# LEWIS-CLARK STATE COLLEGE

*Connecting Learning to Life*

# STRATEGIC PLAN
# FY 2020-2024

April, 2019

# Contents

## MISSION STATEMENT

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

### Core Theme One:  Opportunity

Expand access to higher education and lifelong learning.

### Core Theme Two:  Success

Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

### Core Theme Three:  Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

## VISION STATEMENT

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans.  Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application.  Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student- centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region,  the state, the nation, and the world.

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

## Objective A: Optimize course and program delivery options[1]

*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: Based upon current planning processes, LCSC anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 20).

| Course Delivery Methods | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|
| Online[2] | New Measure | | | | 36 | | |
| Benchmark | No Prior Benchmarks | | | | | 37 | 42 |
| Evening/ Weekend | New Measure | | | | 0 | | |
| Benchmark | No Prior Benchmarks | | | | | 2 | 6 |

*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 | FY15 | FY16 | FY17 | FY18 | FY 19 (2018-19) | FY 20 (2019-20) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|
| % Sections | New Measure | | | | Inventory current number of courses with content in LMS Implement new LMS | | |
| Benchmark | No Prior Benchmarks | | | | | | 100% |

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[1] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[2] List of online programs available here: http://www.lcsc.edu/degrees?locations=Online

## Objective B: Ensure high quality program outcomes[3]

*Performance Measure 1: Licensing & certification*

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

Benchmark: Meet or exceed national or statewide averages.

| Licensing/Certification Exams | | | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|---|
| **Professional Degrees** | NCLEX Registered Nurse[4] | LCSC | 89% | 94% | 94% | 99% | 92%[5] | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 81% | 83% | 85% | 85% | 87%[5] | |
| | | Achievement | MET | MET | MET | MET | MET | |
| | NCLEX Practical Nurse[4] | LCSC | 100% | 94% | 100% | 100% | Not yet available | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 83% | 84% | 86% | 86% | | |
| | | Achievement | MET | MET | MET | MET | | |
| | ARRT Radiology | LCSC | 100% | 90% | 100% | 95% | Not yet available | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 88% | 87% | 89% | 89% | | |
| | | Achievement | MET | MET | MET | MET | | |
| | PRAXIS Teacher Education | LCSC[6] | New Measure | 168 | 168 | 168 | Not yet available | Meet State Average Scores |
| | | Benchmark: State Ave. | | 168 | 172 | 170 | | |
| | | Nat'l Median | | MET | NOT MET | NOT MET | | |
| | ASWB Social Work | LCSC | 94% | 73% | 87% | Not yet available | | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 78% | 77% | 78% | | | |

[3] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[4] Test results for first time test takers reported for April through March.

[5] Partial year reported

[6] 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/Certification Exams | | | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|---|
| | | Achievement | MET | NOT MET | MET | | | |

| Licensing/Certification Exams | | | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|---|
| Workforce Training[7] | Pharmacy Technician | LCSC | New Program | 100% | 100% | --%[8] | Available fall 2019 | Exceed National Average |
| | | Benchmark: Nat'l Ave. | | 57% | 58% | 58% | | |
| | | Achievement | | MET | MET | NOT MET | | |
| | Paramedic[9] | LCSC | Cohorts complete every other year | 88% | Cohorts complete every other year | 89% | Cohorts complete every other year | Exceed National Average |
| | | Benchmark: Nat'l Ave. | | 83% | | 73% | | |
| | | Achievement | | MET | | MET | | |
| | Electrical Apprenticeship Idaho Journeyman | LCSC | 83% | 90% | 90% | 100% | Not yet available | Exceed Statewide Average |
| | | Benchmark: State Ave. | 69% | 67% | 79% | 77% | | |
| | | Achievement | MET | MET | MET | MET | | |

### Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative[10]

*Connecting Learning to Life* has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LCSC

[7] Workforce Training at LCSC also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

[8] To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

[9] Written exam results only.

[10] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

education. 'Connecting' experiences fall under *applied learning*[11] or *experiential learning*[12]. Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

*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 &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which "academic" and career-technical courses may be woven together.

| Curricular Applied & Experiential Learning | FY15 -FY18 | FY 19 (2018-19) | FY20-22 | FY 23 (2022-23) |
|---|---|---|---|---|
| Apprenticeships | New Measure | Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates | Report on Gaps | 100% of LCSC graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences. |
| Directed Study | | | | |
| Field Experiences | | | | |
| 'Hands-on' courses | | | | |
| Internships, Practica & Clinicals | | | | |
| Performance Arts | | Identify gaps: Programs of study for which grads may not encounter applied or experiential learning | Expand & Implement additional opportunities of *Connecting Learning to Life* | |
| Service Learning | | | | |
| Undergraduate Research | | | | |

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

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below.

