantial conclusions from the SS499 assessment data. The student who failed to complete the course did so due to personal rather than academic reasons.			
Work plan actions to improve the outcome over the year	Over the last several years, the program has worked to better align curriculum between SS499 and earlier methods courses, and the alignment appears to be working. The present year (AY 2020-2021) presents us with an opportunity to further examine the connection between SS 385 and SS 499, as the same faculty member is teaching both courses this year, so we anticipate future discussion of further refinements to our methods curriculum as a result of this faculty member's experience with both courses. More generally, the program will continue to monitor curriculum alignment to ensure student success. Given the current disruption from COVID-19, the program is mainly focusing on maintenance and on shifting to new modes of delivery.			

Outcome	Be prepared to engage in constructive activities outside of the Social Sciences program, such as through acceptance into graduate/professional programs, internships, paid employment, community service, and the like.
Indicator	Student resumes collected in SS 499 class
Assessment Method	Review of student resumes collected in SS 499 to determine how many activities students participated in.
Benchmark/Target	70% of students have participated in one or more activities such as internships, paid employment related to field, community service, club involvement, etc.
Data Sources	Student resumes collected in SS 499
Relevant dates	AY 2019-2020, SS 499 projects (including resumes) collected May 2020
Results (List at least two years of data if available)	**Benchmark/ Target** (select one)**:** **Met** **Not Met** **Partially Met** AY 2018-2019 X AY 2019-2020 X AY 2019-2020 – 80% of students have engaged in constructive activities outside the social science program. AY 2018-2019 – 100% of students had engaged in constructive activities outside the social science program.
Analysis of results	The 80% figure for AY 2019-2020 represents the four of five enrolled students who completed SS499. All four were actively engaged in constructive outside activities related to their fields of study. One student is working in the field. Others have served as club officers, presented at academic conferences, and participated in undergraduate research projects.
Work plan actions to improve the outcome over the year	NA (optional for 2020 UAR)

REVIEW

	Name	Date
Program Assessment Coordinator	**Laura Earles**	**11/9/20**
Division Chair/Director	**Christopher Riggs**	**11/21/20**
Dean	**Martin Gibbs**	**12/14/20**
Provost	**L. Stinson**	**01/03/21**

Appendix B: Program Assessment Example: Biology

Instructional Programs Unit Assessment and Program Performance Report [UAR] – Fall 2020

Program Name: Biology

Program Description: The Biology program at LCSC provides a Biology Major (705), Biology Secondary Education Major (705.320) and Biology Minor (16) in addition to serving a critical role in providing key support/service classes for the institution. On average, approximately twenty graduates earn biology majors or minors per academic year. The majority of these graduates continue their education in graduate and professional programs with the remainder entering the work force in technical positions.

The biology program also plays a key role in providing general education core lab science classes for students from across campus and crucial support classes for other Divisions - notably Nursing & Health Sciences and Teacher Education. External stakeholders are identified as local and national employers of LCSC Biology graduates and graduate and professional programs admitting LCSC Biology graduates.

There are currently nine full-time faculty in the Biology program, with one leaving the institution at the end of this academic year. Two Biology faculty also teach Chemistry classes (Dr. Leigh Latta and Dr Wendy Shuttleworth), at present approximately 70% of Dr. Shuttleworth's load are CHEM prefix classes.

PREVIOUS YEAR'S WORK PLAN

List work plan elements/areas for improvement from the previous year, along with actions taken and a progress report.
• **Change in program plan** In the previous reporting period the Biology program plan was updated with the removal and addition of several courses. This was the result of several years of review and discussion. No students have yet completed the program plan; the first class are now Juniors. • **Pre-Biology** There is now a pre-biology option for students in their freshman classes, we hope this will better serve the less prepared incoming freshmen and allow us to track retention after successful completion of the freshman classes. It is recognized that a significant number of students start college as declared biology majors without a clear understanding of the necessity for several chemistry and mathematics courses. These students are often not college ready and place into remedial or co-requisite mathematics. A number of these students are unable to complete STEM math. Many students change majors during their freshman year. Moving forward we will be tracking program retention after successful completion of the freshman classes.

1) Program Outcomes

Program Outcomes: List your program outcomes (as noted in the current year catalog) in the tables below list and describe the indicator(s) and assessment methods you use to determine if your program has met its outcomes. **Optional for AY20-21:** Provide an analysis of data, and establish work plans for the year [One table per program outcome; copy-paste table as needed]. **Note:** all program outcomes must be listed, however, programs with extensive outcomes lists may focus each year on half of the outcomes.

Outcome	Upon completion of the Biology program students will *Understand cell structure, function, and reproduction*
Indicator	Composite score on Major Field Test for Biology sub-sections 1 Cell Biology and 2 Molecular Biology & Genetics
Assessment Method	Comparison to national ranking of 331 institutions.
Benchmark/Target	Average percentile ranking for all senior students taking the exam in the last three years near the 50th percentile. The 50th percentile represents the median score nationally.
Data Sources	ETS website
Relevant dates	May testing of graduating seniors
Results (List at least two years of data if available)	**Benchmark/ Target** (select one)**:** **Met** **Not Met** **Partially Met**

Academic year	# students	score	National average score	percentile
19-20*				
18-19	13	109	106	55
17-18	10	122	104	88
16-17	7	113	104	72
15-16	12	115	104	75

* COVID prevented administration of the Biology Field test for this year

Analysis of results	This benchmark was met in previous reporting periods. The students completing the ETS major field exam upon graduation from LCSC have consistently exceeded the national average. It is noted that the sample size is small and the data variable however on average our graduates are always performing well above the national average on this test. Given our small number of test takers the average score is strongly influenced by an individual very high or very low performer. The most recent data set still shows performance above the national average but is markedly lower than in the past. Faculty have noted that this group of students appeared to be less prepared for academic rigor than their predecessors.
Work plan actions to improve the outcome over the year	No action needed. Continue to track this data as a measure of our graduates against those nationwide taking the ETS exam (300+ schools). Not all students are taking this test; our tracking would be improved if we could ensure that all Biology graduates are assessed.

