

Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2026 – FY 2030



Connecting Learning to Life

STRATEGIC PLAN FY 2026 - 2030



Submitted July 2025

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MISSION STATEMENT

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

VISION STATEMENT

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

Systemwide Performance Measures Established by the Idaho State Board of Education

These metrics are required by the Idaho State Board of Education and have been highlighted here to make them easier to locate. Each of these metrics are also included in the body of the plan under the corresponding goals.

Student Access

LC State Annual Enrollment: *Statewide Performance Measure*

The sum of unduplicated headcounts and average full-time equivalent (FTE) enrollments across the terms of the academic year. LC State's "sweet spot" fall term enrollment goal remains 3,000-3,300 FTE and 4,000-4,400 HC, when excluding dual credit students; which translates to the annual enrollment benchmarks displayed below.

Annual Enrollment	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2026-27 thru 2029-30)
HC	4,835	4,636	4,661	4,674	4,871	3,775	5,100
Non-Dual Credit HC	3,369	3,116	3,118	3,113	3,270		
FTE	2,542	2,464	2,438	2,435	2,561	2,421	3,072
Non-Dual Credit FTE	2,238	2,141	2,104	2,095	2,203		

- Source: PSR 1 Annual Enrollment Report
- Future annual benchmark figures are calculated from Fall enrollment goals based on the average proportion of Fall enrollment compared to annual enrollment.
- Historical benchmarks are not available as this is a new metric.

Student Retention

LC State Retention Rate: *Statewide Performance Measure*

Retention	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2029-30)
First-Time, Full-Time, Baccalaureate-Seeking, Students	63%	63%	64%	62%	Available Fall 2025	68%	68%

- Source: IPEDS
- Benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan and LC State target of 1,050 total completions by AY 2035-36.
- The students included in this cohort represent approximately 12% of the entire degree-seeking student body.

Student Success

LC State 150% of Time Graduation Rate: *Statewide Performance Measure*

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 25 (2019 Cohort)	Benchmark
							FY 26-30 (2020-24 Cohorts)
All First-Time, Full-Time Students	Bacc., Assoc., & Certificates	37%	35%	45%	40%	Available Spring 2026	38%

- Source: IPEDS
- Benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan and LC State target of 1,050 total completions by AY 2035-36.

Student Affordability

LC State Average Net Price: *Statewide Performance Measure*

Net Price	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
\$	\$13,267	\$11,476	\$12,508	\$15,917	Available Feb. '26	Available Fall '31

- Source: IPEDS
- Benchmarks are based on the average net price of all State Board approved peer institutions and will be updated as IPEDS data is released.

Critical Institutional Performance Measures for the Idaho State Board of Education

Performance Measure: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Professional Degrees	NCLEX Registered Nurse ¹	LC State	94%	92.8%	90.8%	97.3%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	85%	82.3%	80.2%	93%		
	ARRT Radiology	LC State	86%	90%	73%	93%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	84%	83.5%	84%	82%		
	PRAXIS Teacher Education ²	LC State	166	166	165	164	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	168	167	168	166		
	ASWB Social Work	LC State	77%	66.7%	73.3%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	69%	64.5%	67.9%			

¹ FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

² Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Cert. Exams			FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Workforce Training	HVAC Apprentice	LC State	50%	50%	90%	92%	Not Yet Avail- able	Exceed State Average
		Benchmark: State Ave.	73%	63%	70%			
	Plumbing Apprentice	LC State	No Students	100%	90%	93%	Not Yet Avail- able	Exceed State Average
		Benchmark: State Ave.	72%	74%	72%			
	Electrical Apprentice- ship Idaho Journeyman	LC State	89%	91%	89%	89%	Not Yet Avail- able	Exceed State Average
		Benchmark: State Ave.	78%	77%	77%			

Performance Measure: Certificates and degrees

Definition: The count of degrees/certificates awarded at each degree-level.³

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan⁴ and LC State target of 1,050 total completions by AY 2035-36.⁵

Certificates & Degrees	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2029-30)
Certificates	51	62	83	62	Available Summer '25	27	27
Associates	218	204	314	299	Available Summer '25	282	295
Baccalaureates	599	580	554	541	Available Summer '25	546	571
Graduate Certificates		2	1	1	Available Summer '25	New benchmark methodology will be established once baseline is established.	

³ Consistent with IPEDS Completions Survey definitions.

