



North Idaho College



Year Seven Self-evaluation Report

Appendices

March 2013

North Idaho College Self-Study Report March 2013

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NIC Planning Calendar 2012 - 2013

		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
S P l a n t e g r a t i o n	NIC: Strategic Plan and Common Campus Measures (CCM's)					Review Plan and CCM's; post new Yearly Version to web							
	State Board: Strategic Planning / Performance Measures (PM)	PM due to DFM via SBOE					<i>Begin Strategic Plan /PM updates</i>	Strategic Plan updates due to SBOE	Proposed PM due to SBOE			Strategic Plan updates due to DFM via SBOE	Final PM due to SBOE
B u d g e t i n g	NIC: Budgeting		<i>Begin Budget Planning Oct 25 (after BOT mtg)</i>			Gather Taxes and Allocation Amounts		1st Reading of Budget by BOT	Approval of Budget by BOT				
	SBOE: Budgeting (for 2014)				Tie Strategic Plan needs to budget	Meet & Confer send recommendations to PC		Dorm Housing Commission Budget & Housing Rate Review		Approval of Tuition & Fees by BOT			
	SBOE: Budgeting (for 2014)	Final Budget requests due to SBOE and DFM			SBOE Line Items prepared and presented to PC	<i>Begin Tuition & Fees Planning</i>		1st Reading of Tuition & Fees by BOT	Approval of Tuition & Fees by BOT		SBOE line items submitted		
	DPW: Budgeting (for 2014)	DPW requests due	DPW Budget Hearings			PC begins DPW request discussion			PC finalizes DPW requests	Information report to BOT on DPW requests - Submit DPW	Submit DPW requests to DPW		

NIC Planning Calendar 2012 - 2013

		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
8	Y P e l a a r n	State Board: Eight-year Academic Programs Plan				Begin developing Plan			Draft of Plan shared with SBOE				Final Plan due to SBOE
A	i n c t c a r t e i d o	Prepare for Accreditation Report and visit (if applicable)	Steering Committee convenes			Compile material for Report	Campus Review	Submit Report		Executive Committee creates Action Plan for following year			
L	t A e i g v i e s e l a	NIC: Legislative Committee Plan & Legislative Session Timeline	Committee begins meeting & begins developing agenda	Continue developing agenda	Legislative Send off for legislators	Legislative Session begins in Boise	Legislative Session continues	Legislative Session ends (later in the month - usually)					



North Idaho College Strategic Plan

Strategic Plan Framework

2012 – 2016

Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Accreditation Core Themes

The college mission is reflected in its three accreditation core themes:

Student Success: Provide access to an education environment that helps students attain their education goals.

Educational Excellence: Enhance quality educational opportunities that promote student success, teaching excellence, and lifelong learning.

Community Engagement: Enhance the quality of life for our students and communities.

Key External Factors

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

Values

North Idaho College is dedicated to these core values which guide its decisions and actions.

Theme/Goal 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objective 1: Provide innovative, progressive, and student-centered programs and services.

Objective 2: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Objective 3: Promote programs and services to enhance access and successful student transitions.

Theme/Goal 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objective 1: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Objective 2: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Objective 3: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Objective 4: Recognize and expand faculty and staff scholarship through professional development.

Theme/Goal 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Objective 2: Demonstrate commitment to the economic/business development of the region.

Objective 3: Promote North Idaho College in the communities we serve.

Objective 4: Enhance community access to college facilities.

Theme/Goal 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objective 1: Foster a culture of inclusion.

Objective 2: Promote a safe and respectful environment.

Objective 3: Develop culturally competent faculty, staff and students.

Theme/Goal 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objective 1: Exhibit trustworthy stewardship of resources.

Objective 2: Demonstrate commitment to an inclusive and integrated planning environment.

Objective 3: Explore, adopt, and promote initiatives that help sustain the environment.

DRAFT



Educational Master Plan

DRAFT November 2012

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Introduction

"If one does not know to which port one is sailing, no wind is favorable."

Lucius Annaeus Seneca

The purpose of this document is to compile data, analyze trends, assist decision making processes and provide vision for North Idaho College into the future consistent with the college's strategic plan, accreditation core themes and institutional priorities. Data was collected from a variety of sources and stakeholders. The intent of this document is to provide a dynamic document that will evolve as new data emerges and more relevant information becomes available.

This Educational Master Plan has been reviewed and approved by President's Cabinet and will be provided to the NIC Board of Trustees for approval. Once approved, the expectation is that the document will serve as a strategic blueprint into the near future that will guide visioning and decision making for the campus community.

This document analyzes: 1) programmatic needs including facilities, equipment and new curricula, 2) facility needs based on enrollment growth, existing capacity, and facility condition, 3) student services structures and facilities, student fees, tuition structure as well as auxiliary enterprise operations, 4) funding strategies for tuition, general fund and facilities capital construction options, and 5) enrollment growth strategies that promote sustainable operations to include dual enrollment, eLearning and outreach. Additionally this document addresses strategies to support Complete College Idaho; a statewide initiative that calls for 60 percent of Idahoans between the ages of 24-35 to have a college credential or certificate by the year 2020. Currently 31 percent of Idahoans in this demographic possess a credential or certificate.

Current trends impacting North Idaho College include; 1) national and regional economic conditions, 2) technology and curriculum delivery modalities, 3) national, state and regional politics, 4) public private partnerships, 5) for-profit educational institutions, 6) state and local funding resources, and 7) changing student demographics.

Finally, this document recommends initiative implementation strategies over the next three to five years. While not specifically tied to a timeline, some strategies require more immediate action for implementation based on environmental factors such as the very low cost of money that could be accessed to support capital construction projects while other strategies such as growing dual enrollment may require a longer period of time.

This Educational Master Plan will be posted on the NIC.edu web site.

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Executive Summary

“We should be taught not to wait for inspiration to start a thing. Action always generates inspiration. Inspiration seldom generates action.” Frank Tibolt

Promoting student success and achievement is the underlying foundation of this document which also provides a roadmap with vision for North Idaho College...it is a call-to-action that ensures strategic plans and accreditation core themes are implemented. Bold and timely decision making is required.

The Higher Education Campus infrastructure has been completed and over the past five years enrollment at NIC has grown by 46 percent, state funding has been reduced by 14 percent, the college budget has increased 23 percent and no new facilities have been constructed to accommodate growth and programmatic changes.

Over the course of the next three to five years, sustainable funding enhancements and additional sources of revenue must be identified. New facilities need to be constructed to expand capacity and provide modernized learning environments. New programs will be developed and implemented based on business, industry, and community needs and offered through more flexible delivery systems. Technology must to be embraced to update and automate systems, and student support services must meet the diverse needs of students and become more efficient.

Recommended programmatic direction, capital construction priorities, funding alternatives, revenue enhancements, student support services, and growth strategies are articulated in the “Recommendation and Priorities” section of this Educational Master Plan.

Facilities needs in order of priority include: 1) professional technical education [PTE] facility, 2) joint use facility, 3) athletic/event center, 4) student recreation center, 5) dormitory, 6) expansion of PTE programs in Sandpoint and Silver Valley and 7) a parking structure.

Internal funding enhancements that relate to equity for students include; 1) charging for credits in excess of 12, 2) charging on-campus dual-credit students full tuition, and 3) restructuring auxiliary enterprises and 4) pursuing additional grant opportunity to support specific projects.

External funding opportunities for capital projects include: 1) self-funding, 2) special plant facilities levy, 3) bonding, 4) public-private partnerships, 5) public-public partnerships, 6) student fee coupled with Dormitory Housing Authority approval, 7) NIC Foundation fundraising as part of a major project, 8) foregone taxes, and 9) state permanent building fund, although this is a highly unlikely source for the future.

Enrollment growth strategies include; 1) increasing eLearning opportunities to reach more rural areas, 2) increasing dual-credit opportunities, 3) expanding outreach programming, particularly PTE offerings, and 4) assessing and expanding continuing education opportunities beyond the existing menu.

NORTH IDAHO COLLEGE

ENROLLMENT STATISTICS

SPRING SEMESTERS OF 2008-2012

Term	Total Headcount	Total FTE	General Studies Headcount	General Studies FTE	Dual Headcount	Dual FTE	Technical Headcount	Technical FTE
Spring 2012 (% change)	6,422 (-.1%)	4,378 (-1.2%)	4,990 (-.5%)	3,439 (-1.3%)	628 (+.3%)	280 (+9.8%)	804 (+2.7%)	659 (-4.5%)
Spring 2011	6,426	4,430	5,017	3,485	626	255	783	690
Spring 2010	5,852	4,004	4,633	3,203	554	222	665	579
Spring 2009	4,860	3,377	3,783	2,706	509	217	568	454
Spring 2008	4,408	3,008	3,423	2,417	444	199	541	392

Above FTE Calculations based upon:

General Studies = General Studies taking General Studies, Technical taking General Studies

Technical = Technical taking Technical, General Studies taking Technical

Dual = Dual taking General Studies, Dual taking Technical

Full-Time/Part-Time		
Term	Full-Time (% of Total Students)	Part-Time (% of Total Students)
Spring 2012	3,267 (51%)	3,155 (49%)
Spring 2011	3,471 (54%)	2,955 (46%)
Spring 2010	3,081 (53%)	2,771 (47%)
Spring 2009	2,582 (53%)	2,278 (47%)
Spring 2008	2,266 (51%)	2,142 (49%)

DUAL ENROLLMENT FEEDER HIGH SCHOOLS							
Term	Coeur d'Alene	Kellogg	Lake City	Lakeland	Post Falls	Sandpoint	Timberlake
Spring 2012	80	15	103	77	62	17	36
Spring 2011	78	23	98	83	66	28	28
Spring 2010	75	29	105	57	66	45	29
Spring 2009	87	20	85	47	48	37	30
Spring 2008	63	25	72	25	51	28	26