Outcome	Upon completion of the Biology program students will *Understand the principles of natural selection and evolution*
Indicator	Score on Major Field Test for Biology sub-section 4 Population Biology, Evolution & ecology
Assessment Method	Comparison to national ranking of 331 institutions.
Benchmark/Target	Average percentile ranking for all senior students taking the exam in the last three years near the 50th percentile. The 50th percentile represents the median score nationally.
Data Sources	ETS website
Relevant dates	May testing of graduating seniors

Results (List at least two years of data if available)	**Benchmark/ Target** (select one)**: Met Not Met Partially Met**

Academic year	# students	score	National average score	percentile
19-20*				
18-19	13	52	51	53
17-18	10	55	51	68
16-17	7	58	51	82
15-16	12	56	51	70

* COVID prevented administration of the Biology Field test for this year

Analysis of results	This benchmark was met in previous reporting periods. The students completing the ETS major field exam upon graduation from LCSC have consistently exceeded the national average. It is noted that the sample size is small and the data variable however on average our graduates are always performing well above the national average on this test. Given our small number of test takers the average score is strongly influenced by an individual very high or very low performer. The most recent data set still shows performance above the national average but is markedly lower than in the past. Faculty have noted that this group of students appeared to be less prepared for academic rigor than their predecessors.
Work plan actions to improve the outcome over the year	No action needed. Continue to track this data as a measure of our graduates against those nationwide taking the ETS exam (300+ schools). Not all students are taking this test; our tracking would be improved if we could ensure that all Biology graduates are assessed.

Outcome	Upon completion of the Biology program students will *Understand organismal form and function*
Indicator	Score on Major Field Test for Biology sub-section 3 Organismal Biology
Assessment Method	Comparison to national ranking of 331 institutions.

Benchmark/Target	Average percentile ranking for all senior students taking the exam in the last three years near the 50th percentile. The 50th percentile represents the median score nationally.
Data Sources	ETS website
Relevant dates	May testing of graduating seniors
Results (List at least two years of data if available)	**Benchmark/ Target** (select one)**: Met Not Met Partially Met**

Academic year	# students	score	National average score	percentile
19-20*				
18-19	13	52	52	50
17-18	10	55	52	62
16-17	7	62	52	94
15-16	12	59	53	80

* COVID prevented administration of the Biology Field test for this year

Analysis of results	This benchmark was met in previous reporting periods. The students completing the ETS major field exam upon graduation from LCSC have consistently exceeded the national average. It is noted that the sample size is small and the data variable however on average our graduates are always performing well above the national average on this test. Given our small number of test takers the average score is strongly influenced by an individual very high or very low performer. The most recent data set still shows performance above the national average but is markedly lower than in the past. Faculty have noted that this group of students appeared to be less prepared for academic rigor than their predecessors.
Work plan actions to improve the outcome over the year	No action needed. Continue to track this data as a measure of our graduates against those nationwide taking the ETS exam (300+ schools). Not all students are taking this test; our tracking would be improved if we could ensure that all Biology graduates are assessed.

Outcome	Upon completion of the Biology program students will *Think critically and apply knowledge in novel contexts*
Indicator	Successful completion of upper division courses: BIOL 362 (Cell Biology), BIOL 341 (Genetics), BIOL 355 (microbiology) & CHEM 481 (Biochemistry),
Assessment Method	Percent of Biology graduates successfully completing BIOL 362 (Cell Biology), CHEM 481 (Biochemistry) with C grade or better
Benchmark/Target	70% of students achieve a C grade in one or both of these classes
Data Sources	Individual faculty records
Relevant dates	May '20
Results (List at least two years of data if available)	**Benchmark/ Target** (select one)**:** **Met** **Not Met** **Partially Met**

	# Biology graduates	% achieving C or better in BIOL 341	% achieving C or better in BIOL 355	% achieving C or better in BIOL 362	% achieving C or better in CHEM 481
May 2020	9	66	100	77	89
May 2019	19	85	100	95	95
May 2018	14	100	100	100	93

Analysis of results	This benchmark was met. The classes above were chosen because they are upper division program requirements and are representative of classes in which critical thinking and application to novel contexts are particularly required. Students may also gain these skills in research situations.
Work plan actions to improve the outcome over the year	No action needed. Continue to track this data as an indicator of the desired outcome.

Outcome	Upon completion of the Biology program students will *perform basic laboratory procedures in a safe manner.*
Indicator	Successful completion of several laboratory classes within the major including BIOL 181, BIOL 182, BIOL 355, BIOL 341, CHEM 111, CHEM 112, CHEM 372, CHEM 481
Assessment Method	Percentage of Biology majors completing these classes
Benchmark/Target	100% of students will successfully complete these classes
Data Sources	Degree audit
Relevant dates	May '20
Results (List at least two years of data if available)	**Benchmark/ Target (select one): Met Not Met Partially Met** As most of these classes listed above are requirements for the biology major all students have to achieve this program goal prior to graduation.
Analysis of results	This benchmark is met with our current program plan and list of required classes
Work plan actions to improve the outcome over the year	No action needed.

REVIEW

	Name	Date
Program Assessment Coordinator	**Wendy Shuttlesworth**	**11/13/2020**
Division Chair/Director	**Martin Gibbs**	**11/13/2020**
Dean	**Martin Gibbs**	**12/15/2020**
Provost	**L. Stinson**	**01/03/2021**

Appendix C: Institutional Self-Reflection of Student Achievement Indicators as of July 2021

This section of the mid-cycle review serves as an overview of LC State's student achievement measures the institution uses as part of its ongoing self-reflection. Some the content of this document is intended to appear in the mid-cycle report, itself, whereas other content will appear as publicized as a dashboard (a requirement of the NWCCU review). These indicators include measures of completion, retention, and postgraduation success student achievement measures. Historical institutional student achievement on these indicators is compared to the student achievement outcomes from two batches of institutional peers:

1. Idaho State Board of Education approved list of institutional peers[2]
2. Idaho 4-year institutions[3]

In order to promote student achievement and close equity gaps, these indicators have been disaggregated by race, ethnicity, age, gender, socioeconomic status and first-generation college student status. By considering student achievement using these institutionally meaningful categories, barriers to academic excellence and success among students from underserved communities can be addressed.

Completions

Completions is an indicator of student achievement that aligns with Goal 2, Objective B, Performance Measure 1 of the institutional strategic plan and measures the count of degrees/certificates awarded at each degree-level.[4] In analyzing institutional performance on this indicator, it was found that total degrees and certificates awarded declined the most recent year, primarily because the number of bachelor's degrees declined by 19%. In comparing to LC State's national peers, it was found that LC State awards more bachelors and associate degrees than its peers, but the most recent year of completions are not yet publicly available to confirm whether LC State's recent declined in bachelor's degrees awards was also observed at its peers.

