

Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2025 – FY 2029





Connecting Learning to Life

**STRATEGIC PLAN
FY 2025 - 2029**



Submitted March, 2024

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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.

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: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year forward. Note that LC State's relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
Online ¹	36	40	42	49	57	61		
Benchmark		37	42	42	42	42	42	42
Achievement		MET	MET	MET	MET	MET		
Evening/ Weekend ²	0	7	7	7	7	7		
Benchmark		2	6	7	7	7	7	7
Achievement		MET	MET	MET	MET	MET		

¹ List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

² 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 Associates 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 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
% Sections	Inventory current courses content on LMS	69% ³	79%	89%	97%	99%	
Benchmark			100%	100%	100%	100%	100%
Achievement			NOT MET	NOT MET	NOT MET	NOT MET	

³ Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

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 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)	
Professional Degrees	NCLEX Registered Nurse ⁴	LC State	94%	95%	94%	91.4%	96%	Not Yet Available	Exceed National Average	
		Benchmark: Nat'l Ave.	86%	87%	85%	79.4%	90%			
		Achievement	MET	MET	MET	MET	MET			
	NCLEX Practical Nurse ⁴	LC State	91%	100%	Not Available: Program on hiatus following Dec. 2019.				Exceed National Average	
		Benchmark: Nat'l Ave.	85%	86%						
		Achievement	MET	MET						
	ARRT Radiology	LC State	89%	76%	86%	90%	73%	Not Yet Available	Exceed National Average	
		Benchmark: Nat'l Ave.	89%	88%	84%	83.5%	84%			
		Achievement	MET	NOT MET	MET	MET	NOT MET			
	PRAXIS Teacher Education ⁵	LC State ⁵	170	171	166	166	165	Not Yet Available	Meet State Average Scores	
		Benchmark: State Ave.	168	170	168	167	168			
		Achievement	MET	MET	MET	NOT MET	NOT MET			
	ASWB Social Work	LC State	57%	86%	77%	Not Yet Available				Exceed National Average
		Benchmark: Nat'l Ave.	67%	69%	69%					
		Achievement	NOT MET	MET	MET					

⁴ 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.

Licensing/Certification Exams		FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)	
Workforce Training	HVAC Apprentice	LC State	100%	100%	50%	50%	90% ⁶	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	67%	75%	73%	63%	Not Available		
		Achievement	MET	MET	NOT MET	NOT MET			
	Plumbing Apprentice	LC State	100%	83%	No Students	100%	90% ⁶	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	76%	71%	72%	74%	Not Available		
		Achievement	MET	MET	--	MET			
	Electrical Apprenticeship Idaho Journeyman	LC State	100%	91%	89%	91%	89% ⁶	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	75%	77%	78%	77%	Not Available		
		Achievement	MET	MET	MET	MET			

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*⁷ or *experiential learning*⁸. 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.

⁵ 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.

⁶ Preliminary figure: LC State has not received test results back from Idaho Division of Licensing for its program assessment.

⁷ Applied learning = hand’s on application of theory.

⁸ Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

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 expanding the development of signature certificates (currently LC State has three: Cybersecurity, Writing for the Web and Social Media, and Entrepreneurship) and new, interdisciplinary degree options through which “academic” and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY 19 (2018-19)	FY 20 (2019-20)	FY 21-22 (2020-21 thru 2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Apprenticeships	Developed inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates. No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed <i>Signature Certificates</i> that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of <i>Signature Certificates</i>	Continue to emphasize experiential learning across the curriculum by: Promoting signature certificates 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						

Performance Measure 2: Co-Curricular programming 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. Micro-credentials, now measurable, identified in table below.

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

Co- Curricular Applied & Experiential Learning	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Micro-Credentials ⁹	Leadership Certificate Awardees				4	5	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	
Intramural athletics	Developed inventory of co-curricular applied & experiential learning Reprioritized/reorg. resources & staff to support co-curricular programming : Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the Do More App , made functional. Expanded student clubs, organizations and in-person leadership development opportunities Career Readiness micro-credential unveiled in spring 2021 semester.	Career Fair Oct. '21 offered in a live format.	Increase of micro credentials planned for coming year. Expanded job fair offerings to meet healthcare needs in spring 2023 semester. Invested in menu of outdoor recreation programming to expand experiential learning	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. Outdoor recreation, club and intramural sports programs expanded	
Intercollegiate athletics				Attendance of students & businesses increased from prior year.			
Club Sports				Exploring the possibility of including programming for regional high school students.			
Leadership in clubs or organizations				Special breakout sessions connecting regional high schools' students and employers were conducted.			
Peer mentorship							
Reserve Officer Training Corps (ROTC)/Military Education							
Residence life leadership							
Student government							
LC Work Scholars							
Work study/experience including tutoring							
Study abroad							

⁹ Anticipated completions for FY24.