NORTH IDAHO COLLEGE

ENROLLMENT STATISTICS

SPRING SEMESTERS OF 2008-2012

RESIDENCY BY COUNTY								
Term	Total Enrollment	Total Idaho	Kootenai	Benewah	Bonner	Boundary	Shoshone	Other Idaho Counties
Spring 2012 (% of Total Enrollment)	6,422	5,772 (89%)	4,377 (68%)	145 (2%)	601 (9%)	203 (3%)	200 (3%)	246 (4%)
Spring 2011 (% of Total Enrollment)	6,426	5,731 (89%)	4,234 (66%)	152 (2%)	664 (10%)	227 (4%)	224 (3%)	230 (4%)
Spring 2010 (% of Total Enrollment)	5,852	5,253 (90%)	3,857 (66%)	125 (2%)	620 (11%)	210 (4%)	238 (4%)	203 (3%)
Spring 2009 (% of Total Enrollment)	4,860	4,327 (89%)	3,165 (65%)	123 (2%)	531 (11%)	156 (3%)	178 (4%)	174 (4%)
Spring 2008 (% of Total Enrollment)	4,408	3,967 (90%)	2,883 (65%)	98 (2%)	462 (10%)	143 (3%)	199 (6%)	182 (4%)

AVERAGE AGE	
Term	Age
Spring 2012	28
Spring 2011	28
Spring 2010	27
Spring 2009	26
Spring 2008	27

GENDER		
Term	Percentage of Women	Percentage of Men
Spring 2012	60%	40%
Spring 2011	59%	41%
Spring 2010	60%	40%
Spring 2009	60%	40%
Spring 2008	62%	38%

NORTH IDAHO COLLEGE

ENROLLMENT STATISTICS

SPRING SEMESTERS OF 2008-2012

SENIOR ENROLLMENT 60 and older	
Term	Total
Spring 2012	148
Spring 2011	189
Spring 2010	177
Spring 2009	119
Spring 2008	199

INTERNATIONAL STUDENTS	
Term	Enrollment
Spring 2012	12
Spring 2011	10
Spring 2010	12
Spring 2009	13
Spring 2008	16

MAJORS						
Term	Business Administration	Education	General	Nursing (RN)	Psychology	Nursing & Pre-Nursing
Spring 2012	430	232	2,218	154	186	
Spring 2011	392	280	2,307	152	152	
Spring 2010*	366	249	2,136	136	143	
Spring 2009	300	227	1,059			639
Spring 2008	271	199	871			517

* Pre-nursing majors are now coded as general majors per Financial Aid regulation

Prepared by: Tami Haft
 Date: January 25, 2012 – 4:34pm
 Source: 10th day files

North Idaho College
10th Day and Census Enrollment Statistics
Fall Terms, 2008-2012

Term	Total Enrolled Headcount	Total Enrolled FTE	General Studies Headcount	General Studies FTE	Dual Headcount	Dual FTE	Professional/Technical Headcount	Professional/Technical FTE
Fall 2012 (Oct 15 Census)	6,574	4,618	5,073	3,609	678	327	823	682
Fall 2012	6,542	4,601	5,063	3,598	658	322	821	681
Fall 2011	6,751	4,554	5,160	3,532	646	296	945	726
Fall 2010	6,347	4,435	4,943	3,481	624	261	780	693
Fall 2009	5,659	3,955	4,379	3,120	604	252	676	583
Fall 2008	4,856	3,405	3,765	2,723	533	229	558	453

FTE calculation: General Studies = General Studies taking General Studies and Professional/Technical taking General Studies; Professional/Technical = General Studies taking Professional/Technical and Professional/Technical taking Professional/Technical; Dual = Dual taking General Studies and Dual taking Professional/Technical

Full-Time/Part-Time		
Term	Full-Time	Part-Time
Fall 2012 (Oct 15 Census)	3,548	3,026
Fall 2012	3,534	3,008
Fall 2011	3,465	3,286
Fall 2010	3,517	2,830
Fall 2009	3,090	2,569
Fall 2008	2,657	2,199

RESIDENCY BY STATE					
Term	Idaho	Kootenai County	Washington	Montana	California
Fall 2012 (Oct 15 Census)	89.4%	67.7%	5.5%	1.4%	1.0%
Fall 2012	89.3%	67.7%	5.5%	1.4%	1.0%
Fall 2011	89.6%	66.3%	5.5%	1.5%	.9%
Fall 2010	89.3%	66.4%	5.0%	1.6%	.9%
Fall 2009	89.2%	65.9%	4.7%	1.9%	.7%
Fall 2008	89.5%	65.0%	4.2%	1.9%	1.1%

RESIDENCY BY COUNTY								
Term	Total Enrollment	Total Idaho	Kootenai	Benewah	Bonner	Boundary	Shoshone	Other ID Counties
Fall 2012 (Oct 15 Census)	6,574	5,877	4,448	157	637	185	211	239
Fall 2012	6,542	5,845	4,426	156	631	182	210	240
Fall 2011	6,751	6,046	4,480	147	654	238	234	293
Fall 2010	6,347	5,667	4,216	169	605	229	225	223
Fall 2009	5,659	5,045	3,728	122	576	192	230	197
Fall 2008	4,856	4,348	3,158	125	514	168	200	183

DUAL ENROLLMENT FEEDER HIGH SCHOOLS

Term	Coeur d'Alene	Kellogg	Lake City	Lakeland	Post Falls	Sandpoint	Timberlake
Fall 2012 (Oct 15 Census)	115	18	92	83	45	7	36
Fall 2012	104	18	95	83	45	7	36
Fall 2011	88	27	117	82	54	19	36
Fall 2010	91	26	119	65	80	26	33
Fall 2009	118	31	104	49	76	44	38
Fall 2008	105	21	78	47	46	49	37

SENIOR ENROLLMENT 60 and older

Term	Total
Fall 2012 (Oct 15 Census)	124
Fall 2012	122
Fall 2011	188
Fall 2010	145
Fall 2009	141
Fall 2008	155

AVERAGE AGE

Term	Age
Fall 2012 (Oct 15 Census)	27
Fall 2012	27
Fall 2011	27
Fall 2010	27
Fall 2009	26
Fall 2008	26

GENDER

Term	Percentage of Women	Percentage of Men
Fall 2012 (Oct 15 Census)	60%	40%
Fall 2012	60%	40%
Fall 2011	61%	39%
Fall 2010	60%	40%
Fall 2009	59%	41%
Fall 2008	62%	38%

TOP MAJORS

Term	Business	Education	General
Fall 2012 (Oct 15 Census)	426	234	2,213
Fall 2012	422	236	2,201
Fall 2011	436	269	2,252
Fall 2010	409	276	2,237
Fall 2009	374	248	1,969
Fall 2008	302	245	933

Prepared by Kylene Lloyd, 10.16.12
Source: Fall 2012 10th day and Census day views

Qualitative Rubrics for Community Engagement

Indicators	3 - Outstanding	2 – Satisfactory	1 – Needs Improvement	Score
I. The institution is reciprocally engaged with diverse individuals and communities through external advisory boards, community, educational, and business boards and committees.	Identified at least 15 external boards or committees annually	Identified at least 11 external boards or committees annually	Less than 11	3
II. Students are engaged in outreach activities through internships, clinical, community-based or service learning, and volunteerism.	Identified at least 10 activities annually	Identified at least 7 activities annually	Less than 7	3
III. Faculty and staff are engaged in scholarly activities related to the institutions engagement mission (e.g. collaborative research programs; credit courses that contain community-based or service learning component; clinical, field-based or professional training programs; professional development programs which support improvements in teaching pedagogy or service to students).	Identified at least 15 activities annually	Identified at least 11 activities annually	Less than 11	3
IV. Faculty, staff, and students are engaged in creative, civic, cultural, or wellness activities that promote the well-being of its communities (e.g. activities that promote social, economic, physical, or environmental well-being; activities that promote civic/cultural engagement; activities involving creative/artistic engagement, activities involving technology and/or knowledge transfer outside the classroom).	Identified at least 20 activities annually	Identified at least 14 activities annually	Less than 14	3
V. Systematic efforts are made to assess community needs (e.g. strategic planning input from community; advisory committee input; focus groups involving community; mechanisms for community input into initiatives).	Identified at least 10 activities annually	Identified at least 7 activities annually	Less than 7	2
VI. The impact and outcomes of engagement and outreach activities are formally assessed (e.g. economic impact; educational impact for example workforce education and training course assessment; reporting requirements/performance standards for documenting effectiveness; community and educational partners' satisfaction surveyed).	Identified at least 10 activities annually	Identified at least 7 activities annually	Less than 7	2
Total Score				16

Scale

16 - 18 Outstanding
 13 - 15 Satisfactory
 Less than 13 Needs Improvement

Mission, Vision, and Values

Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Values

North Idaho College is dedicated to these core values which guide its decisions and actions.

Student Success

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Educational Excellence

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Community Engagement

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Stewardship

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Diversity

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency



North Idaho College

Committee Structure and Membership

2012-2013

STATEMENT OF PURPOSE

The committee structure of North Idaho College exists to promote participative governance and collaborative management of specific college processes. Faculty, students, staff and administrators are chosen to serve on committees in order to promote the sharing of ideas and opinions from a variety of perspectives. In so doing, members share in collaborative decision-making and build consensus for positive change within the institution. The regulations governing committees are contained in NIC Policy and Procedure #2.03.01. Current versions of the policy and procedure and the current committee structure and membership document are available on the NIC website.

College Standing Committees

The standing committees exist to provide opportunity for participative governance and collaborative management by the faculty, students, staff, and administration of the college. The standing committees focus on strategic issues and key processes vital to the daily operations of the college as well as its future directions. They are intended to provide a vehicle by which all constituencies can share information, deliberate, reach consensus, and make recommendations for consideration by the college administration, the president, and ultimately the board of trustees.