Benchmark: 100% of LCSC graduates participate in applied &/or experiential learning.

[11] Applied learning = hand's on application of theory.

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

| Co- Curricular Applied & Experiential Learning | FY15 -FY18 | FY 19 (2018-19) | FY20-22 (2019-20) | FY 23 (2022-23) |
|---|---|---|---|---|
| Intramural athletics | New Measure | Develop inventory of co-curricular applied & experiential learning<br><br>Reprioritize/reorg. resources & staff to support co-curricular programming:<br>Center of Student Leadership<br>Student Employment & Career Center | Implement co-curricular transcript & tracking software[13].<br><br>Report on Gaps<br><br>Expand & Implement additional opportunities of *Connecting Learning to Life* | 100% of LCSC graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences. |
| Intercollegiate athletics | | | | |
| Club Sports | | | | |
| Leadership in clubs or organizations | | | | |
| Peer mentorship | | | | |
| Reserve Officer Training Corps (ROTC)/Military Education | | | | |
| Residence life leadership | | | | |
| 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[14]

*Performance Measure 1: Direct from high school enrollment*

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

Benchmarks derived from financial modeling of institutional viability and expansion[15]. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of

[13] Soft launch of tracking software May 2019. Full Implementation Fall 2019. First data expected spring 2020.

[14] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[15] More information on LCSC's financial modeling of institutional viability and expansion can be found here: http://www.lcsc.edu/budget/budget-resource-tools/

10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

| Direct from High School Enrollment | FY15 (Fall '14) | FY16 (Fall '15) | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| FTE | 398 | 421 | 436 | 479 | 422 | Available Fall '19 Census | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | | | 429 | 449 |

### Performance Measure 2: Adult enrollment

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

Benchmarks derived from financial modeling of institutional viability and expansion[15]. Based upon financial modeling of campus viability, LCSC 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. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

| Adult Learner (>24) Enrollment | FY15 (Fall '14) | FY16 (Fall '15) | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| FTE | 885 | 760 | 773 | 709 | 631 | Available Fall '19 Census | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | | | 641 | 671 |

### 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).[16]

Benchmarks derived from financial modeling of institutional viability and expansion[15]. Based upon financial modeling of campus viability, LCSC 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. How that campus wide goal extrapolates to online headcount is articulated in the table below[17].

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[16] Same definition as that used on the IPEDS Fall Enrollment Survey.

[17] This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

| Online Headcount | FY15 (Fall '14) | FY16 (Fall '15) | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| HC | 1520 | 1444 | 1663 | 1557 | 1483 | Available Fall '19 Census | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | | | 1507 | 1578 |

*Performance Measures 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.

Benchmarks derived from financial modeling of institutional viability and expansion[15]. Based upon financial modeling of campus viability, LCSC 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. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

| Direct Transfer Enrollment | FY15 (Fall '14) | FY16 (Fall '15) | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| FTE | 214 | 207 | 211 | 173 | 149 | Available Fall '19 Census | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | | | 151 | 159 |

*Performance Measure 5: Nonresident enrollment*

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

Benchmarks derived from financial modeling of institutional viability and expansion[15]. Based upon financial modeling of campus viability, LCSC 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. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

| Nonresident Enrollment | FY15 (Fall '14) | FY16 (Fall '15) | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| Asotin Co. Resident FTE[18] | 192 | 177 | 183 | 164 | 150 | Available Fall '19 Census | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | | | 152 | 160 |
| Nonresident FTE | 410 | 409 | 395 | 359 | 329 | | |
| Benchmark: | New Measure – No Prior Benchmarks | | | | | 334 | 350 |

## Objective B: Increase credential output[19]

*Performance Measure 1: Certificates and degrees[20]*

Definition: The unduplicated count of degrees/certificates awarded at each degree-level.[21]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[22]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[23], necessitating a one percent increase annually[24].

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[18] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fee as they pertain to residency status available here: http://www.lcsc.edu/tuition-aid/

[19] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[20] State Board of Education postsecondary system wide measure.

[21] Consistent with IPEDS Completions Survey definitions.

[22] Goal 2, Objective A, Performance Measure I: "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study".

