

# *Lewis-Clark State College Strategic Plan*

*Office of Institutional Research & Effectiveness*

*FY 2024 – FY 2028*





*Connecting Learning to Life*

**STRATEGIC PLAN  
FY 2024 - 2028**



**Submitted May, 2023**

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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	FY18 (2017-18)	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 28 (2027-28)
Online <sup>1</sup>	New Measure	36	40	42	49	57		
Benchmark			37	42	42	42	42	42
Achievement				MET	MET	MET	MET	
Evening/ Weekend <sup>2</sup>	No Prior Bench marks	0	7	7	7	7		
Benchmark			2	6	7	7	7	7
Achievement				MET	MET	MET	MET	

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<sup>1</sup> List of online programs available here: [http://catalog.lcsc.edu/programs/#filter=.filter\\_42](http://catalog.lcsc.edu/programs/#filter=.filter_42)

<sup>2</sup> 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).<sup>3</sup>

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

Web Enhanced Courses	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
% Sections	New Measure	Inventory current courses content on LMS	69% <sup>4</sup>	79%	89%	97%	
Benchmark	No Prior Benchmarks			100%	100%	100%	100%
Achievement				NOT MET	NOT MET	NOT MET	

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<sup>3</sup> Metrics reported for each fiscal year are reported one year behind, such that the metric reported for FY21 is measuring delivery of course content from AY 2019-20.

<sup>4</sup> 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		FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)	
Professional Degrees	NCLEX Registered Nurse <sup>5</sup>	LC State	99%	94%	95%	94%	91.4%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	85%	86%	87%	85%	79.4%		
		Achievement	MET	MET	MET	MET	MET		
	NCLEX Practical Nurse <sup>5</sup>	LC State	100%	91%	100%	Not Available: Program on hiatus following Dec. 2019.			Exceed National Average
		Benchmark: Nat'l Ave.	87%	85%	86%				
		Achievement	MET	MET	MET				
	ARRT Radiology	LC State	95%	89%	76%	86%	90%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	89%	89%	88%	84%	83.5%		
		Achievement	MET	MET	NOT MET	MET	MET		
	PRAXIS Teacher Education <sup>6</sup>	LC State <sup>6</sup>	168	170	171	166	166	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	170	168	170	168	167		
		Achievement	NOT MET	MET	MET	MET	NOT MET		
	ASWB Social Work	LC State	78%	57%	86%	77%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	69%	67%	69%	69%			
		Achievement	MET	NOT MET	MET	MET			

<sup>5</sup> 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			FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)	
Workforce Training	HVAC Apprentice	LC State	75%	100%	100%	50%	50%	Not Yet Available	Exceed State Average	
		Benchmark: State Ave.	69%	67%	75%	73%	63%			
		Achievement	MET	MET	MET	NOT MET	NOT MET			
	Plumbing Apprentice	LC State	100%	100%	83%	No Students	100%	Not Yet Available	Exceed State Average	
		Benchmark: State Ave.	63%	76%	71%	72%	74%			
		Achievement	MET	MET	MET	--	MET			
	Electrical Apprentice- ship Idaho Journeyman	LC State	100%	100%	91%	89%	91%	89% <sup>7</sup>	Not Available	Exceed State Average
		Benchmark: State Ave.	77%	75%	77%	78%	77%			
		Achievement	MET	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*<sup>8</sup> or *experiential learning*<sup>9</sup>. 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.

<sup>6</sup> 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.

<sup>7</sup> Preliminary figure: Reporting of Electrical Journeyman testing was moved to the Idaho Division of Occupational and Professional Licenses (IDOPL). LC State has not received test results back from IDOPL for its program assessment.

<sup>8</sup> Applied learning = hand’s on application of theory.

<sup>9</sup> 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 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21-22 (2020-21 thru 2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Apprenticeships	New	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 promote signature certificates, retain existing certificate students, and encourage completion.	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 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Intramural athletics	New	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 <a href="#">Do More App</a> , 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.  Attendance of students & businesses increased from prior year.  Exploring the possibility of including programming for regional high school students.  Special breakout sessions connecting regional high schools’ students and employers were conducted.	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	100% of LC State graduates participate in applied &/or experiential learning via curricular <b>or</b> 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							
Micro-Credentials							
	Career Readiness Certificate Awardees					2	

## 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 expansion<sup>10</sup>. 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	FY18 (Fall '17)	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 28 (Fall '27)
FTE	479	422	420	407	382	393		Available Fall '27 Census
Benchmark			429	436	442	449	456	483
Achievement	New Measure – No Prior Benchmarks		NOT MET	NOT MET	NOT MET	NOT MET		

#### *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<sup>10</sup>. 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.