ADMISSIONS AND ACADEMIC STANDARDS

STATUS: Standing

CHARTER: This committee serves to recommend to the Senate, admission, college wide proficiency and graduation requirements. The committee shall be authorized to make decisions on all individual appeals concerning admissions, probation, dismissal and graduation.

ADMINISTRATORS RESPONSIBLE: Vice President for Student Services
Registrar

MEMBERSHIP: Tammy Payton (Chair)

Faculty:	Michelle Masingill	Anja Fredericks	Erin Davis
	Kristina Klassen	Michael Kelly	Jonathan May
Staff:	Kelly Lyons	Kari Hynes	

ADVISING COMMITTEE

STATUS: Standing

CHARTER: This committee serves as the steering committee for the student advising program. The committee will: (1) provide a communication link between faculty advisors and student services advising staff (2) coordinate training and mentoring for new advisors (3) assess advising effectiveness (4) update, as needed the advising handbook, and (5) make recommendations as appropriate about other aspects of advising.

ADMINISTRATORS RESPONSIBLE: Vice President for Student Services
Director of Academic Support Services

MEMBERSHIP: Sally Hinders (Chair)

Lead Faculty Advisors, representing all instructional divisions (determined by contract)
Multiple staff members, representing departments within Student Services (determined by VPSS)
Student members (one or two, determined by ASNIC)

Faculty:	Margaret Fedje	David Foster	Kathleen Miller Green	Josh Misner
	Michelle Masingill	Ryan Hayes	Max Mendez	Jacalyn Marosi
	Carrie Gibson	Casey Wilhelm	Anja Fredericks	Maureen Steinel
Staff:	Holly Edwards	Christina Cox	Jennifer Henage	DeAnn Johnson
	Stephanie House	Kecia Siegel	Heather Johnson	
Student:	vacant			

AMERICAN INDIAN ADVISORY COMMITTEE

STATUS: Standing (Reports into the Diversity Steering Committee)

CHARTER: Provide guidance and support for all college departments, programs, personnel, and students toward maintaining a welcoming and hospitable gathering and learning environment for American Indian student success.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Alan Lamb – Chair

- Kathy Lewis (Instruction)
- Tom Flint (Instruction)
- Jim Straub (Instruction)
- Brad Codr (Instruction)
- Bob Murray (Staff)
- Evanlene Melting Tallow (Student Services)
- Stacy Parr (CDA Tribe)

CALENDAR COMMITTEE

STATUS: Standing

CHARTER: This committee serves to recommend to the president and the board of trustees the official college calendar to be used by the campus. This committee shall ensure that the college calendar adheres to all requirements for the academic year and incorporates all requisite events and holidays.

ADMINISTRATORS RESPONSIBLE: Vice President for Student Services
Registrar

MEMBERSHIP: Tami Haft (Chair)

Faculty:	Ginger Carpenter	Michele Jerde	Tammy Payton	Amy Bancroft
	Earl Dreisbach	Gerard Mathes	Susan Hill Crowley	
Staff:	Pam Claflin	Bob Murray		

COMMENCEMENT COMMITTEE

STATUS: Standing

CHARTER: This committee serves to organize and facilitate the annual commencement exercises, including selection of the speaker, the marching order, music and other aspects designed to make commencement a memorable occasion for North Idaho College graduates.

ADMINISTRATORS RESPONSIBLE: Vice President for Student Services
Registrar

STRUCTURE: Graduation Specialist (Registrar's Office)
Five (5) Faculty
Five (5) Staff
One (1) ASNIC
President's Office Liaison

MEMBERSHIP: Mark McFadden (Chair)

Faculty:	Dave McRae	Don Schoesler	Rick Schultz
	Janice Ramirez		
Staff:	Pam Claflin	Pam Noah	Patty Baker
	Chantel Black	Peg Gillespie	
	Andy Finney	Sharon Bullock	
	Justin VanEaton	Shannon Goodrich (president's office liaison)	
Students:	Chris Deane	Julie Salinas	

COMMUNITY COLLABORATION COMMITTEE

STATUS: Standing (Reports into the Diversity Steering Committee)

CHARTER: To develop and enhance relationships, communication and community involvement in diversity issues and events with HREI, KCTFHR, Idaho Goes Institutions and other community groups.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Linda Michal – Chair

- HREI Rep Thomas Carter
- ASNIC Representative Heather Erickson
- Stacy Hudson (Community Relations & Marketing)
- Max Mendez (Instruction)
- Tony Stewart KCTFHR
- Geoff Carr (Instruction)

CURRICULUM COUNCIL

STATUS: Standing

CHARTER: This committee shall evaluate all curricula on an on-going basis and shall make recommendations to the vice president for Instruction and ultimately the president regarding all curricular matters. It shall recommend approval of and criteria for evaluation of all AA, AS, and AAS degrees as well as for the Technical Certificate, Advanced Technical Certificate and Academic Certificate of Completion. The council shall approve all prerequisites for courses as well as changes in grading procedures as well as changes in credits, content, or numbers. The Curriculum Council shall evaluate and approve all special topic courses. In addition, this committee will submit reports of its activities to the Faculty Assembly Chair.

ADMINISTRATOR RESPONSIBLE: Vice President for Instruction

MEMBERSHIP:

English Instructor (V) – Group 1 Laurie Olson-Horswill
(English/Modern Language/College Skills)

Journalism Instructor (V) – Group 2 Geoff Carr
(Communications/Journalism)

Graphic Design Instructor (V) – Group 3 Philippe Valle
(Art/Music/Theatre/Graphic Design/Photography)

Philosophy Instructor (V) – Group 4 Michelle Lippert
(Anthropology/Child Development/Education/History/Political
Science/Psychology/Philosophy/Sociology/Social Science)

Carpentry Instructor (V) – Group 5 Dave McRae, Chair
(Automotive Tech/Carpentry/Collision Repair/Diesel Tech/
Drafting/ HVAC/Machine Tech/Maintenance Mechanic/
OPRV/Basic Manufacturing/Welding)

Computer & Office Applications Instructor (V) – Group 6 Kathie O’Brien
 (Admin of Justice/Bus & Office Tech/CITE/
 Culinary Arts/Law Enforcement/Paralegal/Phys Education)
 Business & Professional Programs Division Chair (V) – Group 7 Gayne Clifford
 (Business/Economics)
 Math Instructor (V) – Group 8..... Angela Earnhart
 (Computer Sciences/Engineering)
 Chemistry Instructor (V) - Group 9 Stephen Johnson
 (Chemistry/Geology/Physics)
 A.D. Nursing Instructor (V) – Group 10 Marian Underdahl, Vice Chair
 (A.D. Nursing/Allied Health/Practical Nursing)
 Natural Sciences Division Chair (V) Group 11 Peter Zao
 (Biology, Botany, Ecology, Forestry, Microbiology, Zoology)

Dean of General Studies (NV)..... Bob Murray
 Dean of Professional, Technical, and Workforce Training (NV)..... Mike Mires
 Dean of Health Professions and Nursing (NV) Christy Doyle
 Registrar/Director of Admissions (NV)..... Tami Haft
 Director of Advising (NV)..... Kari Hynes/Sally Hinders
 Director of e-Learning (NV) Jamie Green
 Director of Communications and Marketing (NV) Stacy Hudson
 ASNIC Representative (NV)..... Andy Hughes

DIVERSITY EVENTS COMMITTEE

STATUS: Standing (Reports into the Diversity Steering Committee)

CHARTER: To enrich the educational experience for the North Idaho College campus community by supporting efforts and providing activities that enhance the cultural competency of the campus.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Heather Erikson – Chair

- Marian Ackerman - faculty
- Linda Michal - Staff
- Max Mendez -faculty
- Joe Jacoby - faculty
- Terry Jones - faculty
- Holly Edwards - staff
- Peggy Wasserman - faculty
- Duncan Menzies - ASNIC
- Evanlene MeltingTallow - staff
- Maureen Steinel - faculty
- Willene Goodwin - faculty
- Josh Swan - ASNIC
- Gustave Lester - ASNIC

DIVERSITY STEERING COMMITTEE

STATUS: Standing

CHARTER: This committee coordinates six subcommittees in helping to create a welcoming environment among students and employees that encourages cultural diversity. This committee shall help implement the Cultural Diversity Initiative, shall help facilitate the infusion of multicultural components across the campus, and shall assist in exploring avenues for instituting multicultural awareness at North Idaho College.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Graydon Stanley (Chair)

Chairs of the six diversity subcommittees listed below:

- American Indian Advisory Committee (Alan Lamb)
- Employee Education Committee (Erin Norvell)
- Student Education Committee (Carol Lindsey)
- Community Collaboration Committee (Linda Michal)
- Diversity Events Committee (Heather Erikson)
- Incident Response Committee (Linda Michal and Alex Harris)

EMPLOYEE EDUCATION COMMITTEE

STATUS: Standing (Reports into the Diversity Steering Committee)

CHARTER: To develop a culturally competent employee population by providing educational opportunities which promote cultural and diversity awareness, positive behaviors and communications in the workplace, and the understanding of how diversity enriches the organization.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Erin Norvell – Chair

- Gail Laferriere (Career Services)
- Stephanie House (Financial Aid)
- Katie Elwell (Alumni Relations)
- David VanEtten (Instruction)
- Colleen Hoffman (Workforce Training Center)
- Milt Jacobs (Instruction)
- Candace Johnston (Instruction)

INCIDENT RESPONSE COMMITTEE

STATUS: Standing (Reports into the Diversity Steering Committee)

CHARTER: To assure that North Idaho College has clearly defined procedures to identify issues of discrimination and harassment that occur on our campus involving students, faculty and staff and that there are processes that insure a prompt and thorough investigation and adjudication of said claims.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Linda Michal and Alex Harris – Co-chairs

- Sharon Bullock (Student Services)
- Pat Murray (Security)
- Paula Czirr (Student Services)
- Michelle Lippert (Instruction)
- Sally Hinders (Student Services)
- Scott Estes (Instruction)
- Josh Swan (ASNIC Representative)
- Marcus Hall (ASNIC Representative)

INFORMATION TECHNOLOGY POLICY AND PLANNING COUNCIL

STATUS: Standing

CHARTER: Provide a college-wide forum for discussion of technology issues and development of recommendations for the strategic direction concerning the investment and use of computing and communications technologies in support of the college mission.

