LEWIS-CLARK STATE COLLEGE

AD HOC REPORT

March 1, 2017

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Ad Hoc Response

FALL 2015 AD HOC RESPONSE TO YEAR ONE RECOMMENDATION 1

On February 5, 2016, the Board of Commissioners of the Northwest Commission on Colleges and Universities accepted Lewis-Clark State College's Fall 2015 Ad Hoc Report, which addressed Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report. The Commission found Recommendation 1 of the Fall 2011 Year One Peer-Evaluation substantially in compliance with Commission criteria for accreditation, but in need of improvement. Year One Recommendation 1 is as follows:

"The evaluation panel recommends that in addition to defining mission fulfillment in the context of its statewide planning and budgeting process, it outline how it will integrate this with the standards and guidelines of the Northwest Commission on Colleges and Universities. It is also recommended that the institution specify how the degree of mission fulfillment will be measured (Standard 1.A.2)" (Northwest Commission on College & Universities, February 21, 2012).

FOLLOW-UP WITH COMMISSION

On February 19, 2016, Lewis-Clark State College engaged in a telephone conversation with Commission staff to clarify the meaning of, 'substantially in compliance but in need of improvement' relative to Recommendation 1. LCSC was assured this is *dedicated* Commission language, that LCSC has represented itself well in the Fall 2015 Ad Hoc report, and that the Commission is taking additional care to ensure its members are successful with the Year Seven comprehensive report. It was suggested that LCSC more fully explore the indicators contained in the Ad Hoc report, to assure they tell the story of mission fulfillment at the institution.

MARCH 2017 RESPONSE TO YEAR ONE RECOMMENDATION 1

After review, it was confirmed that the current indicators were useful in describing mission fulfillment and provided a basis for ongoing assessment and improvement activities. However, it also was evident the indicators were not grouped together in a meaningful way, and were at times, duplicative.

Through discussions about the indicators and ways to measure mission fulfillment at LCSC, it was revealed that the current core themes, while clearly aligned with the existing mission and program delivery areas, created silos within the institution. There was interest in crafting new core themes to unite all areas of campus in a shared commitment to serving students.

To that end, after eight months of robust dialogue at all levels across campus and with other stakeholders, an updated mission statement and core themes were developed. President Fernández has approved the updated mission and core themes, and will request formal

approval from the Idaho State Board of Education as part of the annual Strategic Plan review at its April 2017 meeting. Upon approval for a first reading by the Board, a Substantive Change application will be submitted to the Commission. Final State Board of Education approval is anticipated in June 2017.

Former Mission Statement and Core Themes

Former Mission Statement. Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Core Theme I. Connecting Learning to Life through delivery of academic programs: The first segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

> Objective I-A: Literate, well informed graduates
> > Indicators: Degrees, employment, general education outcomes, and student satisfaction/ support
> Objective I-B: Programs of study that prepare students for a profession / advanced degree
> > Indicators: Advanced degrees, research symposium participation, and licensing/certification outcomes
> Objective I-C: Prepare students for post-secondary success
> > Indicators: dual credit participation and satisfaction with advising
> Core Theme I Benchmark: 7 of 9 indicators met; 78%

Core Theme II. Connecting Learning to Life through delivery of professional-technical programs: The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences to prepare skilled workers in established and emerging occupations that serve the region's employers.

> Objective II-A: Well prepared for employment
> > Indicators: Degrees, employment, licensing/ certification outcomes, technical skill assessment outcomes, Workforce Training participation
> Objective II-B: Life-long learning in the profession
> > Indicators: Continuing education
> Objective III-C: Support high school to college transition
> > Indicators: Tech Prep students in post-secondary and satisfaction with advising
> Core Theme II Benchmark: 6 of 8 indicators met; 75%

Core Theme III. Connecting Learning to Life through community programs: The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.

Objective III-A: Extend educational opportunities
Indicators: Coeur d'Alene Center headcount and online/hybrid courses
Objective III-B: Facilitate non-credit and cultural events
Indicators: Continuing education and public participation
Objective III-C: Facilitate services to the college/ community
Indicators: Community service projects and student participation in service
Core Theme III Benchmark: 4 of 6 indicators met; 67%

Institutional Viability. A fourth sent of indicators that when combined with the three core themes help determine mission fulfillment.