[23] Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: https://boardofed.idaho.gov/meetings/board/archive/2018/1219-2018/02WORKSESSION.pdf?cache=1552074006132

[24] Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

| Certificates & Degrees | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| Certificates | 25 | 22 | 18 | 21 | Available Summer '19 | |
| Benchmark: Maintain | New Benchmark Methodology | | | | 21 | 21 |
| Associates | 202 | 351 | 414 | 425 | Available Summer '19 | |
| Benchmark: +1% annually | New Benchmark Methodology | | | | 430 | 455 |
| Baccalaureates | 544 | 541 | 528 | 587 | Available Summer '19 | |
| Benchmark: +1% annually | New Benchmark Methodology | | | | 594 | 620 |

*Performance Measures 2: Graduates[25]*

Definition: The unduplicated count of graduates by degree-level.[26]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan22[22]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[23], necessitating a one percent increase annually[24].

| Graduates | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| Certificates | 17 | 18 | 14 | 20 | Available Summer '19 | |
| Benchmark: Maintain | New Benchmark Methodology | | | | 20 | 20 |

[25] State Board of Education postsecondary system wide measure.

[26] Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

| Graduates | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| Associates | 152 | 248 | 300 | 410 | Available Summer '19 | |
| Benchmark: +1% annually | New Benchmark Methodology | | | | 415 | 433 |
| Baccalaureates | 544 | 541 | 528 | 573 | Available Summer '19 | |
| Benchmark: +1% annually | New Benchmark Methodology | | | | 580 | 606 |

*Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[27]*

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[28].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[22]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[23], necessitating a one percent increase annually[24].

| First-Time Full-Time Cohorts | Degree Attained w/in 150% Time | FY15 (2008 Cohort) | FY16 (2009 Cohort) | FY17 (2010 Cohort) | FY18 (2011 Cohort) | FY 19 (2012 Cohort) | FY 20 (2013 Cohort) | FY 23 (2016 Cohort) |
|---|---|---|---|---|---|---|---|---|
| Entered as Bacc.-Seeking | Bacc. | 23% | 21% | 27% | 23% | 33% | | |
| | Benchmark: +1% annually | New Benchmark Methodology | | | | 24% | 25% | 29% |
| | Achievement | No Prior Benchmark | | | | MET | | |
| All First-Time, Full-Time Students | Bacc., Assoc, & Certificates | 27% | 30% | 30% | 28% | 38% | | |
| | Benchmark: +1% annually | New Benchmark Methodology | | | | 29% | 30% | 34% |
| | Achievement | No Prior Benchmark | | | | MET | | |

[27] State Board of Education postsecondary system wide measure.

[28] 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[29]*

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

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[22]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[23], necessitating a one percent increase annually[24].

| 100% Baccalaureate Grad Rate | FY15 (2010 Cohort) | FY16 (2011 Cohort) | FY17 (2012 Cohort) | FY18 (2013 Cohort) | FY 19 (2014 Cohort) | FY 20 (2013 Cohort) | FY 23 (2016 Cohort) |
|---|---|---|---|---|---|---|---|
| First-Time, Full-Time, Cohort[30] | New | 10% | 18% | 21% | 18% | | |
| Benchmark: +1% annually | New Benchmark Methodology | | | | 22% | 23% | 27% |
| Achievement | | | | | NOT MET | | |

*Performances Measure 5: Retention rates*

Definitions:

The retention or proportion of **first-time, full-time, degree-seeking students** who start college in summer or fall terms and re-enroll (or graduate) 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 year (summer, fall, spring) who graduated or returned to attend LCSC by the following fall of the subsequent academic year.

Benchmarks derived from financial modeling of institutional viability and expansion[15]. Based upon financial modeling of campus viability, LCSC 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. How that campus wide goal extrapolates to degree-seeking student retention is articulated in the table below.

[29] State Board of Education postsecondary system wide measure.

[30] Not consistent with IPEDS definitions because associates seeking and certificate seeking students included as well as baccalaureate seeking students.

| Retention | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| **First-Time, Full-Time, Degree-Seeking, Students** | 57% | 58% | 57% | 63% | Available Feb 2020 | |
| Benchmark: +2% annually[31] | | | | | 61% | 67% |
| **All Degree-Seeking Students** | 72% | 74% | 73% | 75% | Available Feb 2020 | |
| Benchmark: +2% annually | New Measurement | | | | 77% | 83% |

*Performance Measure 6: 30 to Finish[32]*

Definition: 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.

Benchmarks derived from financial modeling of institutional viability and expansion[15]. Based upon financial modeling of campus viability, LCSC 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. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

| 30+ credits per AY | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| % | 26% | 23% | 25% | 38% | Available Summer '19 | |
| Benchmark[33] | New Benchmarking Method | | | | 30% | 36% |

[31] 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%).

[32] State Board of Education postsecondary system wide measure.

[33] 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%).