Responsibilities -

- 1) To provide strategic information technology recommendations to the President and President's Cabinet in support of academic and administrative services.
- 2) To examine and recommend improvements to the college's information technology architecture including hardware, software and training.
- 3) To review and devise policies regarding access, security and privacy of institutional information.
- 4) To review and recommend improvements in technical training opportunities for NIC employees.
- 5) To report back to constituent groups the emerging applications of information technology to develop consensus about its benefits.

ADMINISTRATORS RESPONSIBLE: Vice President for Resource Management
Director of Information Technology

Membership (2012-2013):

Steve Ruppel, Director of Information Technology, Chair

Ron Dorn, Vice President for Resource Management

Peter Zao, Division Chair, Natural Sciences

Sarah Garcia, Controller
Steve Smith, Manager of User Services
Laura Hill, Executive Director of Human Resources

Faculty Assembly members

Mark Magill, Instructor, Automobile Technology
John Trombold, Instructor, English
Randy Graves, Instructor, CITE

Staff Assembly members

Andy Finney, Library Management Team
Jimmie O'Harra, LMS Administrator

INSURANCE COMMITTEE (sub-committee of Meet and Confer)

STATUS: Standing

CHARGE: This committee shall meet to discuss the available insurance plans for the employees of NIC and make recommendations to the Meet and Confer Committee annually. Committee members serve a one (1) year term.

STRUCTURE: Five (5) Faculty (V)
Five (5) Staff (V)
Human Resources Representative (NV)

MEMBERSHIP: Laura Hill (Chair)

Faculty:	Judy Adams	Paul Brasil	Lucas Brown
	Tim Straw	Richard Tanksley	
Staff:	Patty Stewart	Sara Schmelzer	Lynn Bates
	Becky Powers	Carol Jones	Rayelle Anderson (NV)
	Andrea Woempner (NV)		

JUDICIAL COUNCIL

STATUS: Standing

CHARTER: This committee reviews proposed changes to the Code of Conduct and provides recommendations to the Senate. As well, the committee hears appeals of select student judicial matters when appropriate.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Alex Harris (Chair)

Faculty (three, determined by Faculty Assembly), Staff (three, determined by Staff Assembly)
Students (three, determined by ASNIC) Campus Judicial Officers appointed by the VPSS serve as ex officio members.

Faculty:	Paula Lambert Ted Tedmon	Scott Paxton John Reese	Karen Chamberlain Casey Wilhelm	Christina Edmundson
Staff:	Nancy Edwards	Tom Lyons	Curley Lawson	
Student:	Julie Salinas	Chris Deane		

LEGISLATIVE COMMITTEE

STATUS: Standing

CHARTER: This committee shall promote cooperation and communication between North Idaho College and its legislative delegation. The committee will meet regularly during the legislative session and will review and advise the President regarding any pending legislation for its impact on the college.

ADMINISTRATOR RESPONSIBLE: Vice President for Community Relations & Marketing

MEMBERSHIP:

Faculty:	Rebecca Zanetti	John Reese	Faith Valente
Staff:	Rex Fairfield	Marie Price	Mindy Patterson
Student	Julie Salinas	Chris Deane	

MEET AND CONFER COMMITTEE

STATUS: Standing

CHARGE: This committee shall provide a forum where representatives of North Idaho College employee groups and representatives of the College administration meet to present and review proposals affecting salaries and benefits. Employee and administrative representatives of this committee shall attempt to develop a consensus salary/benefit proposal, which can be endorsed by all parties for presentation to the board of trustees. This shall be done according to a timeline that provides the board of trustees an appropriate period in which to first consider and then adopt a salary benefit package as part of the college's overall budget for the upcoming year.

STRUCTURE: Voting membership on this committee is of the regular committee members representing faculty and staff. Alternates may vote only when a regular member of their delegation is absent. The Administrative representative, the executive director of human resources and the committee chair do not vote.

MEMBERSHIP: Matt Sebby (Chair)

Faculty:	Bill Richards Tom Rigles	Annie McKinlay Liza Wilcox	Ben Tschida	Nichole Walters Piekarski
Staff:	Kecia Siegal Dennis Noordam	Heather Johnson Tammy Young	Patty Baker	Matt Sebby

STUDENT EDUCATION COMMITTEE

STATUS: Standing (Reports into the Diversity Steering Committee)

CHARTER: To develop a culturally competent student body through the promotion of cross-cultural understanding, diversity, and human rights in the curriculum.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

MEMBERSHIP: Carol Lindsay (Chair)

- Gail Ballard (Instruction)
- Heather Erikson (Student Services)
- Ed Kaitz (Instruction)
- Laurie Olson-Horswill (Instruction)
- ASNIC Representative
- Wilene Goodwin (Instruction)
- Randy Ware – (Instruction)

STUDENT LEARNING OUTCOMES ASSESSMENT / GENERAL EDUCATION COMMITTEE:

STATUS: Standing

CHARTER: The Student Learning Outcomes Assessment/General Education Committee will be responsible for promoting a college wide awareness of assessment of student academic achievement in general education, program and course level assessment initiatives. The committee will determine to what extent the assessment of educational outcomes offers an opportunity for improving student learning and achievement, strengthening the college, and enhancing its accountability. Specifically, the committee is charged with developing and implementing an instructional assessment plan in consultation with the vice president for instruction, deans, division chairs, and faculty. This plan will be consistent with the college mission, recommending a time-line for its implementation, and identifying and recommending assessment activities, general education and instructional outcomes, and reporting needs. Recognizing the need for ongoing assessment, it is the faculty's responsibility and duty to develop, to perform, and to manage ongoing assessment procedures used to assure and to increase the quality of all academic activities and to improve the learning environment.

ADMINISTRATOR RESPONSIBLE: Vice President for Instruction

MEMBERSHIP: Faculty Coordinator appointed by the Vice President for Instruction

At least one faculty member from each instructional division selected by the division chair and approved by the division faculty, deans, and vice president for Instruction.

The faculty representatives shall serve three-year terms.

The vice president for instruction, dean of general studies, dean of professional, technical, and workforce education and dean of nursing and health professions will serve as ex-officio members of the committee.

Faculty:	Dale Arrington	William Long	Ryan Hayes	Kathleen Czurda-Page
	Susanne Bromley	Jim DeMoss	Terry Jones	Gail Ballard
	Kathleen Miller-Green	Shane Stockham	Paula Lambert	Karen Ruppel (Chair)
	Cynthia Sielaff	Laura Godfrey	Josh Misner	Ann Lewis (Institutional Research)

WELLNESS

STATUS: Standing

CHARGE: This committee will work towards creating a healthy campus following the guidelines put forth by the American Association of Community Colleges (1999). The committee will focus on some or all of following human dimensions to address NIC employees' well being: mental, physical emotional, behavioral, social, environmental and spiritual.

ADMINISTRATOR RESPONSIBLE: Executive Director of Human Resources

STRUCTURE: Five (5) Faculty
Five (5) Staff

MEMBERSHIP: _____ (Chair)

Faculty:	Cheri Zao	Curt Booth	Shellie Son	Kathy Hostetter
	Cynthia Pavel	Mikki Stevens	Keith Dionne	
Staff:	Dawn Saari	Andrea Woempner	Penny Weiss	
	Sara Johnson	Robin McLeod	Heidi Schrader	

CAMPUS LIFE COMMITTEES

The campus life committees exist to provide opportunity for faculty, staff, and students to participate in processes that affect the campus life and welfare of employees and students. In several cases, the existence of the committee is mandated by specific college policy, and the activities of the committee are directed by such policy. In other cases, the committee exists to ensure processes are in place that provide for the welfare of employees. An issue requiring adjudication drives the activity of several of the campus life committees, and in those cases the committee will only be called together to deliberate on a case-by-case basis.

FACULTY SABBATICAL LEAVE COMMITTEE

STATUS: Campus Life

CHARTER: This committee shall review and rank applications for request of sabbatical leave per policy #3.04.08. In addition, this committee will submit reports of its activities to the Faculty Assembly Chair.

ADMINISTRATOR RESPONSIBLE: Vice President for Instruction

MEMBERSHIP: Five (5) faculty members, one (1) alternate and two (2) Division Chairs. The vice president for instruction appoints members annually from prior recipients.

OUTREACH COMMITTEE

STATUS: Campus Life

CHARTER: This committee supports a stronger sense of community and collaboration for outreach center faculty, staff, and students by addressing outreach issues and promoting communication and easier access to tools and training opportunities available at the main campus.

ADMINISTER IN CHARGE: Director of E-learning and Outreach

MEMBERSHIP: Amy Flint and Eric Mack (co-chairs)

Faculty: David Mann

Staff: Mary Gustafik, Becky Powers, Christine Callison, Beverly Hawker, Mindy Patterson

STAFF SABBATICAL LEAVE COMMITTEE

STATUS: Campus Life

CHARTER: Staff Sabbatical Leave Committee will receive, evaluate and rank applications according to a published process that is made available to applicants. Applications with the most applicability to the strategic plan and values of the institution will be ranked higher. The committee will then submit applications to President's Cabinet for final determination as per policy/procedure #3.04.08.01.

ADMINISTRATOR RESPONSIBLE: President and President's Cabinet

MEMBERSHIP: This committee will be appointed by President's Cabinet and will consist of five staff members and a chair.

Alex Harris (Chair)	Nancy Edwards	Katie Elwell
Tom Wuest	Linda Michal	Josh Gittel

STERLING SILVER COMMITTEE

STATUS: Campus Life

CHARGE: This committee shall identify, recognize and reward individuals selected to receive the monthly Sterling Silver Award for exceptional service.