⁴ Goal 3, Objective C, Performance Measure II

⁵ Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates.

Performance Measure: Workforce training completion

Definition: Completions of LC State’s Workforce Training courses⁶.

The benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
Duplicated Completions	2,362 (94%)	2,596 (95%)	1,908 (87%)	2,498 (95%)		94%

⁶ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Lewis-Clark State College Strategic Plan

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: While LC State began adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year, overall the relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2029-30)
Online ⁷	42	49	57	61	62	42	42
Evening/ Weekend ⁸	7	7	7	7	7	7	7

⁷ List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

⁸ The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online. Liberal Arts and Business Administration associate's degrees moving towards evening/weekend delivery.

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
% Sections	79%	89%	97%	99%	99%	100%

Objective B: Ensure high quality program outcomes

Performance Measure 1: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Professional Degrees	NCLEX Registered Nurse ⁹	LC State	94%	92.8%	90.8%	97.3%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	85%	82.3%	80.2%	93%		
	ARRT Radiology	LC State	86%	90%	73%	93%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	84%	83.5%	84%	82%		
	PRAXIS Teacher Education ¹⁰	LC State	166	166	165	164	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	168	167	168	166		
	ASWB Social Work	LC State	77%	66.7%	73.3%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	69%	64.5%	67.9%			

⁹ FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

¹⁰ Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Cert. Exams			FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Workforce Training	HVAC Apprentice	LC State	50%	50%	90%	92%	Not Yet Avail- able	Exceed State Average
		Benchmark: State Ave.	73%	63%	70%			
	Plumbing Apprentice	LC State	No Students	100%	90%	93%	Not Yet Avail- able	Exceed State Average
		Benchmark: State Ave.	72%	74%	72%			
	Electrical Apprentice- ship Idaho Journeyman	LC State	89%	91%	89%	89% ¹¹	Not Yet Avail- able	Exceed State Average
		Benchmark: State Ave.	78%	77%	77%			

¹¹ Preliminary figure: Reporting of Electrical Journeyman testing was moved to the Idaho Division of Occupational and Professional Licenses (IDOPL). LC State has not received test results back from IDOPL for its program assessment.

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative

Connecting Learning to Life has been verified as a curricular component of LC State 2- and 4-year degree programs, making experiential and applied learning a signature hallmark of an LC State education. ‘Connecting’ experiences fall under *applied learning*¹² or *experiential learning*¹³. Defined broadly to include internships, practica, apprenticeships, service learning, research, co-curricular engagement, etc., students complete applied or experiential learning within their chosen majors; and /or may reach outside their major for hands-on, co-curricular experiences. Performance measures are added or modified when plans result in measurable outcomes.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied and/or experiential learning. Likewise, long-term goals include educating for AI - integrating AI knowledge, skills and abilities into courses and programs to equip students for the future.

Curricular Applied & Experiential Learning	FY 21-22 (2020-21 thru 2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
					FY 26-30 (2025-26 thru 2029-30)
Apprenticeships	Marketed availability of <i>Signature Certificates</i>	Continue to emphasize experiential learning across the curriculum by: Building internship/practica/clinical credits into degree programs. Promoting Prior Learning Assessment opportunities for working adults Working with Student Employment & Career Center to promote internship experiences.			100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Directed Study					
Field Experiences					
‘Hands-on’ courses					
Internships, Practica & Clinicals					
Performance Arts					
Service Learning					
Undergraduate Research					

¹² Applied learning = hands-on application of theory.

¹³ Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Performance Measure 2: Co-Curricular programming of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied and/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below. Micro-credentials, now measurable, identified in table below.

Benchmark: 100% of LC State graduates participate in applied and/or experiential learning.