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<sup>10</sup> 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>

Adult Learner (>24) Enrollment	FY18 (Fall '17)	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 28 (Fall '27)
FTE	709	631	608	618	541	517	Available Fall '23 Census	Available Fall '27 Census
2 <sup>nd</sup> Chance Pell						9		
Benchmark	New Measure – No Prior Benchmarks		641	651	661	671	681	721
Achievement			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).<sup>11</sup>

Benchmarks derived from financial modeling of institutional viability and expansion<sup>10</sup>. 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 below<sup>12</sup>.

Online Headcount	FY18 (Fall '17)	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 28 (Fall '27)
HC	1,557	1,483	1,368	1,650	1,596	1,471	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		1,507	1,531	1,555	1,578	1,602	1,697
Achievement			NOT MET	MET	MET	NOT MET		

<sup>11</sup> Same definition as that used on the IPEDS Fall Enrollment Survey.

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

*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<sup>10</sup>. 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	FY18 (Fall '17)	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 28 (Fall '27)
FTE	173	149	171	168	163	156	Available Fall '23 Census	Available Fall '27 Census
Idaho Community Colleges						63		
Co-Enrollment <sup>13</sup>						4.5		
Benchmark	New Measure – No Prior Benchmarks		151	174	177	179	181	191
Achievement			MET	NOT MET	NOT MET	NOT MET		

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<sup>13</sup> 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 expansion<sup>10</sup>. 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	FY18 (Fall '17)	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 28 (Fall '27)
<b>Asotin Co. Resident FTE<sup>14</sup></b>	164	150	149	136	129	142	Available Fall '23 Census	Available Fall '27 Census
Benchmark	New Measure – No Prior Benchmarks		152	155	157	160	162	172
Achievement			NOT MET	NOT MET	NOT MET	NOT MET		
<b>Nonresident FTE</b>	359	329	319	326	351	367	Available Fall '23 Census	Available Fall '27 Census
Benchmark:	New Measure – No Prior Benchmarks		334	339	344	350	355	376
Achievement			NOT MET	NOT MET	MET	MET		

Objective B: Increase credential output

*Performance Measure 1: Certificates and degrees<sup>15</sup>*

Definition: The count of degrees/certificates awarded at each degree-level.<sup>16</sup>

<sup>14</sup> 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>

<sup>15</sup> State Board of Education postsecondary system wide measure.

<sup>16</sup> Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

Certificates & Degrees	FY18 (2017-18)	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 28 (2027-28)
<b>Certificates</b>	21	15	26	51	62	Available Summer '23	Available Summer '24	Available Summer '28
<b>Benchmark:</b>	New Method	21	21	28	23	24	24	27
<b>Achievement</b>		NOT MET	MET	MET	MET			
<b>Associates</b>	425	347	365	218	204	Available Summer '23	Available Summer '24	Available Summer '28
<b>Benchmark:</b>	New Method	430	436	442	256	262	269	295
<b>Achievement</b>		NOT MET	NOT MET	NOT MET	NOT MET			
<b>Baccalaureates</b>	587	626	505	599	579	Available Summer '23	Available Summer '24	Available Summer '28
<b>Benchmark:</b>	New Method	594	646	666	496	509	521	571
<b>Achievement</b>		MET	NOT MET	NOT MET	MET			
<b>Graduate Certificates</b>	New				2	Available Summer '23	Available Summer '24	Available Summer '28
<b>Benchmark:</b>	New benchmark methodology will be established once baseline is established.							
<b>Achievement</b>								

<sup>17</sup> Goal 3, Objective A, Performance Measure I: “Total number of certificates/degrees conferred, by institution per year”.

<sup>18</sup> Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education’s K-20 Strategic Plan assuming peer comparable retention and completion rates.