STRUCTURE: Five (5) Faculty
Five (5) Staff

MEMBERSHIP: Jessica Grantham (Chair)

Faculty:	Tony Christensen	Mike Bennett	Kathleen Czurda-Page
	Karla Mitchell	Lonnie Raaum	

Staff:	Tom Greene	Charlotte Warren	Tammie Iverson
	Melanie Drosch	Derinda Moerer	

Student: Chris Deane

COLLEGE ADVISORY COMMITTEES

ART ACQUISITION COMMITTEE

STATUS: Advisory

CHARGE: The Art Acquisition Committee will address the review, acquisition, acceptance, placement and de-acquisition of college-owned art.

ADMINISTRATOR RESPONSIBLE: President

MEMBERSHIP: Allie Vogt (Chair)

Mike Halpern

Michael Horswill

Pam Noah

BOSWELL CORNER GALLERY

STATUS: Advisory

CHARGE: This committee shall promote appreciation of the fine arts through the sponsoring of local, regional and national art shows, as well as promote the benefits of fine art as it applies to the NIC campus overall.

MEMBERSHIP: Allie Vogt (Chair)

Debby O'Dell
Jeff Jenkins

Jonathan Frey

Carol Lindsay

CAREER SERVICES ADVISORY COUNCIL

STATUS: Advisory

CHARGE: This committee serves to make recommendations concerning the current needs, methods to address challenges, and methods for delivering Career Services at North Idaho College. This includes the Career Center, classroom instruction involving Career Services and campus events and activities designed to enhance career development.

ADMINISTRATORS RESPONSIBLE: Vice President for Student Services
Assistant Director of Career Services

STRUCTURE: This committee membership is selected by the Assistant Director of Career Services and consists of the following members:

Four (4) community members:

Jame' Davis, Economic Development Specialist, Jobs Plus, Inc. / Coeur d'Alene Area Economic Development Corporation

Roberta Bishop, State of Idaho Vocational Rehabilitation

Rick Jones, Coeur d'Alene High School Counselor

Denise Lunderstadt, Supervisor, Idaho Department of Labor

Two (2) alumnae:
Holly Beckett, Ruby Frog Entertainment
Robin Bianco, Licensed Clinical Professional Counselor

Two (2) student representatives:
Jacqueline Carter, current student
Benaiah Cheevers, ASNIC Representative

Four (4) faculty representatives:
Paul Spurgeon, - Psychology Faculty, IVC Hybrid Sandpoint Instructor, Course Improvement Project
Karen Ruppel, Faculty Coordinator, Student Learning Outcomes Assessment & Accreditation
Lewis Watkins, Instructor, College Skills Division
Dave Foster – Biology Faculty

Three (3) Career Services staff:
Gail Laferriere, Assistant Director of Career Services, Chair
Karen Howell, Academic and Career Advisor
Kristi Granier, Academic and Career Advisor

CENTER FOR EDUCATIONAL ACCESS ADVISORY COUNCIL

STATUS: Advisory

CHARGE: This committee serves to make recommendations to the VPSS and ultimately the President's Cabinet concerning the current needs of students who have disabilities on campus. The committee will also provide guidance to the Center for Educational Access to help ensure campus compliance with Americans with Disabilities (ADA) and Sections 504/508 of the 1973 Rehabilitation Act in making appropriate and effective accommodations for students who have disabilities. The committee will monitor campus client for student success and for a disability-related discrimination-free environment.

ADMINISTRATORS RESPONSIBLE: Vice President for Student Services
Director of Center for Educational Access

STRUCTURE: Community (including members of disability-related community agencies and organizations)

Students who have disabilities
Faculty (as interested and with approval from the Director) Ken Ostaszewski, Chad Ebert
Staff (as interested and with approval from the Director)

EMPLOYEE DAY COMMITTEE

STATUS: Advisory

CHARGE: Plan and organize events related to professional and personal development in which all faculty and staff may participate. Coordinate appropriate guest instructors from the community, and from within the college.

ADMINISTRATOR RESPONSIBLE: President

MEMBERSHIP: Erin Norvell (Chair)

Faculty: Shantu Roy

Staff:	Heidi Schrader	Lynn Covey	Heather Erikson	Jimmie O'Hara
	Kelly Lyons	Teresa Henderson	Toni Kirsch	Wendy McIntosh

ENROLLMENT MANAGEMENT COMMITTEE

STATUS: Advisory

CHARGE: This committee designs, reviews and implements recruitment and retention strategies with the goal of increasing enrollment.

ADMINISTRATOR RESPONSIBLE: Vice President for Instruction and
Vice President for Student Services

STRUCTURE: VPI, VPSS, VPCR, deans

Directors of Admissions, Advising, Marketing and Institutional Effectiveness and Registrar
Faculty (up to three (3) as determined by VPI)
Staff (up to three (3) as determined by VPSS)

Faculty membership:

Michele Jerde	Lloyd Duman	Doug Anderson
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Staff membership:

Alex Harris	Tami Haft	Joseph Bekken
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FACILITY AND EVENTS ADVISORY COMMITTEE

STATUS: Advisory

PHILOSOPHICAL STATEMENT

North Idaho College facilities are primarily designed and reserved for supporting the educational mission of the institution. All facilities are financially supported by both General Fund dollars and income earned from facility rentals as well as funding from self funding operations. These facilities will be made available upon request through the Conference and Events Office in accordance to the NIC Facility Use Guidelines.

COMMITTEE FUNCTION

The Facility and Events Advisory Committee shall provide input regarding facility use guidelines and/or the periodic development of such guidelines as appropriate for use by the Conference and Events Office at North Idaho College. Committee members will assist requesters for the use of their respective buildings. It will be the responsibility of the committee members to provide the Conference and Events Office with a Facility Use Request from their area of responsibility for all scheduled events. This committee will correspond electronically and will be expected to attend scheduled meetings to review specific proposed events with unique characteristics.

RESPONSIBLE PARTIES

The President delegates the authority to schedule college facilities based on relevant Guidelines and Procedures to the Office of Auxiliary Services and the Office of Facilities Operations. The directors of Auxiliary Services and Facilities Operations will co-chair the Facility and Events Advisory Committee and oversee the implementation of policies and procedures related to events and facilities use.

The Co-Chairs will report directly to the Vice President for Resource Management.

Director of Auxiliary Services Lanny Stein
Director of Facility Operations Mike Halpern

Membership:

Director of Schuler Performing Arts Center Justin VanEaton
Coordinator for Classroom and Instructional Space Cheri Beard
Coordinator for Student Union and related college facilities Matt Sebby
Coordinator for Todd Hall Nancy Edwards
Coordinator for Boswell Hall Derinda Moerer
Facilities Operations Bill McElver
Coordinator Athletic Facilities Patty Stewart
Dean of Professional, Technical and Workforce Education Mike Mires
Campus Security Bob Thomson
Community Relations and Marketing Stacy Hudson
Conference and Events Scheduling Support Sharon Hoffman
Facilities Operations Support Toni Kirsch

LOSS CONTROL EXECUTIVE COMMITTEE

STATUS: Advisory

CHARGE:

- To promote policies and programs that will provide a safe and healthy work environment for employees.
- To endorse and systematically promote employee safety training.
- To protect public property from damage, and provide a safe environment for the public.
- To identify, correct, and report potential hazards and/or unsafe work practices.

ADMINISTRATOR RESPONSIBLE: Vice President for Resource Management
Executive Director Human Resources

Membership:

Laura Hill	Ron Dorn	Mike Halpern
Bill McElver	Garry Stark	Carol Jones
Andrea Woempner		

NINE POINTS COMMITTEE

STATUS: Ad Hoc

CHARGE: This committee serves to lead initiatives that represent identified goals outlined in the Nine Points Agreement with the Coeur d'Alene Tribe.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

STRUCTURE: Voluntary as approved by the Vice President for Student Services.
Mandatory for certain Student Services staff as appropriate to their job.

Faculty membership:

Alan Lamb (co-chair) Kathy Lewis

PROFESSIONAL TECHNICAL RECRUITMENT COUNCIL

STATUS: Ad hoc

CHARGE: This committee serves to review the recruitment data for the college's professional technical programs, instruct key members of NIC on how to recruit, identify appropriate markets for recruitment, and review program strengths and weaknesses.

ADMINISTRATORS RESPONSIBLE: Vice President for Student Services
Dean, Professional Technical Workforce Education

STRUCTURE: Voluntary as approved by the Vice President for Student Services and Dean of PTWE

Mandatory for certain staff and faculty as appropriate to their job

SCHOLARSHIPS COMMITTEE

STATUS: Ad Hoc

CHARGE: This committee serves to allocate scholarship money to students during the spring semester.

ADMINISTRATOR RESPONSIBLE: Vice President for Student Services

STRUCTURE: Faculty ten (10) (as determined by team leaders involved in the allocation process)

Staff ten (10) (as determined by team leaders involved in the allocation process)

STRATEGIC PLANNING

STATUS: Ad hoc

CHARGE: This committee serves to direct the development of a comprehensive Strategic Plan to provide planning for future college goals.

ADMINISTRATOR RESPONSIBLE: President

STRUCTURE: As determined by the President, but with broad representation from faculty, staff, students, and the greater community.

FACULTY ASSEMBLY COMMITTEES

FACULTY INSTRUCTIONAL DEVELOPMENT (FIDC)

CHARGE: This committee shall promote the achievement of the broad professional goals of the faculty, collectively and as individuals, through the enhancement of their knowledge of the instructional methodology and their respective content areas. To affect this goal, the college appropriately allocates resources, monetary and human, to the program to provide educational opportunities not readily available to NIC instructors. In addition, this committee will submit reports of its activities to the Faculty Assembly Chair.

STRUCTURE: This committee consists of one (1) member from each division and two (2) administrative representatives belonging to FIDC.