Co- Curricular Applied & Experiential Learning	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
Micro-Credentials	Leadership Certificate Awardees		4	5	6	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
	Career Readiness Certificate Awardees		2	6	8	
Intramural athletics	Co-curricular transcript, integrated with the Do More App , made functional.	Career Fair Oct. '21 offered in a live format. Attendance of students & businesses increased from prior year.	Increase of micro credentials planned for coming year. Expanded job fair offerings to meet healthcare needs in spring 2023 semester.	Job fair offerings now include one for healthcare industries and another located at Coeur d’Alene center. Hosted interactive sessions between students & employers and onsite visits for students in their fields of interest.	Hosted two annual Career Fairs and 24 career development sessions with direct employer engagement. Career Readiness and Student Success Center office hours extended on Tuesdays. Professional photo station created for professional headshots. The Spring Club Fest and Spring Student Leadership Conference expanded club information and leadership development opportunities.	
Intercollegiate athletics						
Club Sports						
Leadership in clubs or organizations						
Career Development						
Peer mentorship	Expanded student clubs, organizations and in-person leadership development opportunities	Exploring the possibility of including programming for regional high school students.	Invested in menu of outdoor recreation programming to expand experiential learning	Outdoor recreation, club and intramural sports programs expanded		
Reserve Officer Training Corps (ROTC)/Military Education						
Residence life leadership	Career Readiness micro-credential unveiled in spring 2021 semester.	Special breakout sessions connecting regional high schools’ students and employers were conducted.				
Student government						
LC Work Scholars						
Work study/experience including tutoring						
Study abroad						

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of undergraduate degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

The benchmarks are derived from financial modeling of institutional viability and expansion. 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 direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	Benchmark	
						FY 26 (Fall '25)	FY 30 (Fall '29)
FTE	407	382	393	353	407	470	483

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

The benchmarks are derived from financial modeling of institutional viability and expansion¹⁴. 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 adult enrollment is articulated in the table below.

Adult Learner (>24) Enrollment	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	Benchmark	
						FY 26 (Fall '25)	FY 30 (Fall '29)
FTE	618	541	517	530	559	701	721
Prison Education Program			9	33	81		

¹⁴ 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>

Performance Measure 3: 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).¹⁵

The benchmarks are derived from financial modeling of institutional viability and expansion¹⁶. 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 below¹⁷.

Online Headcount	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	Benchmark	
						FY 26 (Fall '25)	FY 30 (Fall '29)
HC	1650	1596	1471	1,464	1,556 ¹⁸	1,649	1,697

¹⁵ Same definition as that used on the IPEDS Fall Enrollment Survey.

¹⁶ 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>

¹⁷ This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

¹⁸ Figure is preliminary.

Performance Measure 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

The benchmarks are derived from financial modeling of institutional viability and expansion¹⁹. 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 direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	Benchmark	
						FY 26 (Fall '25)	FY 30 (Fall '29)
FTE	168	163	156	146	132	186	191
Idaho Community Colleges			63	62	41		
Co-Enrollment ²⁰			4.5	4	1		

¹⁹ 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>

²⁰ Co-enrollment agreements exist with College of Western Idaho, College of Eastern Idaho, College of Southern Idaho, North Idaho College, and Walla Walla Community College.

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

The benchmarks are derived from financial modeling of institutional viability and expansion²¹. 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 nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	Benchmark	
						FY 26 (Fall '25)	FY 30 (Fall '29)
Asotin Co. Resident FTE ²²	136	129	142	141	150	167	172
Nonresident FTE	326	351	367	345	357	346	376

²¹ 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>

²² Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: <https://www.lcsc.edu/student-accounts/tuition-and-fees>

Performance Measure 6: Annual enrollment²³

Definition: The total distinct head count and FTE of students enrolled within the academic year.

The benchmarks are derived from financial modeling of institutional viability and expansion²⁴. Based on this, LC State's "sweet spot" non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC at Fall Census, when excluding dual credit students. Annual benchmark figures are calculated based on the average proportion of Fall enrollment compared to annual enrollment.

Annual Enrollment	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2026-27 thru 2029-30)
HC	4,835	4,636	4,661	4,674	4,871	3,775	5,100
Non-Dual Credit HC	3,369	3,116	3,118	3,113	3,270		
FTE	2,542	2,464	2,438	2,435	2,561	2,421	3,072
Non-Dual Credit FTE	2,238	2,141	2,104	2,095	2,203		

²³ State Board of Education postsecondary system wide measure.

²⁴ 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>

Objective B: Increase credential output

Performance Measure 1: Certificates and degrees

Definition: The count of degrees/certificates awarded at each degree-level.²⁵

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and LC State target of 1,050 total completions by AY 2035-36.²⁷

Certificates & Degrees	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2029-30)
Certificates	51	62	83	62	Available Summer '25	27	27
Associates	218	204	314	299	Available Summer '25	282	295
Baccalaureates	599	580	554	541	Available Summer '25	546	571
Graduate Certificates		2	1	1	Available Summer '25	New benchmark methodology will be established once baseline is established.	

²⁵ Consistent with IPEDS Completions Survey definitions.