*Performance Measure 7: Remediation[34]*

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[22]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[23], necessitating a one percent increase annually[24].

| Remediation | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| % | 13% | 16% | 21% | 19%[35] | Not yet available | |
| Benchmark | New Benchmarking Method | | | | 20% | 25% |

*Performance Measure 8: Math Pathways[34]*

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[36] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[22]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[23], necessitating a one percent increase annually[24].

| Math Pathways | FY15 (Fall 2014-Su 2016) | FY16 (Fall 2015-Su 2017) | FY17 (Fall 2016-Su 2018) | FY18 (Fall 2017-Su 2019) | FY 19 (Fall 2018-Su 2020) | FY 23 (Fall 2022-Su 2024) |
|---|---|---|---|---|---|---|
| % | 30% | 50% | 48% | 52%[37] | Not yet available | |
| Benchmark: | New Benchmarking Method | | | | 53% | 58% |

[34] State Board of Education postsecondary system wide measure.

[35] This measure is still underway and will include spring 2019 "subsequent credit bearing course" grades when terms are complete and grades are available.

[36] Gateway math is defined institutionally as Math 123 and above.

[37] This measure is still underway and will include spring and summer 2019 gateway math enrollments when terms are complete and grades are available.

*Performance Measure 9: Workforce training enrollment*

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

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

| Workforce Training Enrollments | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Duplicated Headcount | 3471 | 2887 | 3345 | 3563 | Available Summer '19 | |
| Benchmark: | New Benchmarking Method | | | | 3,600 | 3,800 |

*Performance Measure 10: Workforce training completion*

Definition: Completions of LCSC's Workforce Training courses[38].

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 | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Duplicated Completions | 3,213 | 2680 | 3,113 | 3,420 | Available Summer '19 | |
| Benchmark: Maintain | 93% | 93% | 93% | 96% | 94% | 94% |

[38] Completions measured by course because most Workforce Training offerings are designed as singular courses.

## Goal 3: Foster Inclusion throughout Campus and Community Culture

### Objective A: Expand inclusive practices programming[39]

*Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.*

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LCSC's Center for Teaching & Learning[40] and those coordinated by the President's Commission on College Diversity[41].

Benchmark: Steady increase in faculty & staff participation.

| Faculty Staff Participation | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Duplicated Headcount | New Measure | | | | Plan: inventory inclusive programing<br><br>Implement tracking following year | Benchmark established once baseline inventory and tracking complete. |

*Performance Measure 2: Number of participants in community enrichment activities*

Definition: Duplicated headcount of attendees at events designated as community enrichment activities. Examples of inclusive practices programming include many of those offered at LCSC's Center for Arts & History[42].

Benchmark: Steady increase in community participation.

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[39] Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[40] Center for Teaching & Learning, Inclusive Practice Certificate: http://www.lcsc.edu/teaching-learning/ideas-and-inspiration/inclusive-practices/

[41] More information on LCSC's diversity statement can be found here: http://www.lcsc.edu/diversity/diversity-vision/. More information about events that promote college diversity can be found here: http://www.lcsc.edu/diversity/

[42] Center for Arts & History: http://www.lcsc.edu/cah/

| Community Participation | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| **Duplicated Headcount** | New Measure | | | | Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming. | Benchmark established once baseline inventory and tracking complete. |

## Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure[43]

*Performance Measure 1: New, ongoing revenue streams*

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes.

| Revenue Projects[44] | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Employee Giving Campaign | New Measure | | | | Plan, Implement FY 2020 | Impact Measured |
| Annual Day of Giving | New Measure/Event | | | | Plan, Implement FY 2020 | Impact Measured |
| Events Revenue[45] | New Measure: Revaluate current events hosted by LCSC and consider areas of expansion to event capacity. | | | | | Plan, Implement FY 2021 |

[43] Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[44] Project list will grow as additional revenue streams crystalize.

[45] Within the parameters of State Board of Education Policy I.J., available here:https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/

*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.

| Grant Funding | FY15 (2014-15) | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Federal | $658,689 | $567,072 | $895,530 | $1,221,834 | | |
| State & Local[46] | $2,136,062 | $2,593,586 | $2,534,164 | $2,671,345 | | |
| Private | $254,428 | $64,370 | $133,075 | $41,565 | | Institutional Financial Diversification |
| Gifts | $678,335 | $967,320 | $1,174,116 | $3,951,746 | | |
| Total | $3,727,514 | $4,192.348 | $4,736,885 | $7,886,490 | | |
| Benchmark: +$100,000 annually[47] | New Measure: No Prior Benchmarks | | | | $5,235,809 | |

## Objective B: Bring all employee compensation up to policy/median benchmarks[48]

*Performance Measure 1: The number of employees not meeting compensation benchmarks.*

Definition: The number of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.