By disaggregating these findings, we find this decline in bachelor's achievement observed broadly across many student sub-populations. A decline in Bachelor's was observed among our White/Caucasian students (-22%) but not equivalently observed among our race/ethnic minority students. In fact, the number of completions among our Hispanic students improved by 10%.

Declines in completions were also observed among both male and female students (20% and 19%, respectively) as well as across first generation, economically disadvantaged and adult learner students' bachelor's achievement (-10%, -24% and -20%, respectively). In sum, the recent decline in Bachelor's achievement seemed to have occurred somewhat equitably across the measured student groups. Institutional response, therefore, should be broadly focused upon the student population at-large.

[2] https://www.lcsc.edu/ir/who-are-our-peer-institutions
[3] https://boardofed.idaho.gov/higher-education-public/institutions-roles-and-missions/
[4] Consistent with IPEDS Completions Survey definitions.

Certificates & Degrees	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Certificates	18	21	15	26		
Benchmark: Maintain	New Benchmark Methodology		21	21	28	30
Achievement			NOT MET	MET		
Associates	414	425	347	365		
Benchmark: +1% annually	New Benchmark Methodology		430	436	442	455
Achievement			NOT MET	NOT MET		
Baccalaureates	528	587	626	505		
Benchmark: +1% annually	New Benchmark Methodology		594	646	666	705
Achievement			MET	NOT MET		

Table 2: Total Degrees and Certificates Awarded as presented in the FY 2022-2026 Strategic Plan[5]

[5] Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025, necessitating a one percent increase annually.

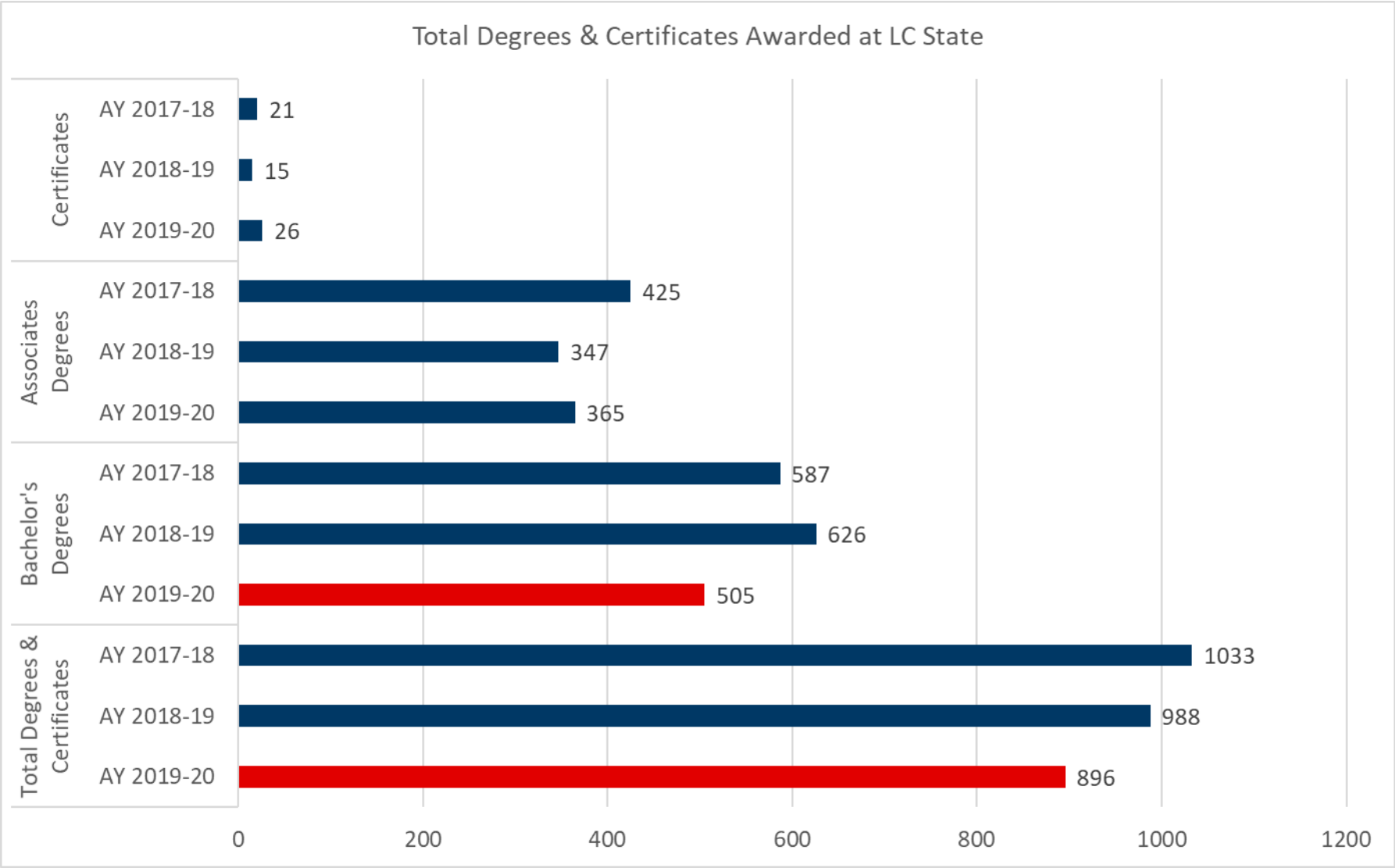

Figure 1: Total degrees & certificates awarded at LC State for the last three years. Items in red demark the declines observed and analyzed in terms of race/ethnicity, age, gender, socioeconomic status, first generation college student, Pell status.