*Performance Measures 2: Graduates<sup>19</sup>*

Definition: The unduplicated count of graduates by degree-level.<sup>20</sup>

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

Graduates	FY18 (2017-18)	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 28 (2027-28)
<b>Certificates</b>	20	15	25	42	54	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	20	20	30	23	24	24	27
Achievement		NOT MET	MET	MET	MET			
<b>Associates</b>	410	325	357	206	192	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	415	420	424	256	262	269	295
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
<b>Baccalaureates</b>	573	616	491	589	571	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New Method	580	622	628	496	509	521	571
Achievement		MET	NOT MET	NOT MET	MET			
<b>Graduate Certificates</b>	New				2	Available Summer '23	Available Summer '24	Available Summer '28
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

<sup>19</sup> State Board of Education postsecondary system wide measure.

<sup>20</sup> Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

*Performance Measures 3: Graduation Rate - 150% normative time to degree attainment<sup>21</sup>*

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree<sup>22</sup>.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24-28 (2018-22 Cohorts)
<b>Entered as Bacc.-Seeking</b>	Bacc.	33%	32%	31%	32%	29%	Available Spring 2024	
	Benchmark:	24%	25%	33%	34%	39%	39%	39%
	Achievement	MET	MET	NOT MET	NOT MET	NOT MET		
<b>All First-Time, Full-Time Students</b>	Bacc., Assoc, & Certificates	40%	38%	36%	37%	35%	Available Spring 2024	
	Benchmark:	29%	30%	39%	40%	38%	38%	38%
	Achievement	MET	MET	NOT MET	NOT MET	NOT MET		

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<sup>21</sup> State Board of Education postsecondary system wide measure.

<sup>22</sup> 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<sup>23</sup>*

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 Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24-28 (2020-24 Cohorts)
Entered as Bacc.- Seeking	Bacc. <sup>24</sup>	15%	21%	20%	24% <sup>25</sup>	21% <sup>25</sup>		
	Cert. & Assoc.	1%	1%	3%	4%	5%		
Benchmark		22%	23%	24%	23%	23%	23%	23%
Achievement		NOT MET	NOT MET	NOT MET	MET	MET		

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<sup>23</sup> State Board of Education postsecondary system wide measure.

<sup>24</sup> Consistent with IPEDS Graduation Rates Survey definitions.

<sup>25</sup> Figure is preliminary: Policy has been interpreted to mean institutions are required to report data out of cadence with federal reporting, before periods of measurement have ended and before data can be adequately vetted.

*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 year<sup>26</sup> 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 Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

Retention	FY18 (2017-18)	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 28 (2027-28)
<b>First-Time, Full-Time, Baccalaureate-Seeking, Students</b>	63%	60%	61%	63%	62%			
Benchmark: +2% annually	New Metric	61%	63%	65%	66%	67%	68%	68%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			
<b>All Degree-Seeking Students</b>	75%	75%	76%	74%	76%			
Benchmark: +2% annually	New Metric	77%	79%	81%	82%	83%	84%	84%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			

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<sup>26</sup> Those enrolled as degree-seeking students on census day (October 15<sup>th</sup> for fall terms and March 15<sup>th</sup> for spring terms).

*Performance Measure 6: 30 to Finish<sup>27</sup>*

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<sup>10</sup>. 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	FY18 (2017-18)	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 28 (2027-28)
%	38%	31%	33%	29%	26%			
Benchmark	New Method	30%	32%	33%	35%	36%	38%	40%
Achievement		MET	MET	NOT MET	NOT MET			

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<sup>27</sup> State Board of Education postsecondary system wide measure.

*Performance Measure 7: Remediation<sup>27</sup>*

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<sup>17</sup>. 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<sup>28</sup>.

Remediation	FY18 (Fall 2016- Spring 2018)	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 28 (Fall 2026- Spring 2028)
%	41%	43%	57%	52%	56%			
Benchmark	New Method	43%	52%	53%	54%	55%	57%	61%
Achievement		MET	MET	NOT MET	MET			

*Performance Measure 8: Math Pathways<sup>27</sup>*

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course<sup>29</sup> within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup>. 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.<sup>28</sup>

Math Pathways	FY18 (Fall 2017- Su 2019)	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 28 (Fall 2027- Su 2029)
%	52%	49%	36%	44%	52%			
Benchmark:	New Method	53%	54%	56%	57%	58%	59%	62%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET			

<sup>28</sup> Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

<sup>29</sup> 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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Headcount	3,563	3,699	2,893	2,513	2,737		
Benchmark:	New Benchmarking Method	3,600	3,650	3,700	3,750	3,800	3,800
Achievement		MET	NOT MET	NOT MET	NOT MET		

*Performance Measure 10: Workforce training completion*

Definition: Completions of LC State’s Workforce Training courses<sup>30</sup>.