Benchmark: Decrease the number of employees not meeting these benchmarks by 5%, annually. Benchmarks for employee compensation based upon the number of years in their current position:

- Employees in current position for 6-10 years: All at greater than or equal to 80% of policy/median.

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[46] This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include $223k in state scholarships and $625k in opportunity scholarships.

[47] Benchmark reflects $100,000 above the baseline, which is the historical four year average of total grant funds ($5,135,809).

[48] Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

- Employees in current position for 11-15 years: All at greater than or equal to 90% of policy/median.
- Employees in current position for 16 years or more: All at 100% of policy/median.

| Compensation | FY16 (2015-16) | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| **# of staff not meeting compensation benchmarks** | New Measure | | | 200 | | Bring all employees to benchmarks outlined above |
| Benchmark: +5% annually | No Prior Benchmarks | | | | 180 | |

## Key External and Internal Factors

The following assumptions about external and internal factors will impact the institution as the 2019-2023 Strategic Plan is implemented.

Lewis-Clark State College…

1. Will continue to be a moderately 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, and are working adults.
3. Has established the near-term goal to serve 3,000 FTE, in an environment where unemployment is low, the number of regional high school graduates is declining, and the Idaho "go-on" rate is less than 50%
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
5. Will play an active role in fulfilling the recommendations derived from:
   a. The Governor's 2017 Higher Education and Workforce Development taskforce.
   b. Huron consulting report released in the fall of 2018.
6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
7. Will continue to recruit diverse faculty, staff and students.
8. 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 and reduced state support.
9. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.

10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
11. Will advocate for increased state funding in support of LCSC's mission, core themes, and strategic goals.

## Evaluation Process

LCSC's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives have been 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 current Strategic Plan 2019-2023 is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LCSC'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.

## Red Tape Reduction Act

Please see the State Board of Education strategic plan for Red Tape Reduction Act information.

## Addendum:  Cyber Security
## National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

> *All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS).  Director Buxton's memo asked LCSC to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order.  On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

## Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018*."  Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LCSC's security posture relative to all twenty CIS Controls.  CompuNet's report was delivered to LCSC on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated respons to the governor's executive order.  Lewis-Clark State College attended the meeting remotely.  The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO.  Mr. Wyatt described the statewide process, where:
    - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
    - Each agency would document its self-discovery in a data repository provided by the state.
    - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
    - At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
    - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017 and 2018.
- LCSC has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer.  All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
    - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
    - Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize

cyber-related risks revealed by the college's self-assessment.  This resulted in the purchase and deployment of F5's *Big-IP*.

- As of February 2019, LCSC has complied with the Governor's directives, including the expansion in July 2018.  The discovery process for Controls 15 and 16 is due by the end of the month, and Controls 19 and 20 are due in April.

## Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities*."

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- As of February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, to be completed by April 2019.

## Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees.*"

In December 2017, LCSC's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

# CIS Controls™

## Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

**CIS Controls V7 separates the controls into three distinct categories:**

**Basic:**
Key controls which should be implemented in every organization for essential cyber defense readiness.

**Foundational:**
Technical best practices provide clear security benefits and are a smart move for any organization to implement.

**Organizational:**
These controls are more focused on people and processes involved in cybersecurity.

## Basic

**1** Inventory and Control of Hardware Assets

**2** Inventory and Control of Software Assets

**3** Continuous Vulnerability Management

**4** Controlled Use of Administrative Privileges

**5** Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers

**6** Maintenance, Monitoring and Analysis of Audit Logs

## Foundational

**7** Email and Web Browser Protections

**8** Malware Defenses

**9** Limitation and Control of Network Ports, Protocols and Services

**10** Data Recovery Capabilities

**11** Secure Configuration for Network Devices, such as Firewalls, Routers and Switches

**12** Boundary Defense

**13** Data Protection

**14** Controlled Access Based on the Need to Know

**15** Wireless Access Control

**16** Account Monitoring and Control

## Organizational

**17** Implement a Security Awareness and Training Program

**18** Application Software Security

**19** Incident Response and Management

**20** Penetration Tests and Red Team Exercises

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

| Institutional Goals & Objectives | State Board of Education Goals | | |
|---|---|---|---|
| | Goal 1: Educational System Alignment | Goal 2: Educational Attainment | Goal 3: Workforce Readiness |
| 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 *Connecting Learning to Life* 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 inclusion throughout campus and community culture | | | |
| Objective A: Expand inclusive practices programming | | | |
| Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives | | | |
| Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure | | ✓ | |
| Objective B: Bring all employee compensation up to policy/median benchmarks | | | |