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.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁰. 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. How that campus-wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	422	420	407	382	393	353	Available Fall '24 Census	Available Fall '28 Census
Benchmark		429	436	442	449	456	463	483
Achievement	New Measure	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

¹⁰ 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 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 expansion¹⁰. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY25, 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	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	631	608	618	541	517	530	Available Fall '24 Census	Available Fall '28 Census
2 nd Chance Pell					9	33		
Benchmark	New Measure	641	651	661	671	681	691	721
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

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).¹¹

Benchmarks derived from financial modeling of institutional viability and expansion¹⁰. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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 below¹².

Online Headcount	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
HC	1,483	1,368	1650	1596	1471	1,504 ¹³	Available Fall '24 Census	Available Fall '28 Census
Benchmark		1,507	1,531	1,555	1,578	1,602	1625	1,697
Achievement	New Measure	NOT MET	MET	MET	NOT MET	NOT MET		

¹¹ Same definition as that used on the IPEDS Fall Enrollment Survey.

¹² This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

¹³ Figure is preliminary.

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 expansion¹⁰. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	149	171	168	163	156	146	Available Fall '24 Census	Available Fall '28 Census
Idaho Community Colleges					63	62		
Co-Enrollment ¹⁴					4.5	4		
Benchmark	New Measure	151	174	177	179	181	184	191
Achievement		MET	NOT MET	NOT MET	NOT MET	NOT MET		

¹⁴ Co-enrollment agreements exist with College of Western Idaho, College of Eastern Idaho, College of Southern Idaho, North Idaho College, Walla Wall Community College.

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 expansion¹⁰. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
Asotin Co. Resident FTE ¹⁵	150	149	136	129	142	141	Available Fall '24 Census	Available Fall '27 Census
Benchmark	New Measure	152	155	157	160	162	165	172
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		
Nonresident FTE	329	319	326	351	367	345	Available Fall '24 Census	Available Fall '27 Census
Benchmark:	New Measure	334	339	344	350	355	340	376
Achievement		NOT MET	NOT MET	MET	MET	NOT MET		

Objective B: Increase credential output

Performance Measure 1: Certificates and degrees¹⁶

Definition: The count of degrees/certificates awarded at each degree-level.¹⁷

¹⁵ 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>

¹⁶ State Board of Education postsecondary system wide measure.

¹⁷ Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁸ and achieve 1,050 total completions by AY 2035-36.¹⁹

Certificates & Degrees	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
Certificates	15	26	51	62	83	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	21	21	28	23	24	25	26	27
Achievement	NOT MET	MET	MET	MET	MET			
Associates	347	365	218	204	314	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	430	436	442	256	262	269	275	295
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	MET			
Baccalaureates	626	505	599	579	554	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	594	646	666	496	509	521	534	571
Achievement	MET	NOT MET	NOT MET	MET	MET			
Graduate Certificates				2	1	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

¹⁸ Goal 3, Objective A, Performance Measure I: “Total number of certificates/degrees conferred, by institution per year”.

¹⁹ 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: Graduates²⁰

Definition: The unduplicated count of graduates by degree-level.²¹

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

Graduates	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
Certificates	15	25	42	54	75	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	20	20	30	23	24	25	26	27
Achievement	NOT MET	MET	MET	MET	MET			
Associates	325	357	206	192	282	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	415	420	424	256	262	269	275	295
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	MET			
Baccalaureates	616	491	589	571	545	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	580	622	628	496	509	521	534	571
Achievement	MET	NOT MET	NOT MET	MET	MET			
Graduate Certificates	New			2	1	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

²⁰ State Board of Education postsecondary system wide measure.