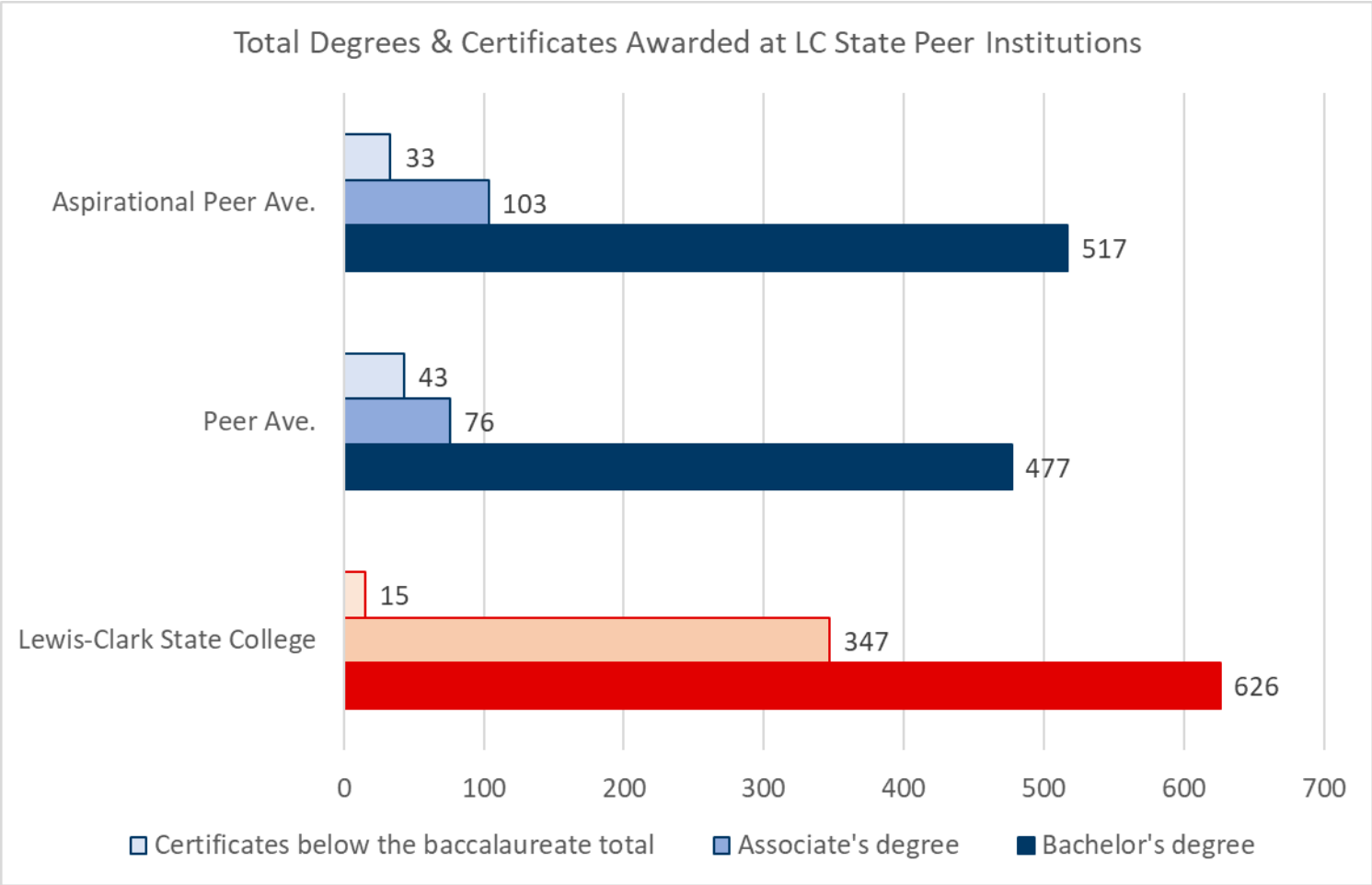

Figure 2: Total Degrees & Certificates Awarded at LC State Peer institutions during AY 2018-19.

Retention

Retention is an indicator of student achievement that aligns with Goal 2, Objective B, Performance Measure 5 of the institutional strategic plan and measures the proportion of first-time, full-time, baccalaureate-seeking students who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.[6] In analyzing institutional performance on this indicator, we find that first-time, full-time, baccalaureate-seeking students retain at the institution the following fall at 61%, most recently. Historically, retention has remained level, fluctuating slightly between 63% from the fall 2017 to fall 2018 measurement period, to 60% during the fall 2018 to fall 2019 measurement period. And yet, LC State retention of first-time, full-time, baccalaureate-seeking students is lower than that of its national peers. On average, LC State's institutional peer retention is 66%.

By disaggregating these findings, we find that retention among Hispanic students dropped from 68%, as measured from fall 2017 to fall 2018, to 53% and 56% in more recent years (from fall 2018 to fall 2019 and from fall 2019 to fall 2020 measurement periods, respectively). While fluctuations in retention were also observed in other race/ethnicity groups, those groups consist of small populations (< 20) and therefore percentages fluctuate in ways not statistically meaningful.

By considering retention by gender, we find that male retention recently declined from 60% in the fall 2017 to fall 2018 and fall 2018 to 2019 measurement periods, to 51% in the fall 2019 to fall 2020 measurement period. Mild declines were observed among first generation, economically disadvantaged and adult learner students. Retention has slipped by one or two percentage points across the three years observed among first generation and economically disadvantaged students, ranging from 64% to 59%. Adult learner students experienced greater fluctuations in retention. Adult learner retention declined from 67% during the fall 2017 to fall 2018 measurement period to 57% during the fall 2018 to fall 2019 measurement period. Fortunately, however, the most recently measured retention among adult learner students (fall 2019 to fall 2020 measurement period) improved back to above prior levels at 73%.

In sum, a recent decline in retention was observed somewhat uniquely among male students and institutional response should consider strategies tailored to positively impact this student population. And by impacting this student population, perhaps it will be the case that overall retention at LC State will better resemble the retention of its institutional peers.

[6] Consistent with IPEDS Fall Enrollment Survey definitions.

Retention	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
First-Time, Full-Time, Baccalaureate-Seeking, Students	57%	63%	60%	61%[21]		
Benchmark: +2% annually[7]	New Measurement		61%	63%	65%	67%
Achievement			NOT MET	NOT MET		

Table 3: First-time full-time baccalaureate-seeking retention as presented in the FY 2022-2026 Strategic Plan.[8]

[7] Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of first-time, full-time, degree-seeking retention (59%).

[8] Benchmarks derived from financial modeling of institutional viability and expansion. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually.