Indicators: Headcount, yield, degrees/ certificates, retention rate and financial aid ratios
Institutional Viability Benchmark: 4 of 5 indicators met; 80%

Updated Mission Statement and Core Themes

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

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

Objective 1-A: Access to higher education
Indicators: Head count, first generation, tuition
Objective 1-B: Extend opportunities for Regions I and II
Indicators: Coeur d'Alene Center headcount, online headcount
Objective 1-C: Access to life-long learning and career development opportunities
Indicators: Workforce training enrollments, continuing education enrollments
Objective 1-D: Prepare students for post-secondary success
Indicators: Dual credit enrollments, dual credit matriculation
Core Theme 1 Benchmark: 7 of 9 indicators met; 78%

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

Objective 2-A: Well informed graduates
Indicators: Degrees/ certificates, general education student learning outcomes
Objective 2-B: Graduates well prepared for their chosen career/ profession or to continue their learning

Indicators: Licensing/ certification rates, employment rates, professional/ graduate school placement, and students who continue to next degree level

Objective 2-C: Students persist in post-secondary education
Indicators: Retention rate

Objective 2-D: Satisfied graduates who experienced a supportive environment
Indicators: Satisfied students, supportive campus environment, satisfaction with advising

Core Theme 2 Benchmark: 8 of 10 indicators met; 80%

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

Objective 3-A: Enhance student learning through community and industry partnerships
Indicators: Internships, Work Scholars

Objective 3-B: Enhance student success through academic partnerships
Indicators: Articulation agreements, Research Symposium participation

Objective 3-C: Enhance student learning through service to the college and community
Indicators: Student participation in service, Center for Teaching & Learning K-12 activities

Core Theme 3 Benchmark: 4 of 6 indicators met; 67%

Further Explanation and Reflection

The updated mission statement is action oriented and provides clear focus and direction for the institution. The new core themes are derived from critical elements of the mission statement, and encompass the roles and contributions of all campus units. The three core themes are each delineated by a set of objectives, clearly defined indicators, and baseline and benchmark values, affording a systematic means for assessing mission fulfillment.

As mentioned earlier, there was satisfaction with many of the indicators. Therefore, in the transition from old to new core themes, the majority of objectives and indicators were retained. The previous core themes contained 10 objectives and 28 indicators. Under the new core themes, there are a total of 11 objectives and 25 indicators. And, the Institutional Viability category found in the 2015 version of the Mission Fulfillment Rubric was completely eliminated, and its indicators folded under the core themes.

The 2017 objectives encompass the previous 10 objectives, with additions in several areas. For example, in Core Theme 2: Success, an objective was added to address student persistence (retention). In Core Theme 3: Partnerships, additional objectives address enhancement of student learning through community and academic partnerships.

All but two (2) of the original 28 indicators were retained either as unique data points or combined with others. Several new indicators were warranted to fully measure attainment of a

new core theme. In several cases, the new indicators have been part of the institutional Strategic Plan, and have been tracked over the last four (4) years.

New indicators are as follows:

Core Theme 1. Opportunity
New Indicators: Tuition [compared to Idaho 4-year institutions], dual credit students who matriculate at LCSC
Core Theme 2. Success
New Indicators: Students who continue to the next degree level [to capture certificate and associate degree graduates who continue to the bachelor level at LCSC or who transfer for bachelor completion to a partner institution]
Core Theme 3. Partnerships
New Indicators: Internship participation, Work Scholar program participation, articulation agreements [which support LCSC students to transfer to partner institutions to continue their education in key areas], and Center for Teaching & Learning activities focused on K-12 partners.

College Assessment and Mission Fulfillment Rubrics

The *College Assessment Rubric* (CAR) was created in 2014 to organize and track the core themes, objectives, and indicators. It serves as the roadmap for overall mission fulfillment and provides a mechanism for longitudinal tracking of outcomes, development of improvement plans, and measurement of success. The CAR accommodates 5 years of data on a rolling basis, with designated baseline and benchmark values for each indicator, set by the office of Institutional Research & Effectiveness (IR&E), with input from campus constituents. Annually, the CAR is updated as new data are available from the IR&E office and from the annual program assessment processes. The data points are analyzed and compared to the established benchmarks, and a determination is made whether or not an individual indicator is met and if follow-on actions are required. An example of the College Assessment Rubric is found in the Appendix.

The *Mission Fulfillment Rubric* (MFR) summarizes the detailed information in the College Assessment Rubric, and at-a-glance shows which individual indicators are met or not met, and if the core theme benchmarks and overall mission fulfillment are achieved. To achieve mission fulfillment, each of the three core themes must be met at established benchmarks (Core Theme 1: 7/9 indicators or 78%; Core Theme 2: 8/10 indicators or 80%; Core Theme 3: 4/6 indicators or 67%). If established benchmarks for any indicator are not achieved, contributory factors are determined and addressed through a work plan. An example of the Mission Fulfillment Rubric is found in the Appendix.