²¹ 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 attainment²²

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree²³.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 25-29 (2019-23 Cohorts)
Entered as Bacc.- Seeking	Bacc.	32%	31%	32%	29%	37%	Available Spring 2025	
	Benchmark:	25%	33%	34%	39%	39%	39%	39%
	Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	38%	36%	37%	35%	45%	Available Spring 2025	
	Benchmark:	30%	39%	40%	38%	38%	38%	38%
	Achievement	MET	NOT MET	NOT MET	NOT MET	MET		

²² State Board of Education postsecondary system wide measure.

²³ 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 attainment²⁴

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.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁹

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24 (2020 Cohort)	FY 25-29 (2021-25 Cohorts)
Entered as Bacc.-Seeking	Bacc. ²⁵	21%	20%	23%	22% ²⁶	21% ²⁶		
	Cert. & Assoc.	1%	3%	4%	5%	8%		
Benchmark		23%	24%	23%	23%	23%	23%	23%
Achievement		NOT MET	NOT MET	MET	MET	MET		

²⁴ State Board of Education postsecondary system wide measure.

²⁵ Consistent with IPEDS Graduation Rates Survey definitions.

²⁶ 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** 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 year²⁷ who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁷ and achieve 1,050 total completions by AY 2035-36.¹⁸

Retention	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
First-Time, Full-Time, Baccalaureate-Seeking, Students	60%	61%	63%	63%	64% ²⁶	Available Fall 2024	Available Fall 2025	Available Fall 2029
Benchmark:	61%	63%	65%	66%	67%	68%	68%	68%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			
All Degree-Seeking Students	75%	76%	74%	76%	77%	Available Fall 2024	Available Fall 2025	Available Fall 2029
Benchmark:	77%	79%	81%	82%	83%	84%	84%	84%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			

²⁷ Those enrolled as degree-seeking students on census day (October 15th for fall terms and March 15th for spring terms).

Performance Measure 6: 30 to Finish²⁸

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 expansion¹⁰. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
%	31%	33%	29%	26%	26%			
Benchmark	30%	32%	33%	35%	36%	38%	39%	40%
Achievement	MET	MET	NOT MET	NOT MET	NOT MET			

²⁸ State Board of Education postsecondary system wide measure.

Performance Measure 7: Remediation²⁹

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 Plan¹⁸. 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 annually³⁰.

Remediation	FY 19 (Fall 2017- Spring 2019)	FY 20 (Fall 2018- Spring 2020)	FY 21 (Fall 2019- Spring 2021)	FY 22 (Fall 2020- Spring 2022)	FY 23 (Fall 2021- Spring 2023)	FY 24 (Fall 2022- Spring 2024)	FY 25 (Fall 2023- Spring 2025)	FY 29 (Fall 2027- Spring 2029)
%	43%	57%	52%	56%	52%			
Benchmark	43%	52%	53%	54%	55%	57%	58%	61%
Achievement	MET	MET	NOT MET	MET	NOT MET			

Performance Measure 8: Math Pathway²⁹

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course³¹ within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan¹⁸. 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.³⁰

Math Pathways	FY 19 (Fall 2018- Su 2020)	FY 20 (Fall 2019- Su 2021)	FY 21 (Fall 2020- Su 2022)	FY 22 (Fall 2021- Su 2023)	FY 23 (Fall 2022- Su 2024)	FY 24 (Fall 2023- Su 2025)	FY 25 (Fall 2024- Su 2026)	FY 29 (Fall 2028- Su 2030)
%	49%	36%	44%	52%	55%			
Benchmark:	53%	54%	56%	57%	58%	59%	60%	62%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			

²⁹ State Board of Education postsecondary system wide measure.

³⁰ Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

³¹ Gateway math is defined institutionally as Math 123 and above.

Performance Measure 9: Workforce training enrollment

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

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

Workforce Training Enrollments	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Headcount	3,699	2,893	2,513	2,737	2,199		
Benchmark:	3,600	3,650	3,700	3,750	3,800	3,800	3,800
Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET		

Performance Measure 10: Workforce training completion

Definition: Completions of LC State’s Workforce Training courses³².