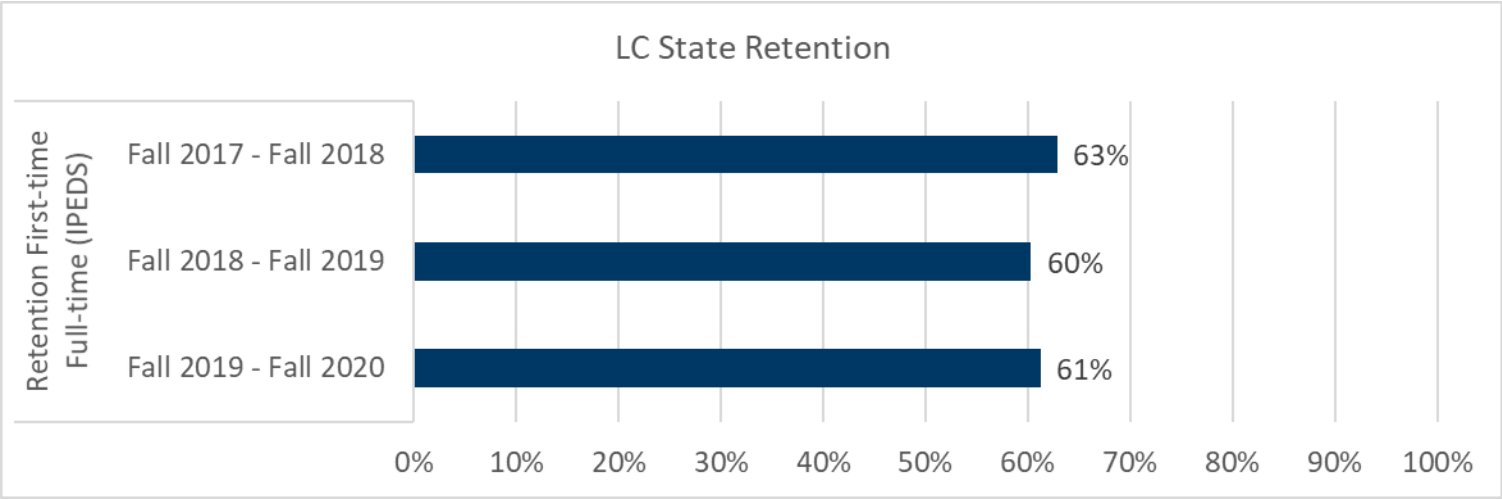

Figure 3: First-time full-time baccalaureate-seeking retention (fall to fall) at LC State.

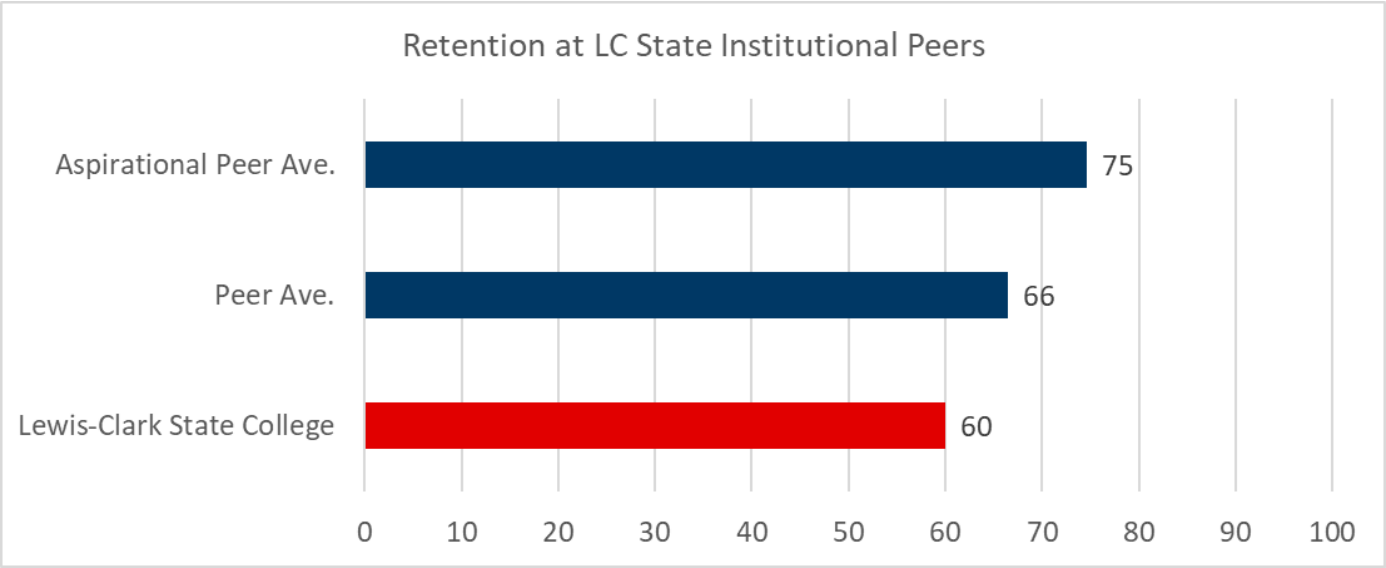

Figure 4: First-time full-time Baccalaureate-seeking retention (fall to fall) at LC State institutional peers.

150% Graduation Rate

The 150% graduation rate is an indicator of student achievement that aligns with Goal 2, Objective B, Performance Measure 3 of the institutional strategic plan and measures the proportion of first-time, full-time entering, baccalaureate-seeking students who attain a degree or certificate within 150% normative time to degree[9]. In analyzing institutional performance on this indicator, we find that approximately 34% of first-time, full-time entering, baccalaureate-seeking students attain a degree or certificate within 150% normative time to degree. Despite this graduation rate remaining relatively level across the last three years, LC State's graduation rate is lower than that of its national peers. On average, LC State's institutional peer graduation rate is 39%.

By disaggregating these findings, we find that graduation rates among Hispanic students dropped from 38% among those from the 2012 cohort to 25% and 28%, respectively, among the 2013 and 2014 cohorts (most recent cohorts measured). While fluctuations in graduation rates were also observed in other race/ethnicity groups, those groups consist of small populations (< 20) and therefore percentages fluctuate in ways not statistically meaningful.

By considering graduation rates by gender, we find that male graduation rates declined from 33% among those who started in fall 2012 (cohort) to 29% and 25% among the subsequent 2013 and 2014 cohorts, respectively. By comparison, female graduation rate has progressively improved from 36% for the 2012 cohort to 39% and 40% among the 2013 and 2014 cohorts, respectively.