²⁶ Goal 3, Objective C, Performance Measure II

²⁷ Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates.

Performance Measures 2: Graduates

Definition: The unduplicated count of graduates by degree-level.²⁸

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and LC State target of 1,050 total completions by AY 2035-36.²⁷

Graduates	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2029-30)
Certificates	42	54	75	57	Available Summer '25	27	27
Associates	206	192	282	275	Available Summer '25	282	295
Baccalaureates	589	571	545	526	Available Summer '25	546	571
Graduate Certificates	New	2	1	1	Available Summer '25	New benchmark methodology will be established once baseline is established.	

²⁸ Graduates of multiple degree-levels are counted once in each category of degree/certificate level.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment²⁹

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree³⁰.

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and LC State target of 1,050 total completions by AY 2035-36.²⁷

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 25 (2019 Cohort)	Benchmark
							FY 26-30 (2020-24 Cohorts)
Entered as Bacc.-Seeking	Bacc.	32%	29%	37%	32%	Available Spring 2026	39%
All First-Time, Full-Time Students	Bacc., Assoc. & Certificates	37%	35%	45%	40%	Available Spring 2026	38%

²⁹ State Board of Education postsecondary system wide measure.

³⁰ One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and LC State target of 1,050 total completions by AY 2035-36.²⁷

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24 (2020 Cohort)	FY 25 (2021 Cohort)	Benchmark
							FY 26-30 (2022-26 Cohorts)
Entered as Bacc.-Seeking	Bacc. ³¹	23%	22% ³²	21% ³²	23% ³²		23%
	Cert. & Assoc.	4%	5%	8%	9%		

³¹ Consistent with IPEDS Graduation Rates Survey definitions.

³² Figure is preliminary: State policy has been interpreted to mean institutions are required to report data out of cadence with federal reporting.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students**³³ who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year³⁴ who graduated or returned to attend LC State by the following fall of the subsequent academic year.

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and LC State target of 1,050 total completions by AY 2035-36.²⁷

Retention	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark	
						FY 26 (2025-26)	FY 30 (2029-30)
First-Time, Full-Time, Baccalaureate-Seeking, Students ³⁵	63%	63%	64%	62%	Available Fall 2025	68%	68%
All Degree-Seeking Students	74%	76%	77%	78%	Available Fall 2025	84%	84%

³³ State Board of Education postsecondary system wide measure.

³⁴ Those enrolled as degree-seeking students on census day (October 15th for fall terms and March 15th for spring terms).

³⁵ The students included in this cohort represent approximately 12% of the entire degree-seeking student body. The more meaningful version of retention measures whether all degree-seeking students retain from term to term as they continue throughout their degree.

Performance Measure 6: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

The benchmarks are established by the Director of Workforce Training, and take into account regional market demand and worker demographics.

Workforce Training Enrollments	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
Duplicated Headcount	2,513	2,737	2,199	2,633		3,800

Performance Measure 7: Workforce training completion

Definition: Completions of LC State's Workforce Training courses³⁶.

The benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
Duplicated Completions	2,362 (94%)	2,596 (95%)	1,908 (87%)	2,498 (95%)		94%

³⁶ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster and Support Campus Community Culture

Objective A: Connecting College to Community

Performance Measure 1: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History.

Benchmark: Steady increase in community participation.

Community Participation	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Duplicated Headcount	Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239	2,929 ³⁷	2,543 ³⁸	2,036 ³⁹	Benchmark established once baseline is better understood

³⁷ Reported figure reflects July 2022 through March 2023 participation.

³⁸ Reported figure reflects July 2023 through February 2024 participation.

³⁹ Reported figure reflects July 2024 through December 2024 participation.

Goal 4: Increase and Leverage Institutional Resources to Support College’s Mission

Objective A: Supporting Access through Affordability

Performance Measure 1: Average Net Price⁴⁰

Definition: Average net price for full-time, first-time degree-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from federal, state or local governments, or the institution.⁴¹

Benchmarks: More affordable than the average net price of all State Board approved peer institutions.⁴²

Net Price	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
\$	\$13,267	\$11,476	\$12,508	\$15,917	Available Feb. '26	Available Fall '31

⁴⁰ State Board of Education postsecondary system wide measure

⁴¹ Consistent with IPEDS Cost Survey definition.

