



Lewis-Clark State College

Strategic Plan

Submitted March 22, 2011

FY2012-2016

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VISION STATEMENT

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE 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. LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and 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 quality of 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. Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life.*" LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will 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. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

MISSION STATEMENT

LCSC's official role and mission statement (approved by the SBOE in 1998) is provided below:

1. Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate 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.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services (listed in order of emphasis)

- **Baccalaureate Education:** Offers a wide range of baccalaureate degrees and some qualified professional programs.
- **Associate Education:** Offers a wide range of associate degrees and some qualified professional programs.
- **Certificates/Diplomas:** Offers a wide range of certificates and diplomas.
- **Distance Learning:** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- **Technical and Workforce Training:** Offers a wide range of professional, technical and outreach programs.
- **Continuing Education:** Provides a variety of life-long learning opportunities.
- **Research:** Conducts select coordinated and externally funded research studies.
- **Graduate:** None.

3. Constituencies Served: The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

Goal I. A well-educated citizenry: *Lewis-Clark State College will support the Idaho State Board of Education's efforts to provide opportunities for individual advancement.*

SBOE Objective A: ACCESS - Support the Idaho State Board of Education's efforts to improve access for individuals of all ages, abilities, and economic means to Idaho's educational system.

- **Performance Measure: High school students participating in concurrent enrollment (headcount and FTE)**

**Benchmark: Annual Enrollment - 1,300
Annual FTE - 170**

- **Performance Measure: Scholarship dollars awarded per student FTE**

**Benchmark: Academic - \$2,000
Professional-Technical - \$1,400**

SBOE Objective B: Higher Level of Educational Attainment - Support the Idaho State Board of Education's efforts to increase the postsecondary completion rate.

- **Performance Measure: The number of degrees and certificates awarded**
Benchmark: 8% increase (652) degrees and certificates awarded.

- **Performance Measure: First-year/ full-time cohort retention rate**

Benchmark: 60%

- **Performance Measure: First-year/ full-time cohort 150% graduation rate**

Benchmark: 28%

SBOE Objective C: Adult Learner Re-Integration - Support the Idaho State Board of Education's efforts to improve the processes and increase the options for re-integration of adult learners into the education system.

- **Performance Measures:**

- **Percentage of people served by the Center for New Directions who enter an education or training program**
Benchmark: 20% (n=22 students)
- **Number of GED certificates awarded**
Benchmark: 500

SBOE Objective D: Transition - Support the Idaho State Board of Education's efforts to improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:

- **Number of degrees in STEM fields**
Benchmark: 70 degrees
- **NCLEX first-time licensing/certification exam pass rates**
Benchmark: Meet or exceed 88%
- **Percentage of LCSC graduates employed or continuing their education**
Benchmark: 90% of LCSC graduates will have positive placement

Goal 2. Critical thinking and Innovation - *Lewis-Clark State College will support the Idaho State Board of Education's efforts to provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, and think critically, and are creative.*

SBOE Objective A: Critical Thinking, Innovation, and Creativity- Support the Idaho State Board of Education's efforts to increase research and development of new ideas into solutions that benefit society

Performance Measures:

- **Institution funding from competitive grants**
Benchmark: \$1.9m
- **ETS Proficiency Profile critical thinking construct**
Benchmark: LCSC will score at the 75th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.

SBOE Objective B: Innovation and Creativity - Support the Idaho State Board of Education's efforts to educate students who will contribute creative and innovative ideas to enhance society.

Performance Measures:

- **Number of students participating in internships or undergraduate research**
Benchmark: 250
- **The number of presentations at the LCSC Senior Research Symposium**
Benchmark: 155 presentations

SBOE Objective C: Quality Instruction- Support the Idaho State Board of Education's efforts to increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measure - Classified Staff:

- **State of Idaho Classified Staff Pay Schedule**

Benchmark: Classified Staff pay will be 90% of Policy.

Performance Measure - Professional Staff (Administrative):

- **College and University Professional Association for Human Resources (C.U.P.A) - Administrative Salary Survey**

Benchmark: Compensation for professional staff (Administrative) will be 90% of the average C.U.P.A. Administrative Salary Survey median for institutions in the same budget quartile as Lewis-Clark State College

Performance Measure- Professional Staff (Mid-level and Professional):

- **College and University Professional Association for Human Resources (C.U.P.A.) Mid-Level and Professional Salary Survey**

Benchmark: Compensation for professional staff (mid-level and professional) will be 90% of average C.U.P.A. Mid-Level and Professional Survey median for institutions in the same budget quartile as Lewis-Clark State College.

Performance Measure- Instructional Personnel:

- **Integrated Postsecondary Education Data System (IPEDS), Human Resources Report**

Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS.

Performance Measure:

- **Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition**
Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%.

GOAL 3: Effective and Efficient Delivery Systems – *Lewis-Clark State College will support the Idaho State Board of Education’s efforts to ensure educational resources are used efficiently.*

SBOE Objective A: Cost Effective and Fiscally Prudent – Support the Idaho State Board of Education’s efforts to Increase productivity and cost-effectiveness.

- **Average number of credits earned at completion of certificate or degree program.**
Benchmark: Associates – TBD (SBOE Benchmark)
Benchmark: Bachelors - TBD (SBOE Benchmark)
- **Institutional reserves comparable to best practice.**
Benchmark: A minimum target reserve of 5% of operating expenditures.

SBOE Objective B: Data-driven Decision Making - Support the Idaho State Board of Education’s efforts to increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system.

Performance Measure:

- **LCSC will support the development of a P-20 to workforce longitudinal data system with the ability to access timely and relevant data.**
Benchmark: Completed by 2015.

SBOE Objective C: Administrative Efficiencies – Support the Idaho State Board of Education’s efforts to create cross-institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

- **Performance Measure: Number of collaborative projects and amount of cost savings.**
Benchmark: TBD (SBOE Benchmark)

Objective D: Increase LCSC’s use of distance learning to improve efficient use of resources.

- **Performance Measure: Fall end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses**

Benchmark: 7,600

**Key External Factors
(Beyond control of Lewis-Clark State College):**

Funding:

Historically, Lewis-Clark State College strategic goals and objectives assumed on-going and sometimes significant additional levels of State legislative appropriations provided through the SBOE. The reduced availability of State revenues (for appropriation), gubernatorial, and legislative support for some initiatives has had an impact. Lewis-Clark State College has addressed the funding issues through the institution's planning process and has ensured that core functions of the College have been preserved.

Legislation/Rules/Policy:

Beyond funding considerations, many education policies are embedded in State statute, rule, or SBOE policy and not under the control of LCSC.

Federal Government:

A great deal of educational funding is provided by the federal government. Funding for higher education is subject to congressional and executive support. The requirements of HEOA (2008) will require additional costs to comply with expanded reporting requirements.

Economy:

Historically, weak economic performance indicators have translated into increased student numbers. The decline in the availability of well-paying jobs will lead many potential students to choose education over employment. This will further challenge institutional resources. Additionally, many of those students entering LCSC as a result of poor economic performance will require financial assistance and close advising to sustain their enrollment.

Successful transition to the workforce is not just a reflection of the quality of educational programs but also a function of the availability of jobs. The prevailing economic climate will adversely impact the percentage of LCSC graduates who find employment.