Graduation rates among first generation college students most recently are 29% (2014 cohort) with little fluctuation historically. Economically disadvantaged students did experience a fluctuating graduation rate of 36% among the 2012 cohort, dropped to 24% among the 2013 cohort, but rose again to prior levels of 35% among the most recent (2014) cohort. Graduation rates among adult learner students have declined from 26% among the 2012 cohort to 11% and 17% among the most recent cohorts measured (2013 and 2014 cohorts, respectively).

In sum, declines in graduation rates were observed somewhat uniquely among Hispanic, male and adult students. Consequently, institutional response should consider strategies tailored to positively impact these student populations. And by impacting these student population, perhaps it will be the case that overall graduation rate at LC State will better resemble the graduation rates of its institutional peers.

[9] One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and 3 semesters for a one year certificate. Calculations used IPEDS definitions.

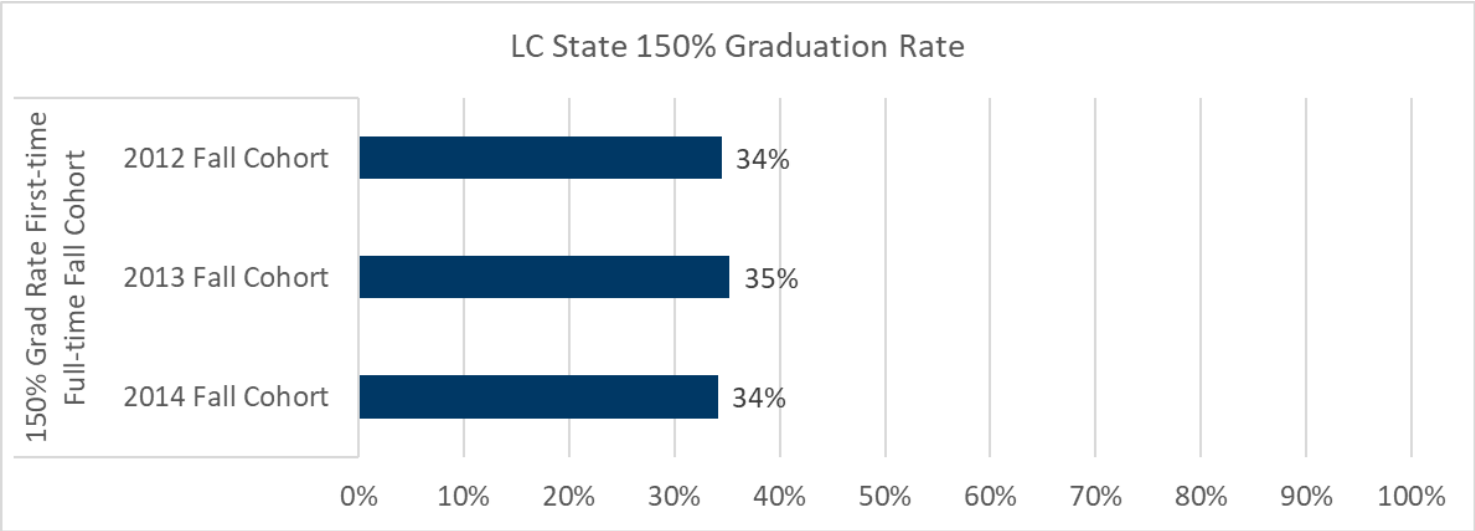

Figure 5: First-time, full-time, baccalaureate-seeking 150% graduation rate at LC State.

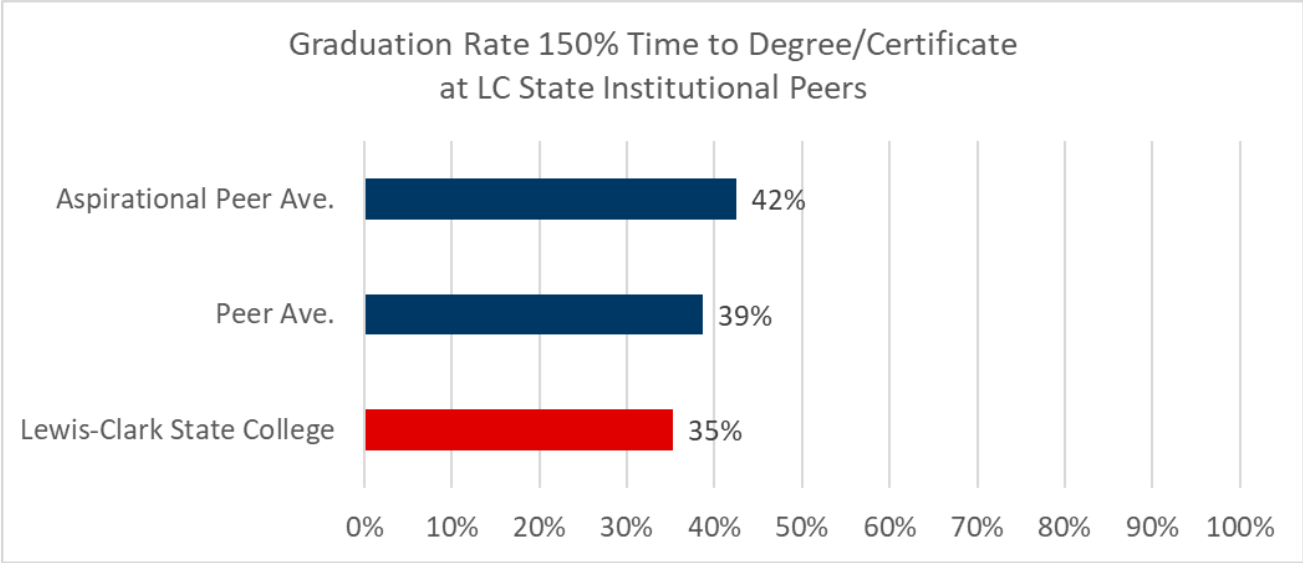

Figure 6: First-time, full-time, baccalaureate-seeking 150% graduation rate at LC State institutional peers.

Credit Accumulation/Think 30 to Finish

Credit accumulation is an indicator of student achievement that aligns with Goal 2, Objective B, Performance Measure 6 of the institutional strategic plan and measures the percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester. In analyzing institutional performance on this indicator, we find that most recently, 33% of degree-seeking students completed 30 or more credits during the AY 2019-20 academic year. While there were similar rates of credit accumulation during the 2018-19 academic year, the 2017-18 academic year was characterized by a higher rate of credit accumulation at 38%.