Conclusion

The process of updating Lewis-Clark State's mission statement and core themes was an inclusive one, engaging students, staff, faculty and administrators in a robust and comprehensive dialogue. The mission statement is action oriented and focuses on principles of great importance to the institution. The core themes clearly align with the mission and their achievement requires the contributions of units across campus. This updated structure fits with the institution's overall assessment plan, and clearly defines and provides an effective mechanism for determining mission fulfillment at Lewis-Clark State College.

Appendix

2017 MISSION FULFILLMENT RUBRIC

2017 COLLEGE ASSESSMENT RUBRIC

2017 MISSION FULFILLMENT RUBRIC

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme 1 Opportunity	1-A. Access to higher education	1. Headcount	
		2. First Generation	
		3. Tuition	
	1-B. Extend opportunities for Regions I and II	4. CdA Center headcount	
		5. Online headcount	
	1-C. Access to life-long learning/ career development opportunities	6. WFT enrollments	
		7. CE enrollments	
	1-D. Prepare students for post-secondary success	8. Dual credit	
		9. Dual credit who matriculate	
		Benchmark **7 of 9 met** **78%**	**Results** ____ of 9 met ____ % achieved
		Core Theme 1. Opportunity	**MET Not-MET**

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme 2 Success	2-A. Well informed graduates	1. Degrees/ Certificates	
		2. General Education Student Learning Outcomes	
	2-B. Graduates well prepared for profession or continued learning	3. Licensing/ Certification pass rates	
		4. Employment rates	
		5. Professional/ Grad school placement	
		6. Students who continue to next degree level	
	2-C. Persistence	7. Retention rate	
	2-D. Satisfied graduates/ supportive environment	8. Students are satisfied	
		9. Supportive campus environment	
		10. Satisfaction with advising	
		Benchmark **8 of 10 met** **80%**	**Results** ____ of 10 met ____ % achieved
		Core Theme 2. Success	**MET Not-MET**

2017 MISSION FULFILLMENT RUBRIC

Core Theme	Objective	Indicators	✓ Met X Not Met
Core Theme 3 Partnerships	3-A. Enhance student learning through community & industry partnerships	1. Internships	
		2. Work Scholars	
	3-B. Enhance student success through academic partnerships	3. Articulation agreements	
		4. Research Symposium participation	
	3-C. Service to the college and community	5. Student participation in service	
		6. Center for Teaching & Learning K-12 activities	
		Benchmark **4 of 6 met** **66%**	**Results** ____ of 6 met ____ % achieved
		Core Theme 3. Partnerships	MET Not-MET

MFR SUMMARY TABLE (Benchmark 3 of 3; 100%)	MET	UNMET
Core Theme One: Opportunity		
Core Theme Two: Success		
Core Theme Three: Partnerships		
	Benchmark **3 of 3 met** **100%**	**Results** ____ of 3 met ____% achieved
Mission Fulfillment	MET Not-MET	

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan
Core Theme 1. Opportunity: Expand access to higher education and lifelong learning.	**OBJECTIVE 1A. ACCESS TO HIGHER EDUCATION**								
	Total number of matriculated students on fall census day								
	% of head count that is 1st generation students								
	Instate full-time tuition cost relative to ID state 4 year institutions								
	OBJECTIVE 1B. EXTEND EDUCATIONAL OPPORTUNITIES FOR CITIZENS WITHIN REGIONS I AND II								
	Coeur d'Alene Center enrollment (Unduplicated headcount; taking at least one face-to-face class; fall census day)								
	Fall census day duplicated headcount of students enrolled in online and hybrid classes; and, number of courses offered in online format								
	OBJECTIVE 1C. ACCESS TO CAREER DEVELOPMENT AND LIFELONE LEARNING OPPORTUNITIES								
	Workforce Training enrollment (annual)								
	Continuing Education enrollment (annual)								
	OBJECTIVE 1D. PREPARE STUDENTS FOR SUCCESS IN POST-SECONDARY EDUCATION.								
	Number of pre-college enrollees								
	Number of students who complete dual credit through LC and matriculate at LC								
Core Theme 2. Success: Ensure attainment of educational goals through excellent instruction in a supportive learning environment.	**OBJECTIVE 2A. WELL INFORMED GRADUATES**								
	Number of degrees and certificates awarded each year								
	General Education Learning Outcomes as measured by ETS Proficiency Profile (3 yrs)								
	ETS PP Reading, Level 2-Proficiency %								
	ETS PP Critical Thinking-Proficiency %								
	ETS PP Writing, Level 2-Proficiency %								
	ETS PP Writing, Level 3-Proficiency %								