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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
Duplicated Completions	3,420	3,468	2,756	2,362	2,596		
Benchmark: Maintain	96%	94%	94%	94%	94%	94%	94%
Achievement		MET	MET	MET	MET		

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<sup>30</sup> Completions measured by course because most Workforce Training offerings are designed as singular courses.

### Goal 3: Foster and Support Community Campus 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 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
<b>Duplicated Headcount</b>	New Measure	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	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 18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
LC State Foundation	Employee Giving Campaign <sup>31</sup>	New Measure	39%	41%	35%	34%	36%	45%
	Annual Day of Giving	New Measure /Event	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	\$66,965 <sup>32</sup>	New College-wide Giving Day
	Foundation Fee			Implemented Jan. 1 <sup>st</sup> , 2020		\$9,389	\$48,659 <sup>33</sup>	Goal: \$11,000

<sup>31</sup> One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

<sup>32</sup> Athletics only.

<sup>33</sup> \$40,000 from one large donation.

*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	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24-28 (2023-24 thru 2027-28)
<b>Federal</b>	\$1,221,834	\$1,506,459	\$1,600,805	\$ 841,935	\$ 860,174	Available after July 1, 2023.	Institutional Financial Diversification
<b>State &amp; Local<sup>34</sup></b>	\$2,671,345	\$2,825,307	\$3,218,872	\$ 3,175,967	\$ 3,362,640		
<b>Private</b>	\$41,565	\$44,800	\$298,885	\$ 185,950	\$ 29,447		
<b>Gifts<sup>35</sup></b>	\$3,951,746	\$1,337,379	\$2,361,794	\$ 2,886,613	\$ 3,483,723		
<b>Total</b>	\$7,886,490	\$5,713,945	\$7,480,356	\$7,090,465	\$ 7,735,984		
<b>Benchmark: +\$100,000 annually<sup>36</sup></b>	No Prior Benchmarks	\$5,235,809	5,335,809	\$5,435,809	\$ 5,535,809		
<b>Achievement</b>		MET	MET	MET	MET		

**Key External and Internal Factors**

A key external factor during recent history has been the recovery of business operations from the Coronavirus pandemic. While many operations have gone back to pre-pandemic operational status, LC State’s achievement of some of its strategic plan goals are still impacted, both positively and negatively. Successes include achievement of LC State’s goals in relation to online course and program offerings, remediation and short-term workforce training credential goals. While enrollment in LC State’s Workforce Training courses declined, the success rates of student completions maintained at or above 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). Those students seeking and achieving bachelor’s degrees within normative time has declined, but it would appear these students are opting for short term credentialing (associates degrees and certificates) when they had initially sought to pursue a bachelor’s degree.

<sup>34</sup> 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.

<sup>35</sup> Including grants that do not have restrictions or reporting requirements.

<sup>36</sup> Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).



The following assumptions about external and internal factors will continue to impact the institution as the FY 2024 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. 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.
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 EWA (Enrollment Workload Adjustment) formula revision considerations and state funding in support of LC State's mission, strategic goals, position and role in Idaho's education ecosystem as a small college 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.

## 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 LC State 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 LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State 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 response 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 2017,2018, and 2019.
  - Compliance discussions occurred in bi-weekly meetings 2017-2018, and the remediation requirement was replaced with a requirement to self-report the completion of the review of the first 5 controls.
  - In the April 18, 2018, agencies were informed that the State believed agencies had met all criteria for the Executive Order.
- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.
- LC State 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 was required to answer 4 items:
    - Policy Definition, e.g. Does LC State have a written policy.
    - Control Implemented, e.g. Does LC State have controls implemented.
    - Control enforcement: automated or technically manualized.
    - Control reported to State.
  - Two additional items were added to the self-audit
    - Compliance notes
    - Risk assessed justification
- 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 January, 2020, LC State has complied with the Governor’s directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.
- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis
  - Phishing training progress
  - Written policy breadth and depth