By disaggregating these findings, we find that credit accumulation rates among Native American, Alaskan Native students as well as Black African American students dropped to a larger degree than other race/ethnicity categories. Credit accumulation rates among Native American, Alaskan Native students dropped from 32% during the 2017-18 academic year to 15% and 12% during the 2018-19 and 2019-20 academic years, respectively. Similarly, we find that credit accumulation rates among Black/African American students dropped from 61% during the 2017-18, to 36% in both the 2018-19 and 2019-200 academic years.

Declines were observed, somewhat equivalently, among both male and female students. During the 2017-18 academic year, 38% of males and females competed 30 or more credits. During subsequent academic years (2018-19 and 2019-20) credit accumulation decreased to an average of 32%.

A similar pattern was observed among first generation, economically disadvantaged and adult learner students whereby credit accumulation rates were higher in the 2017-18 academic year, and dropped during the 2018-19 and 2019-20 academic years. Adult Learners, historically have not accumulated 30 or more credits per academic year, with only 21% doing so during the 2017-18 academic year followed by 16% and 18% during the 2018-19 and 2019-20 academic years, respectively.

In sum, declines in credit accumulation rates were observed somewhat uniquely among Native American/Alaska Native and Black/African American students. However, the drop among Native American/Alaska Native students is more concerning being that their credit accumulation rates were already low relative to other race/ethnicity student populations prior to the recent decline. Similarly, while declines were observed among first generation, economically disadvantaged and adult learner students, the drop among adult students is more concerning being that their credit accumulation rates were already low relative to the other sub-populations of students prior to their recent decline. Consequently, institutional response should consider strategies tailored to positively impact Native American/Alaska Native and adult student populations.

30+ credits per AY	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
%	25%	38%	31%	33%		
Benchmark[10]	New Benchmarking Method		30%	32%	34%	36%
Achievement			MET	MET		

Table 4: Credit accumulation/Think 30 to finish, as presented in the FY 2022-2026 Strategic Plan.

[10] Benchmarks derived from financial modeling of institutional viability and expansion. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of the percent of degree-seeking students who completed 30+ credits per academic year (28%).

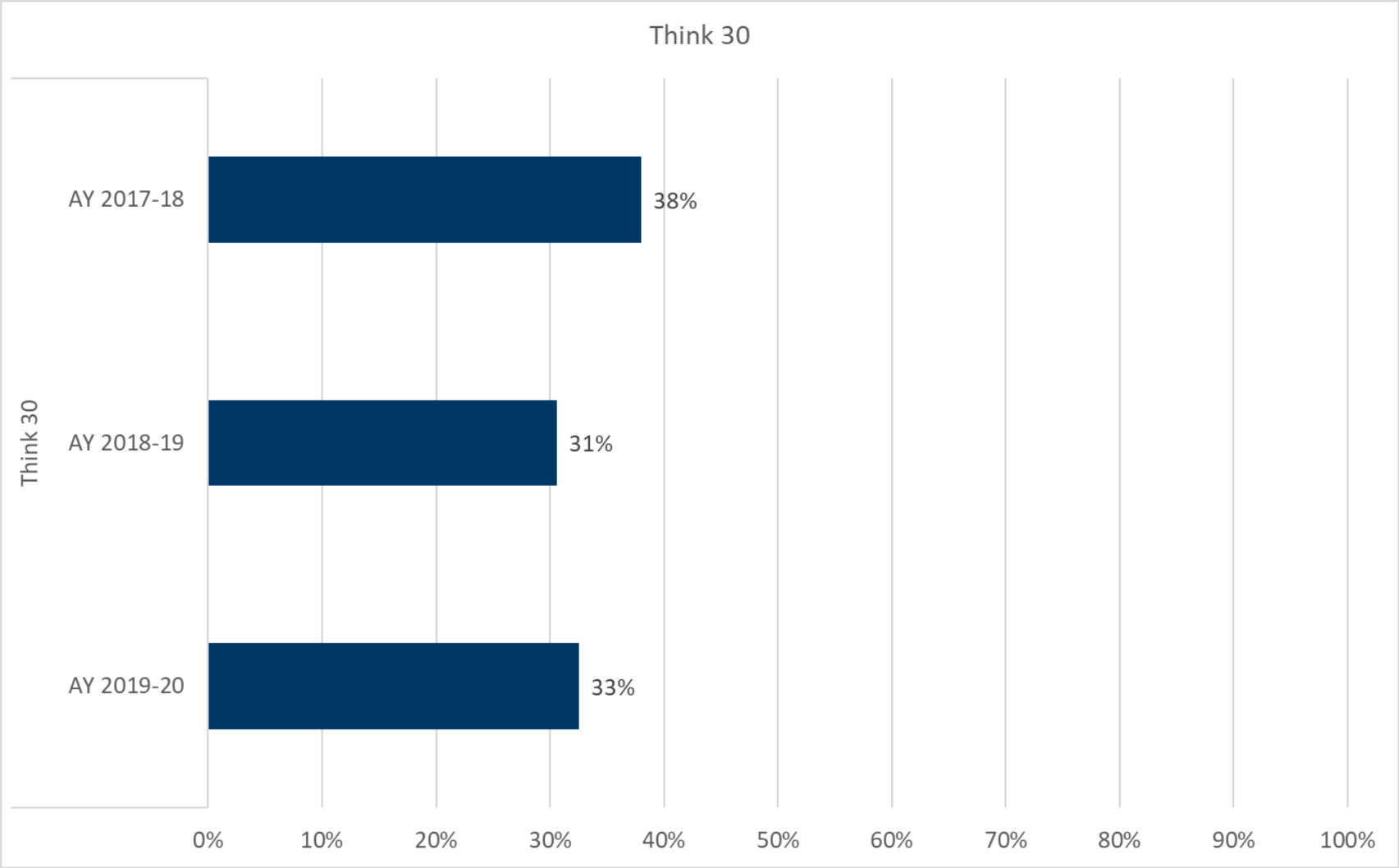

Figure 7: Credit accumulation/Think 30 to finish

Remediation

Remediation rate is an indicator of student achievement that aligns with Goal 2, Objective B, Performance Measure 7 of the institutional strategic plan and measures the percent of degree-seeking students who took a remedial course and completed a subsequent college-level, credit-bearing course (in the area identified as needing remediation) within a year with a "C" or better. In analyzing institutional performance on this indicator, we find steady improvement on this indicator, with 39% observed during the 2017-18 academic year, to 59% during the 2019-20 academic year.