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 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Completions	3,468	2,756	2,362	2,596	1,908		
Benchmark: Maintain	94%	94%	94%	94%	94%	94%	94%
Achievement	MET	MET	MET	MET	NOT MET		

³² 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 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Headcount	Plan: inventory programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239	2,929	2,543	Benchmark established once baseline is better understood

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

Objective A: 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 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
LC State Foundation	Employee Giving Campaign ³³	39%	41%	35%	34%	36%	36%	45%
	Annual Day of Giving	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	\$66,965 ³⁴	\$137,187	New College-wide Giving Day
	Foundation Fee		Implemented Jan. 1 st , 2020		\$9,389	\$48,659 ³⁵	\$35,566 ³⁶	Goal: \$11,000

³³ One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

³⁴ Athletics only.

³⁵ \$40,000 from one large donation.

³⁶ July 1, 2023 – to date.

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 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Federal	\$1,506,459	\$1,600,805	\$ 841,935	\$ 860,174	\$1,062,446	Available after July 1, 2024.	Institutional Financial Diversification
State & Local ³⁷	\$2,825,307	\$3,218,872	\$ 3,175,967	\$ 3,362,640	\$2,534,985		
Private	\$44,800	\$298,885	\$ 185,950	\$ 29,447	\$23,745		
Gifts ³⁸	\$1,337,379	\$2,361,794	\$ 2,886,613	\$ 3,483,723	\$1,298,932		
Total	\$5,713,945	\$7,480,356	\$7,090,465	\$ 7,735,984	\$4,920,108		
Benchmark: +\$100,000 annually ³⁹	\$5,236,809	5,335,809	\$5,435,809	\$ 5,535,809	\$ 5,635,809		
Achievement	MET	MET	MET	MET	NOT MET		

Key External and Internal Factors

In terms of factors influencing strategic plan goals, enrollment-related external factors include a reduction in the Lewiston High School graduating class, a strong jobs market, and the recovery of business operations from the Coronavirus pandemic. As a consequence, LC State’s achievement of some of its strategic plan goals has been impacted, both positively and negatively. Successes include online course and program offerings. These offerings swelled with students taking online coursework during FY’s 21 & 22, and have since returned to pre-pandemic levels. Somewhat surprisingly, despite pandemic-related challenges and disruptions, the proportion of LC State freshmen who finished their bachelor’s degree within 150% normative time (i.e., 6 years) increased significantly. These students started college in the fall of 2017, prior to pandemic operations and persisted at higher rates than observed historically. Moreover, by examining LC State’s normative time to degree (100% time) graduation rates and credential output, students appear to be opting for short term credentialing (associates degrees and

³⁷ 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.

³⁸ Including grants that do not have restrictions or reporting requirements.

³⁹ Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).

certificates) when they had initially sought to pursue a bachelor's degree. In these ways, LC State has improved its success rates and credential outputs. LC State, on the other hand, has struggled attracting an entering class composed of students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). These metrics are likely impacted by the shrinking graduating class size at LC State's primary 'feeder' school, Lewiston High School, and a strong jobs market. While the majority of LC State's remedial students succeeded in subsequent college-level coursework and completed gateway math classes early during their college attendance, performance on these metrics fell shy of LC State's rigorous performance goals. And finally, it was observed this year that professional credentialing associations and public licensing offices experienced delays communicating testing and licensing results to LC State. Therefore, recent outcomes in metrics assessing licensing and certification among completers in social work and workforce training programs of HVAC, plumbing and electrical apprenticeships were not available to report in this strategic plan.

The following assumptions about external and internal factors will continue to impact the institution as the FY 2025 Strategic Plan is implemented.

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. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
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. Will continue to recruit faculty, staff and students across a wide range of demographics.
7. 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.
8. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
9. Master planning was engaged. The plan updated, submitted and approved by the SBOE. The plan can be found at: [Microsoft Word - FY2021 Campus Master Plan - External - FINAL \(lcsc.edu\)](#).
10. Will 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.

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 current Strategic Plan document was modified and streamlined to reflect our post-pandemic realities. As presented in this plan report, the goals have been 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.

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 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 <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	*K-20 Alignment & Coordination	*Lifelong Learning	
Goal 4: Increase and Leverage Institutional Resources to Support College’s Mission			
Objective A: Grow Foundation Support and Grant Funding		✓	

Table 1: The Idaho State Board of Education (SBOE) has four goals in its strategic plan, three 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.