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan
	ETS PP Mathematics, Level 2-Proficiency %								
	ETS PP Mathematics, Level 3-Proficiency %								
	ETS PP Humanities Scaled Score								
	ETS PP Social Sciences Scaled Score								
	ETS PP Natural Sciences Scaled Score								
	OBJECTIVE 2B. GRADUATES WELL PREPARED FOR THEIR CHOSEN CAREER/ PROFESSION OR TO CONTINUE THEIR EDUCATION								
	First time licensing/certification exam pass rates/ Major field test results								
	(1) NCLEX-RN(LCSC/National)								
	(2) NCLEX-PN(LCSC/National)								
	3) ARRT(LCSC/National)								
	4) ASWB (LCSC/National) note: values are for year received								
	(5) PRAXIS II								
	ETS Major Field Tests :								
	Business (LCSC; National Percentile)								
	Biology (LCSC; National Percentile)								
	Computer Science (Composite Score 2012-14; N-11)								
	Chemistry (composite Score 2012-14; N=11)								
	FCAI: Social Work (LCSC average; National average)								
	ACAT: Psychology (Percentile)								
	ACAT: Justice Studies (Percentile)								
	Percentage of students who achieve passing scores on TSA's								
	Percentage of graduates employed within six months of graduation								

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan
	Number of graduates enrolled in graduate/ professional school								
	Number of graduates who continue to the next degree level								
	OBJECTIVE 2C. STUDENTS PERSIST IN POST-SECONDARY EDUCATION								
	Student retention (1st time, full-time freshmen semester to semester)								
	OBJECTIVE 2D. SATSIFIED GRADUATES WHO EXPERIENCED A SUPPORTIVE ENVIRONMENT								
	NSSE: (NSSE constructs were changed in 2013)								
Seniors	Level of academic challenge (lac) -lacs will exceed the Carnegie Class (Bac/Div) average (LCSC/Carnegie Class)								
	Academic Challenge: Higher-Order Learning								
	Academic Challenge: Reflective & Integrative Learning								
	Academic Challenge: Quantitative Reasoning								
	Student-faculty interaction (sfi)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class)								
	Experiences with Faculty: Student-Faculty Interaction								
	Experiences with Faculty: Effective Teaching Practices								
	Supportive campus environment (sce)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class)								
	Campus Environment: Quality of Interactions								
	Campus Environment: Supportive Environment								
Freshmen	Level of academic challenge (lac) -lacs will exceed the Carnegie Class (Bac/Div) average (LCSC/Carnegie Class)								
	Academic Challenge: Higher-Order Learning								
	Academic Challenge: Reflective & Integrative Learning								
	Academic Challenge: Quantitative Reasoning								

Proposed Core Themes	Objectives & Indicators of Success	Baseline (2010 values)	Milestone (2012 data)	Milestone (2013 Data)	Milestone (2014 Data)	Milestone (2015 Data)	Milestone (2016 Data)	Benchmark	Responsible for developing and monitoring improvement plan
	Student-faculty interaction (sfi)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class)								
	Experiences with Faculty: Student-Faculty Interaction								
	Experiences with Faculty: Effective Teaching Practices								
	Supportive campus environment (sce)-lacs will exceed the Carnegie Class (Bac/Div) average 2011 & 2014 (LCSC/Carnegie Class)								
	Campus Environment: Quality of Interactions								
	Campus Environment: Supportive Environment								
	Student satisfaction with academic advising experience								
Core Theme 3. Partnerships: Engage with educational institutions, the business sector, and the community for the benefit of students and the region.	**OBJECTIVE 3A. ENHANCE STUDENT LEARNING THROUGH COMMUNITY AND INDUSTRY PARTNERSHIPS**								
	Number of students participating in internships								
	Number of Work Scholar participants								
	OBJECTIVE 3B. ENHANCE STUDENT LEARNING THROUGH ACADEMIC PARTNERSHIPS								
	Number of Articulation Agreements for LC students to tranfser for advanced study								
	Students participating in annual Research Symposium								
	OBJECTIVE 3C. ENHANCE STUDENT LEARNING THROUGH SERVICE TO THE COLLEGE & COMMUNITY								
	Student Participation in Service								
	Number community service projects undertaken by LCSC								
	Number of students participating								
	Center for Teaching & Learning K-12 Activities								