Faculty membership:

Bob Bennett	Debby O'Dell	Annie McKinlay (Chair)
Ildiko Roth	Dan Erlacher	

TENURE

CHARGE: This committee shall assume faculty responsibilities in the awarding of faculty tenure as outlined in the official policy (#3.02.9) established by the board of trustees. In addition, this committee will submit reports of its activities to the Faculty Assembly Chair.

STRUCTURE: The Executive Committee from among the tenured members of the faculty shall select members and alternates for the Tenure Committee. This committee shall consist of five (5) members and three (3) alternates, designated in order. At least three (3) members must be retained from the previous year. It is recommended that voting members be selected from the previous year's alternates. In addition, this committee will submit reports of its activities to the Faculty Assembly Chair.

Membership: Kim Johnson (Chair)

Shannon Badgett	Victor Duarte	James Jewell	Doug Anderson	Joe Jacoby
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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: A. Coverage

August 2007

Idaho's public postsecondary education system consists of five institutions -- the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, and Eastern Idaho Technical College—which operate in accordance with the Governing Policies and Procedures established by the Board.

North Idaho College, the College of Southern Idaho, and the College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of this section, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are excluded from coverage unless included by specific reference.

E. Division of Professional-Technical Education

1. Purpose.

The Division of Professional-Technical Education provides leadership and coordination for programs in professional-technical education in various parts of the state. The general purposes are to carry out the governing policies of the Board and the applicable provisions of state and federal legislation.

2. Delegation of Authority

The Board delegates to the state administrator of professional-technical education, the chief executive officer of the statewide system, the responsibility to supervise and manage professional-technical education in Idaho. The division administrator shall report to the Board through the Executive Director. The Board has the power to name a president of Eastern Idaho Technical College who may perform such duties as delegated by the Board. For purposes of accreditation the EITC President shall be the CEO of the institution. The state administrator is responsible for the preparation and submission, through the Executive Director, of an agenda for matters related to professional-technical education for Board review and action.

3. Functions

The Professional-Technical Education Division provides statewide leadership, administration, supervision, planning, and coordination for professional-technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for professional-technical education and the programs offered in accordance with applicable state and federal legislation.
- b. Eastern Idaho Technical College: assist in the delivery of professional-technical programs and courses consistent with the role and mission of the college, assist the EITC President with the programmatic affairs of the college, supervise the budgetary affairs of the college as part of the professional-technical education budget, and in cooperation with the EITC president, to recommend appointment of advisory committee representatives to the State Board.
- c. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the maintenance and implementation of professional-technical education programs including support and leadership for student organizations and education equity.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Professional-Technical Education

April 2002

- d. Planning: assisting local agencies in the development of annual plans and data collection and analyzing services for the establishment of a Five-Year Plan, annual plans, and accountability reports from the local educational agencies.
 - e. Evaluation: conducting and coordinating professional-technical education evaluations in accordance with state and federal guidelines to monitor program activities to determine the status of program quality in relation to established standards and access.
 - f. Budget Preparation: preparing annual budgets and the maintenance of a statewide finance and accountability system.
 - g. Program and Professional Improvement: through its professional staff, initiating and coordinating research, curriculum development, and staff development statewide.
 - h. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
 - i. Coordination: providing liaison with related state agencies and organizations, the State Advisory Council, business and industry, and community-based organizations.
4. Organization.

The programs and services of the state division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

- a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho, the Northwest, and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include: (1) Agriculture; (2) Marketing and Multi-Occupations; (3) Health Occupations; (4) Industrial Arts; (5) Home Economics; (6) Business and Office; and (7) Trade and Technical. A program specialist is employed in each program area to provide leadership and technical assistance to local education agencies.
- b. Special Programs and Support Services are special programs designed to serve students in Consumer Home Economics, Special Needs, and other program activities not considered occupational in nature. These Special Programs include: (1) Consumer and Homemaking Education; (2) Pre-professional-technical Education; and (3) Special Needs - Disadvantaged and Handicapped. In addition, support services are provided in the areas of Education Equity; Program Improvement (to include Curriculum Development, Research, and Personnel Development); professional-technical Guidance; and Work Study.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Professional-Technical Education

April 2002

Additionally, through state and federal legislation, or by contract for administration, professional-technical education supervises and manages the following programs: (1) Job Training and Partnership Act (JTPA); (2) State Occupational Information Coordinating Committee (SOICC); (3) the Displaced Homemaker Program; and (4) Fire Service Training; and, from time to time, other professional-technical training programs as appropriate.

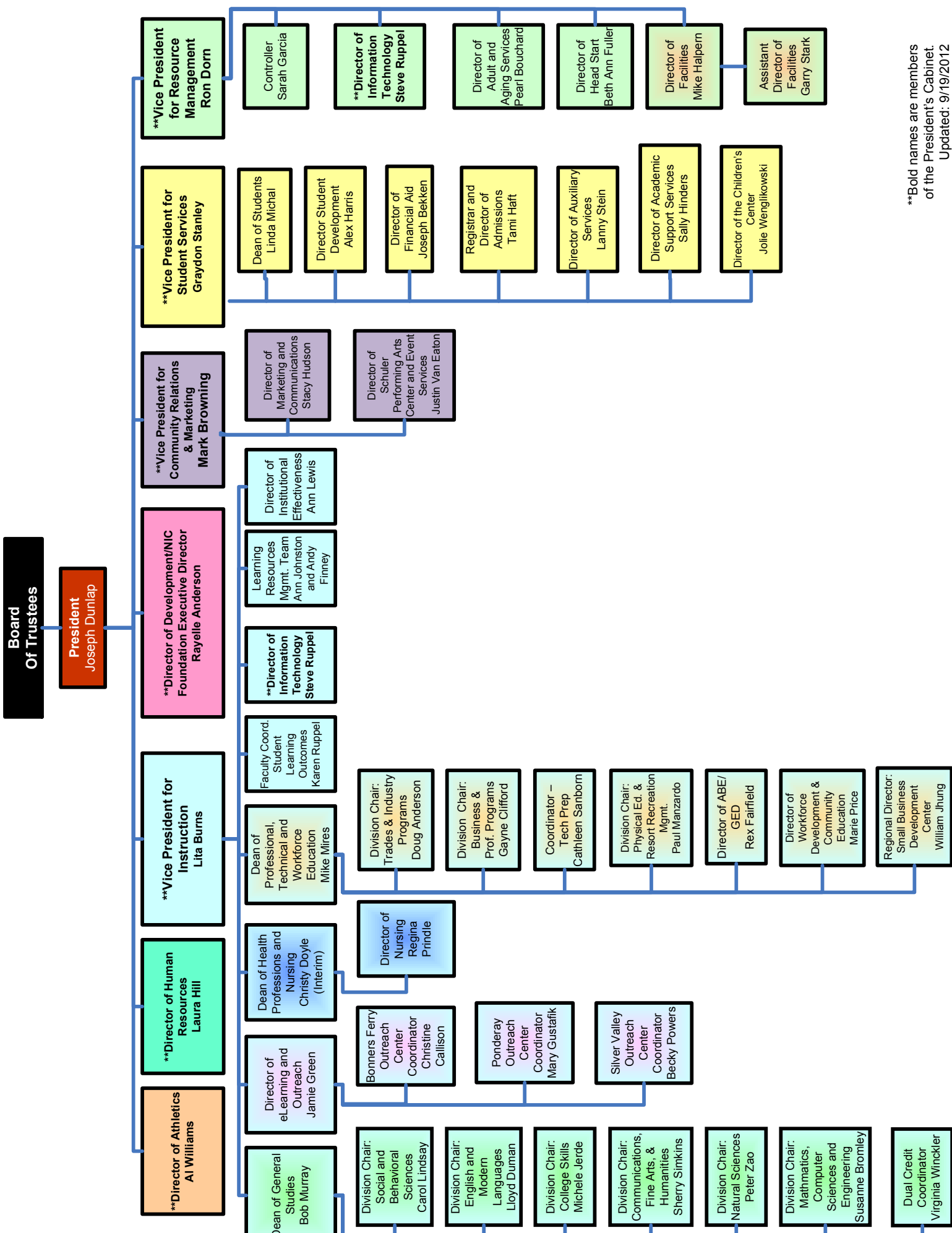
5. Program Delivery

Professional-Technical Education Programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and adult.

- a. Secondary Programs: All participating high school districts and several joint district professional-technical education programs.
- b. Postsecondary Programs: Through the state system of six (6) area professional-technical schools. The area schools are:
 - (1) Boise State University Professional-Technical School (Boise)
 - (2) College of Southern Idaho Professional-Technical School (Twin Falls)
 - (3) Eastern Idaho Technical College (Idaho Falls)
 - (4) Idaho State University Professional-Technical School (Pocatello)
 - (5) Lewis-Clark State College School of Technology (Lewiston)
 - (6) North Idaho College Professional-Technical School (Coeur d'Alene)
- c. Adult Programs: Primarily through the six (6) area professional-technical schools to provide upgrading and retraining programs for persons in the work force. Some classes are offered by Idaho public high schools. These offerings range from brief seminar classes to intensive courses which normally are less than 500 hours of annual instruction.

6. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Professional-Technical Education which complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.



**Bold names are members of the President's Cabinet. Updated: 9/19/2012



North Idaho College

Employee Performance Review Program

Employee Input Sheet

Name: _____ Job Title: _____
Department: _____ Date: _____

What I have done for the organization lately:

My Accomplishments – (What I set out to do and did)

-
-
-
-

My Disappointments – (What I set out to do and didn't)

-
-
-
-

What I have done for myself lately:

- New skills/competencies I've acquired:
- Important experience I've gained:
- Relationships I have built that aid my productive capacity:

What I'd like to be/do (Career Aspirations)

-

What else I would like to talk to my coach about:

-



Staff Professional Improvement Plan (PIP)

North Idaho College is committed to the professional growth and development of its staff. To this end, staff members are encouraged to work with their supervisors to develop plans for professional growth that may enhance their job performance.