⁴² LC State’s comparison to the average net price of State Board approved peers can be viewed at [Net Price Report - Institutional Research & Effectiveness | Lewis-Clark State](#)

Objective B: Grow Foundation Support and Grant Funding

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns).

Foundation Support		FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
							FY 26-30 (2025-26 thru 2029-30)
LC State Foundation	Employee Giving Campaign ⁴³	35%	34%	36%	36%	37%	45%
	Annual Day of Giving	Took place May 2021	Did not occur/ staffing changes	\$66,965 ⁴⁴	\$137,187	\$490,625	College-wide Giving Day
	Foundation Fee	Implemented Jan. 1 st , 2020	\$9,389	\$48,659 ⁴⁵	\$54,909	\$6,317 ⁴⁶	Goal: \$11,000

⁴³ One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

⁴⁴ Athletics only.

⁴⁵ \$40,000 from one large donation.

⁴⁶ July 1, 2024 – December 20, 2024

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: \$100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	Benchmark
						FY 26-30 (2025-26 thru 2029-30)
Federal	\$ 841,935	\$ 860,174	\$1,062,446	\$1,168,828	Available after July 1, 2025.	Institutional financial diversification with \$100,000 growth annually.
State & Local ⁴⁷	\$ 3,175,967	\$ 3,362,640	\$2,534,985	\$3,098,724		
Private	\$ 185,950	\$ 29,447	\$23,745	\$20,558		
Gifts ⁴⁸	\$ 2,886,613	\$ 3,483,723	\$1,298,932	\$2,701,169		
Total	\$7,090,465	\$ 7,735,984	\$4,920,108	\$6,989,279		

⁴⁷ This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort.

⁴⁸ Including grants that do not have restrictions or reporting requirements.

Key External and Internal Factors

LC State is the most affordable of the Idaho public, 4-year institutions of higher education who collectively have the 10th lowest average cost of attendance in the U.S.⁴⁹ In this context, LC State produces career ready graduates through high quality instruction. All LC State programs of study offer graduates opportunities for applied &/or experiential learning. LC State continues to produce graduates from professional programs, like registered nursing, social work and electrical apprenticeships, who pass their professional certification examinations at consistently higher rates than national and/or state averages. LC State produces enough graduates to support its share of statewide graduate production as previously outlined in the Idaho State Board of Education's K-20 Strategic Plan. By examining LC State's graduation rates and credential output, students appear to be opting for short term credentialing (associates degrees and certificates) when they had initially sought to pursue a bachelor's degree.

The following assumptions about external and internal factors will continue to impact the institution.

Lewis-Clark State College...

1. Will continue to be a modestly selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first-generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound (e.g., incarcerated), and are working adults.
3. Is maintaining its enrollment goal to serve 3,000-3,300 FTE, which while challenging in a post-pandemic world, punctuated by declining local, regional and national high school graduating classes, is an aspirational target to which the institution remains committed.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit particularly as it relates to LC State's graduate credentialing.
5. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
6. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue.
7. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
8. The updated Campus Master plan was approved by the SBOE can be found at: [Microsoft Word - FY2021 Campus Master Plan - External - FINAL \(lcsc.edu\)](#).
9. Will continue to advocate for increased per-capita investment in LC State via state funding in support of LC State's mission, strategic goals, position and role in Idaho's education ecosystem as a small school experience.

⁴⁹ Source: *Education Data Initiative*: <https://educationdata.org/average-cost-of-college-by-state>

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The Strategic Plan document has been modified and streamlined annually to reflect our post-pandemic realities with goals operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be 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**".

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education Goals	
	Goal 2: Educational Access	Goal 3: Educational Attainment
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming		
Objective A: Optimize course and program delivery options	✓	✓
Objective B: Ensure high quality program outcomes		✓
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to Life</i> initiative	✓	✓
Goal 2: Optimize Student Enrollment, Retention and Completion		
Objective A: Increase the college's degree-seeking student enrollment	✓	✓
Objective B: Increase credential output		✓
Goal 3: Foster and Support Campus Community Culture		
Objective A: Connecting College to Community	✓	✓
Goal 4: Increase and Leverage Institutional Resources to Support College's Mission		
Objective A: Supporting Access through Affordability	✓	✓
Objective B: Grow Foundation Support and Grant Funding		✓

Table 1: The Idaho State Board of Education (SBOE) has three goals in its strategic plan, two of which are presented here in alignment with LC State's strategic plan goals and objectives. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.