By disaggregating these findings, we find this increase in remediation rates among LC State's White/Caucasian students (-22%). While fluctuations in retention were also observed in other race/ethnicity groups, those groups consist of small populations (< 20) and therefore percentages fluctuate in ways not statistically meaningful.

Increases in remediation rates were observed, somewhat equivalently, among both male and female students, with female students experiencing a more robust increase in remediation rates. A similar pattern was observed among first generation, economically disadvantaged and adult learner students whereby remediation rates have improved since the 2017-18 academic year.

Remediation	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
%	21%	39%	51%	59%		
Benchmark[11]	New Benchmarking Method		20%	52%	60%	62%
Achievement			MET	MET		

Table 5: Remediation, as presented in the FY 2022-2026 Strategic Plan.

[11] Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[Error! Bookmark not defined.], necessitating a one percent increase annually.

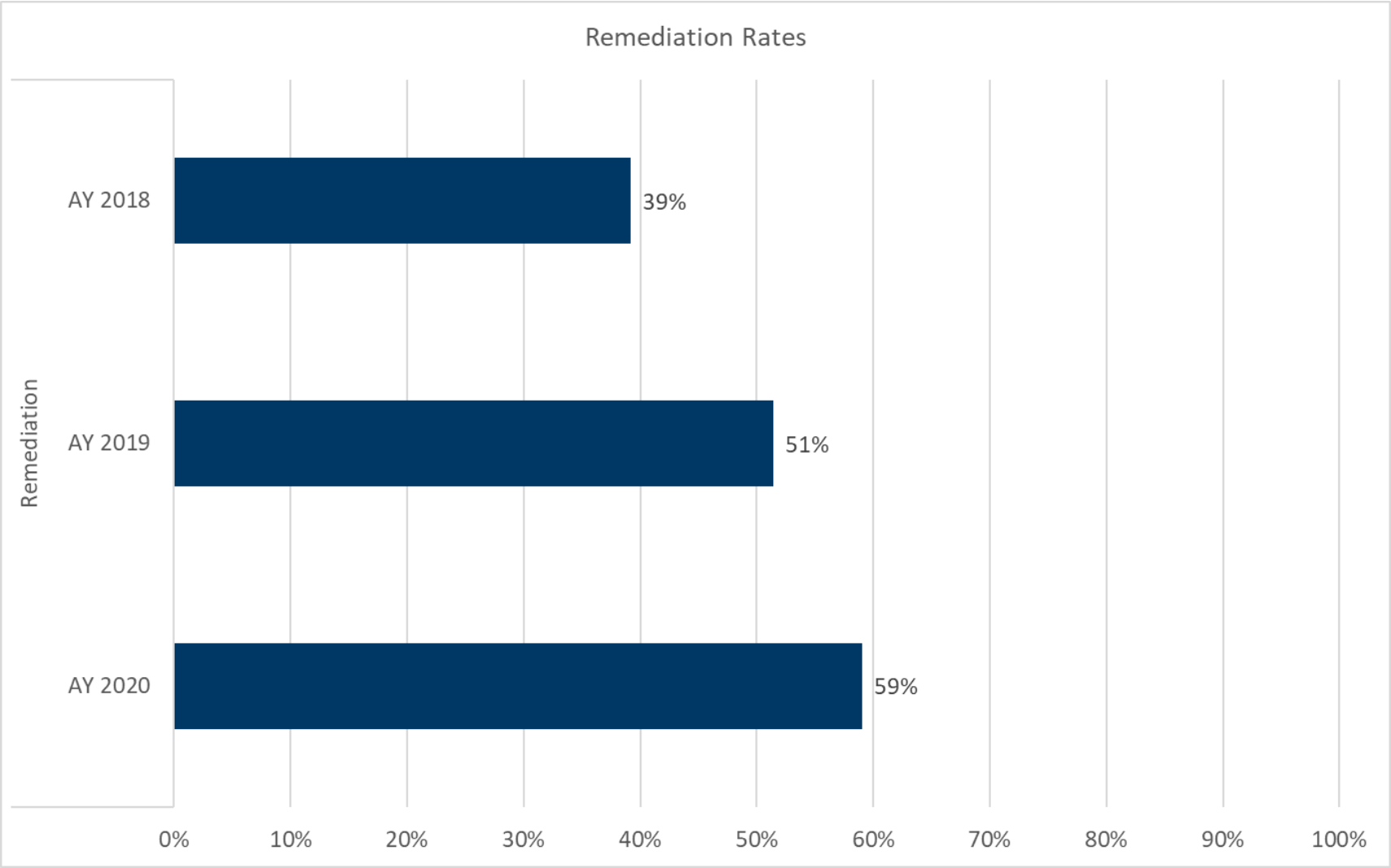

Figure 8: Remediation Rates

Student Achievement Summary

LC State has shown steady improvement on student remediation across all measured student groups. Institution-wide performance on retention and graduation rates appeared somewhat level, but further examination revealed room for improvement in terms of some student populations. Male students experienced a decline in retention disproportionate to other student groups. Similarly, while graduation rates at the institution have remained relatively level, further examination revealed declines in graduation rates uniquely among Hispanic, male and adult students. Consequently, institutional response to bolster graduation rates will need to consider strategies tailored to positively impact Hispanic, male and adult student populations.

Additionally, a few student achievement measures indicated institution-wide declines that may need to be mitigated. A 19% decline in the number of bachelor's degrees awarded impacted the total degrees and certificates the institution awarded, overall. Further examination revealed that the decline in bachelor's degrees occurred somewhat equitably across the measured student groups. Institutional response, therefore, should be broadly focused upon the student population at-large.

Credit accumulation rates have declined by 5% from two years ago and these declines were observed somewhat uniquely among Native American/Alaska Native and Black/African American students. The decline among Native American/Alaska Native students is more concerning, however, because their credit accumulation rates were already low relative to other race/ethnicity student populations prior to the recent decline. Similarly, while declines were observed among first generation, economically disadvantaged and adult learner students, the declines in credit accumulation among adult students is more concerning because their credit accumulation rates were already low relative to the other sub-populations of students prior to their recent decline. Consequently, institutional response should consider strategies tailored to positively impact Native American/Alaska Native and adult student populations.