The intent of supporting professional growth and development is to help staff perform their current work with more efficiency and effectiveness, and to promote lifelong learning. (NIC Policy #3.10)

Name _____ Job Title _____

Department _____ Extension _____ Date _____

This is: _____ A new plan _____ An update of my 2-year plan

(If you need more space to answer these questions, you may continue on another sheet of paper.)

1. Clearly state your current professional goal(s) and any performance goal(s) you or your supervisor have set for yourself.

2. Describe your plan for achieving the above goal(s).

3. How will your plan enhance/improve your performance in your current assignment?

Employee signature

Date

Supervisor approval

Title of supervisor

Date

Vice President approval

Date



North Idaho College

FACULTY PROFESSIONAL IMPROVEMENT PLAN

Submitted By:

_____	_____
Name	Extension
_____	_____
Division	Date

<i>Office Use Only</i>	
Date:	_____
Current Balance:	\$ _____
Amt. Requested:	\$ _____
Forward Balance:	\$ _____
Two-Year Cycle:	_____

Instructions

This form will be used to: file a new two-year plan, update your plan, or request funds.

If requesting funds, attach a **Payment Request** form,; if traveling, attach a **Travel Authorization** form and an **Absence form**. If charging airfare, attach a **Transportation Charge Authorization** form. Submit all forms to your Division Chair for approval.

Division Chairs will forward all paperwork to the Vice President for Instruction, who will send originals to the Business Office and channel copies to the appropriate individuals. The return of the instructor's copy signifies approval of the two-year plan.

Faculty Plan Update	Brief description of 2-yr. plan _____ OR Update of 2-yr. plan _____
----------------------------	---

Faculty Funding Request	Brief description of activity you wish PIP to fund at this time. (Please itemize your total expenses. The maximum you can apply for is \$750.)
--------------------------------	--

Comments	
-----------------	--

Approval Signatures	
_____	_____
Division Chair's Approval	Date
_____	_____
Dean's Approval	Date
_____	_____
Vice President for Instruction's Approval	Date

Faculty Salary Structure for Fiscal Year 2012 - 2013

For Academically Prepared Positions:								
Degree:	Bachelor's Degree		Master's Degree and Credits or Professional Development Units (PDUs)					
+Credits or PDUs:	0-15	>15-30	0-15	>15-30	>30-45	>45-60	>60	
For Skills Prepared Positions:								
Vocational Certificates/ Non-Degree:	Limited Cert. (L.C.)/ Non-Degree	Standard Cert (S.C.)/ Non-Degree	Advanced Cert (A.C.)/ Non-Degree					
Academic Credits (B.S. Degree) + Vocational Certificate + PDUs:	B.S. Degree + L.C. + 0-15 cr.		B.S. Degree + L.C. + >15-30		B.S. Degree + L.C. + >30 cr.			
Academic Credits (B.S. Degree) + Vocational Certification(s):			B.S. Degree + S.C. Cert.		B.S. Degree + A.C. Cert.			
Academic Credits (Master's) + Credits or PDUs:					Masters + 0-15	Masters + >15-30	Masters + >30	
Step	Column:	1	2	3	4	5	6	7
20	Annual							69,402
	Daily Rate							405.86
	Multiplier							1.85
19	Annual						66,026	68,652
	Daily Rate						386.11	401.47
	Multiplier						1.76	1.83
18	Annual					62,649	65,275	67,901
	Daily Rate					366.37	381.73	397.08
	Multiplier					1.67	1.74	1.81
17	Annual				59,273	61,899	64,525	67,151
	Daily Rate				346.63	361.98	377.34	392.70
	Multiplier				1.58	1.65	1.72	1.79
16	Annual			55,897	58,523	61,149	63,775	66,401
	Daily Rate			326.88	342.24	357.60	372.95	388.31
	Multiplier			1.49	1.56	1.63	1.70	1.77
15	Annual		53,646	55,146	57,772	60,398	63,024	65,651
	Daily Rate		313.72	322.49	337.85	353.21	368.56	383.92
	Multiplier		1.43	1.47	1.54	1.61	1.68	1.75
14	Annual	51,395	52,896	54,396	57,022	59,648	62,274	64,900
	Daily Rate	300.56	309.33	318.11	333.46	348.82	364.18	379.53
	Multiplier	1.37	1.41	1.45	1.52	1.59	1.66	1.73
13	Annual	50,645	52,145	53,646	56,272	58,898	61,524	64,150
	Daily Rate	296.17	304.94	313.72	329.08	344.43	359.79	375.15
	Multiplier	1.35	1.39	1.43	1.50	1.57	1.64	1.71
12	Annual	49,894	51,395	52,896	55,522	58,148	60,774	63,400
	Daily Rate	291.78	300.56	309.33	324.69	340.04	355.40	370.76
	Multiplier	1.33	1.37	1.41	1.48	1.55	1.62	1.69
11	Annual	49,144	50,645	52,145	54,771	57,397	60,023	62,649
	Daily Rate	287.39	296.17	304.94	320.30	335.66	351.01	366.37
	Multiplier	1.31	1.35	1.39	1.46	1.53	1.60	1.67
10	Annual	48,019	49,519	51,020	53,646	56,272	58,898	61,524
	Daily Rate	280.81	289.59	298.36	313.72	329.08	344.43	359.79
	Multiplier	1.28	1.32	1.36	1.43	1.50	1.57	1.64
9	Annual	46,893	48,394	49,894	52,520	55,146	57,772	60,398
	Daily Rate	274.23	283.00	291.78	307.14	322.49	337.85	353.21
	Multiplier	1.25	1.29	1.33	1.40	1.47	1.54	1.61
8	Annual	45,768	47,268	48,769	51,395	54,021	56,647	59,273
	Daily Rate	267.65	276.42	285.20	300.56	315.91	331.27	346.63
	Multiplier	1.22	1.26	1.30	1.37	1.44	1.51	1.58
7	Annual	44,642	46,143	47,644	50,270	52,896	55,522	58,148
	Daily Rate	261.07	269.84	278.62	293.97	309.33	324.69	340.04
	Multiplier	1.19	1.23	1.27	1.34	1.41	1.48	1.55
6	Annual	43,517	45,017	46,518	49,144	51,770	54,396	57,022
	Daily Rate	254.48	263.26	272.04	287.39	302.75	318.11	333.46
	Multiplier	1.16	1.20	1.24	1.31	1.38	1.45	1.52
5	Annual	42,016	43,517	45,017	47,644	50,270	52,896	55,522
	Daily Rate	245.71	254.48	263.26	278.62	293.97	309.33	324.69
	Multiplier	1.12	1.16	1.20	1.27	1.34	1.41	1.48
4	Annual	40,516	42,016	43,517	46,143	48,769	51,395	54,021
	Daily Rate	236.93	245.71	254.48	269.84	285.20	300.56	315.91
	Multiplier	1.08	1.12	1.16	1.23	1.30	1.37	1.44
3	Annual	39,015	40,516	42,016	44,642	47,268	49,894	52,520
	Daily Rate	228.16	236.93	245.71	261.07	276.42	291.78	307.14
	Multiplier	1.04	1.08	1.12	1.19	1.26	1.33	1.40
2	Annual	37,515	39,015	40,516	43,142	45,768	48,394	51,020
	Daily Rate	219.38	228.16	236.93	252.29	267.65	283.00	298.36
	Multiplier	1.00	1.04	1.08	1.15	1.22	1.29	1.36
1	Annual	36,014	37,515	39,015	41,641	44,267	46,893	49,519
	Daily Rate	210.61	219.38	228.16	243.52	258.87	274.23	289.59
	Multiplier	0.96	1.00	1.04	1.11	1.18	1.25	1.32
0	Annual	34,513	36,014	37,515	40,141	42,767	45,393	48,019
	Daily Rate	201.83	210.61	219.38	234.74	250.10	265.45	280.81
	Multiplier	0.92	0.96	1.00	1.07	1.14	1.21	1.28

Part-time/Overload Rate Per Semester Credit Hour: \$ 792

Substitute Rate Per Classroom Contact Hour: \$ 25.50

NORTH IDAHO COLLEGE

CLASSROOM OBSERVATION

Instructor _____

Course _____ Date/Time _____

Teaching Situation Observed:

Lecture
Discussion
Demonstration

Collaborative Learning
Individual Instruction
Other (describe) _____

Good	Satis- factory	Needs Improve ment	N/A
------	-------------------	--------------------------	-----

ORGANIZATION:

Begins by briefly summarizing where the previous session left off.

Identifies the day's major objectives at the beginning of class.

Organizes the presentation so that the relationship between points or activities is clear.

Uses class time well, allotting more time to more important aims and avoiding unnecessary digressions.

Wraps up the session and discusses objectives and/or assignment for next time.

DELIVERY:

Speaks distinctly, with sufficient volume and appropriate speed.

Good Satisfactory Needs Improvement N/A

Used lecture notes sparingly if at all and makes eye contact with students throughout the room.

Moves around the room and uses gestures and body movement effectively.

Used board/overhead projector/handouts/other audio-visual aids effectively.

CLASSROOM CLIMATE:

Encourages a positive class atmosphere reflecting mutual respect.

Shows enthusiasm for the material and makes students want to learn.

Encourages and is responsive to student participation.

Notifies and praises student skill mastery or concept comprehension.

CONTENT:

Shows mastery of the subject matter or skill being presented.

Conveys expectations that are reasonable & challenging.

Gives clear explanations using appropriate vocabulary and examples.

Good Satisfactory Needs Improvement N/A

Encourages independent critical or reflective thinking.

AWARENESS & FLEXIBILITY:

Communicates effectively to the level of the students involved.

Asks questions or uses other strategies to check frequently for student understanding.

Shows appropriate flexibility in shifting teaching strategies if students don't show the expected comprehension or mastery.