- In June of 2021, the college worked with the CIO and CISO of the University of Idaho to conduct an initial Technology Risk Review. The review was completed in September 2021 and identified needed policy improvements, the need for Multifactor Authorization (MFA), and suggested several additional tools that would improve information security. Plans were made to incorporate the findings over the next 18 months.
- In July of 2021, the college conducted a limited cybersecurity penetration test using our auditors CliftonLarsonAllen (CLA) to complete a limited penetration test for 25 critical servers facing the Internet. These servers were scanned and found to be properly secured.
- In September 2021 LC State signed up for weekly external vulnerability security scans with the Cybersecurity & Infrastructure Security Agency (CISA), a part of Homeland Security. The scans are completed weekly with consolidated reports reviewed every Monday by the college cybersecurity and infrastructure team.
  - The report identifies any known risk or vulnerability as Critical, High, Medium, or Low.
  - All issues identified as Critical are triaged within two days and mitigated within two weeks.
  - All issues identified as High are triaged within one week and mitigated within four weeks.
  - Medium and Low issues are identified, assessed, and a mitigation strategy is chosen with an appropriate timeline.
  - This process is ongoing and continues every week.
- In April of 2022, LC State evaluated its cybersecurity posture using the Higher Education Information Security Council (HEISC) self-assessment tool and aligned the results to those early generated from the Critical Security Controls from the Center for Internet Security.
- In July 2022, LC State upgraded the Microsoft software licensing to A5 to enable the use of advanced security tools to further secure fixed and mobile computing devices.
- In September 2022, LC State added 100 licenses to our malware and control system for Apple products to help manage the growing number of iPads being used.
- In July 2022, LC State began testing MFA with IT staff and selected technically capable staff who volunteered to participate.
- In November of 2022, CISA began a full external penetration test scanning all college externally accessible sites. The test was completed at the end of November and the final report was delivered to the college on January 12, 2023
- In December 2022, LC State began deploying MFA to all employees. Individuals were allowed to sign-up as they were ready with a mandatory final date for enrollment of February 15. As of February 15, all employees were enrolled in MFA.
- In December 2022, LC State began an internal Cybersecurity Risk Assessment as part of a corrective action plan to align with GLBA requirements.
- In February 2023, LC State arranged for a complete external risk assessment as part of a corrective action plan to align with GLBA requirements.
- In February 2023, LC State formally began identifying and documenting the Risk Appetite for the college to aid in the completion of the Risk Register.
- In March 2023, the college created a Cybersecurity Risk Register to analyze and map all risks identified through internal and external risk assessments.

- In April 2023, LC State will begin formal Risk Mitigations for all critical, high, and medium risks identified on the Risk Register.

### 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.
- In 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, which was completed by April 2019. Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.
- In October 2019 DHR sent an additional mandatory training video called “Phishing Attacks on Companies.”
- All new employees are required to attend employee onboarding where they receive fundamental security and technical responsibilities training from senior IT staff.
- Each October and March, all employees are required to document the completion of mandated cybersecurity training. The completion of the training is included in the annual performance evaluation to ensure compliance.
- In September 2023, LC State partnered with the CyberDome out of Boise State University for the CyberDome to provide Security Operations Center (SOC) services to the college, logging services for the primary data center, and limited cybersecurity Artificial Intelligence (AI) analysis tools to aid in analyzing network traffic.

### 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, LC State’s Associate Director charged with cybersecurity completed SANS SEC566 “Implementing and Auditing the Critical Security Controls.”

During 2019, LC State received cybersecurity training from SANS (*SysAdmin, Audit, Network, Security*), Tenable, F5, Cisco, and US-CERT (*US Computer Emergency Readiness Team*). In addition, several employees attended security training at *Interface Spokane*.

In 2021, All members of the network team attended Cisco-certified network operational and security training. The Network Admin and Senior Network Administrator renewed their Cisco certification after the training. (CCNA, and CCNP respectively.)

In October and November 2022, all technicians in the Help Desk Team were provided formal training in the secure deployment of desktop imaging using Microsoft Intune.

In 2022, the CTO attended formal training for the Certification in Governance of Enterprise Information Technology (CGEIT) which included 16 hours of IT Security Training.

# 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 <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 Community Campus Culture			
Objective A: Connecting College to Community	<b>*K-20 Alignment &amp; Coordination</b>	<b>*Lifelong Learning</b>	
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.