OTHER CONSIDERATIONS/COMMENTS:

Specific recommendations to further improve this instructor's teaching:

Observer's Signature: _____

Date: _____

Instructor's Signature: _____

Date: _____

(Instructor's signature does not necessarily indicate agreement with evaluation.)

THE ASSOCIATE OF SCIENCE (A.S.) DEGREE

To qualify for an Associate of Science degree, a candidate must:

1. Complete a minimum of 64 semester credits of 100- and 200-level courses with a grade point average of 2.00 (C) or better in all work attempted: **and**,
 2. Satisfy distribution requirements listed below with a grade of C- or better in each course.
- * Courses that are listed in more than one area may be used to fulfill only one requirement.

SOCIAL SCIENCE AND ARTS AND HUMANITIES

Expected General Education Learning Outcomes:

Historical, Cultural, Environmental, and Global Awareness; and/or Social Responsibility/Citizenship, Critical Thinking, Aesthetic Response, Valuing/Ethical Reasoning, Information Literacy, Communication.

Complete 15 credits from the following two lists of courses.

Social Science: Complete at least 6 credits, including courses from two different disciplines:

___ AIST	101	Intro to American Indian Studies	3
___ ANTH	101	Intro to Physical Anthropology	3
___ ANTH	102	Social & Cultural Anthropology	3
___ ANTH	225	Native People of North America	3
___ ANTH	230	Intro to Arch & World Prehistory	3
___ CHD	134	Infancy through Middle Childhood	3
___ ECON	201	Principles of Economics (Macro)	3
___ ECON	202	Principles of Economics (Micro)	3
___ HIST	101	History of Civilization to 1500	3
___ HIST	102	History of Civilization since 1500	3
___ HIST	111	U.S. History: Discovery-Reconstruction	3
___ HIST	112	U.S. History: Gilded Age-The Present	3
___ HIST	131	Latin American History	3
___ HIST	141	History of Africa	3
___ HIST	181	East Asian History and Civilization	3
___ HIST	240	American Indian History	3
___ PHIL	131	Introduction to Religion	3
___ PHIL	205	Political and Social Philosophy *	3
___ POLS	101	American National Government	3
___ POLS	105	Introduction to Political Science	3
___ POLS	237	International Politics and Problems	3
___ POLS	275	State and Local Government	3
___ PSYC	101	Introduction to Psychology	3
___ PSYC	205	Developmental Psychology	3
___ SOC	101	Introduction to Sociology	3
___ SOC	102	Social Problems	3
___ SOC	103	Cultural Diversity	3
___ SOC	220	Marriage and Family	3
___ SOC	251	Race and Ethnic Relations	3

Arts and Humanities: Complete at least 6 credits including courses from two different disciplines:

___ ART	100	Survey of Art	3
___ ART	101	History of Western Art I	3

___ ART	102	History of Western Art II	3
___ CINA	126	Film and International Culture	3
___ COMM	220	Intro to Intercultural Communication	3
___ ENGL	175	Introduction to Literature	3
___ ENGL	257	Literature of Western Civilization	3
___ ENGL	258	Literature of Western Civilization	3
___ ENGL	267	Survey of English Literature	3
___ ENGL	268	Survey of English Literature	3
___ ENGL	271	Introduction to Shakespeare	3
___ ENGL	277	Survey of American Literature	3
___ ENGL	278	Survey of American Literature	3
___ ENGL	285	American Indian Literature	3
___ ENGL	295	Contemp. U.S. Multicultural Literature	3
___ FLAN	207	Contemporary World Culture	3
___ HUMS	101	Montage: Intro to the Humanities	3
___ INTR	200	Interdisciplinary Seminar	3
___ MUSH	101	Survey of Music	3
___ MUSH	127	Survey of American Popular Music	3
___ MUSH	140	Introduction to Music Literature	3
___ MUSH	163	Survey of World Music	3
___ PHIL	101	Introduction to Philosophy	3
___ PHIL	103	Ethics	3
___ PHIL	201	Logic and Critical Thinking	3
___ PHIL	111	World Religions	3
___ PHIL	205	Political and Social Philosophy *	3
___ THEA	101	Introduction to the Theatre	3

All foreign languages are one Arts and Humanities discipline.

___ ASL	201	Intermediate American Sign Language I	4
___ ASL	202	Intermediate American Sign Language II	4
___ CDA	201	Interm. Coeur d'Alene Language	4
___ FREN	201	Intermediate French I	4
___ FREN	202	Intermediate French II	4
___ GERM	201	Intermediate German I	4
___ GERM	202	Intermediate German II	4
___ SPAN	201	Intermediate Spanish I	4
___ SPAN	202	Intermediate Spanish II	4

COMMUNICATION

Expected General Education Learning Outcomes: Communication, Critical Thinking, and Information Literacy.

Complete this course: (3 credits)

___ COMM	101	Intro to Speech Communication	3
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ENGLISH COMPOSITION

Expected General Education Learning Outcomes: Communication, Critical Thinking, and Information Literacy.

Complete these two courses: (6 credits)

___ ENGL	101	English Composition	3
___ ENGL	102	English Composition	3

THE ASSOCIATE OF ARTS (A.A.) DEGREE

To qualify for an Associate of Arts degree, a candidate must:

1. Complete a minimum of 64 semester credits of 100- and 200-level courses with a grade point average of 2.00 (C) or better in all work attempted, **and**
 2. Satisfy distribution requirements listed below with a grade of C- or better in each course.
- * Courses that are listed in more than one area may be used to fulfill only one requirement.

ARTS AND HUMANITIES

Expected General Education Learning Outcomes: Aesthetic Response, Critical Thinking, and Valuing/Ethical Reasoning.

Complete one course in each group: (6 credits)

Group 1

___ ART	100	Survey of Art	3
___ ART	101	History of Western Art I	3
___ ART	102	History of Western Art II	3
___ CINA	126	Film and International Culture	3
___ HUMS	101	Montage: Intro to the Humanities *	3
___ MUSH	101	Survey of Music	3
___ MUSH	140	Intro to Music Literature	3
___ THEA	101	Introduction to the Theatre	3

Group 2

___ ENGL	175	Introduction to Literature	3
___ ENGL	257	Literature of W. Civilization	3
___ ENGL	258	Literature of W. Civilization	3
___ ENGL	267	Survey of English Literature	3
___ ENGL	268	Survey of English Literature	3
___ ENGL	271	Introduction to Shakespeare	3
___ ENGL	277	Survey of American Literature	3
___ ENGL	278	Survey of American Literature	3
___ HUMS	101	Montage: Intro. to the Humanities*	3
___ PHIL	101	Intro to Philosophy	3
___ PHIL	103	Ethics	3

COMMUNICATION

Expected General Education Learning Outcomes: Communication, Critical Thinking, and Information Literacy.

Complete this course: (3 credits)

___ COMM	101	Intro to Speech Communication	3
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COMPUTER SCIENCE

Expected General Education Learning Outcome: Information Literacy, and/or Mathematical, Scientific, and Symbolic Reasoning.

Complete one of the following: (2-3 credits)

___ BUSA	100	Introduction to Computers	3
___ BUSA	240	Computer Systems & Business Apps.	3
___ CS	100	Intro to Computers & Comp. Science	3
___ CS	125	Introduction to Visual BASIC	3

___ CS	150	Computer Science I	3
___ CS	211	Languages of Computer Science: C++	3
___ CS	212	Languages of Computer Science: WWW3	3
___ CS	213	Languages of Computer Science: Java	3
___ CS	228	Intro to UNIX	2

CRITICAL THINKING

Expected General Education Learning Outcome: Critical Thinking.

Complete this course: (3 credits)

___ PHIL	201	Logic and Critical Thinking	3
----------	-----	-----------------------------	---

CULTURAL DIVERSITY

Expected General Education Learning Outcomes: Historical, Cultural Environmental, and Global Awareness; and/or Valuing/Ethical Reasoning, Communication, and Critical Thinking.

Complete one of the following: (3-4 credits)

___ AIST	101	Intro to American Indian Studies	3
___ ANTH	225	Native People of North America	3
___ ASL	201	Intermediate American Sign Language I	4
___ ASL	202	Intermediate American Sign Language II	4
___ CDA	201	Interm. Coeur d'Alene Language	4
___ COMM	220	Intro to Intercultural Communication	3
___ ENGL	285	American Indian Literature	3
___ ENGL	295	Contemp. U.S. Multicultural Literature	3
___ FLAN	207	Contemp. World Cultures	3
___ FREN	201	Intermediate French I	4
___ FREN	202	Intermediate French II	4
___ GERM	201	Intermediate German I	4
___ GERM	202	Intermediate German II	4
___ HIST	131	Latin American History *	3
___ HIST	141	History of Africa *	3
___ HIST	181	East Asian History and Civilization *	3
___ HIST	240	American Indian History *	3
___ INTR	200	Interdisciplinary Seminar	3
___ MUSH	127	Survey of American Popular Music	3
___ MUSH	163	Survey of World Music	3
___ PHIL	111	World Religions	3
___ SOC	103	Cultural Diversity *	3
___ SOC	251	Race and Ethnic Relations *	3
___ SPAN	201	Intermediate Spanish I	4
___ SPAN	202	Intermediate Spanish II	4

ENGLISH COMPOSITION

Expected General Education Learning Outcomes: Communication, Critical Thinking, and Information Literacy.

Complete these two courses: (6 credits)

___ ENGL	101	English Composition	3
___ ENGL	102	English Composition	3

THE ASSOCIATE OF ARTS (A.A.) DEGREE

LABORATORY SCIENCE

Expected General Education Learning Outcomes: Mathematical, Scientific, and Symbolic Reasoning; and Critical Thinking.

Complete two courses from the following: (8 credits)

___	BIOL	100	Fundamentals of Biology *	4
___	BIOL	115	Introduction to Life Sciences *	4
___	BIOL	175	Human Biology *	4
___	BIOL	202	General Zoology	4
___	BIOL	203	General Botany	4
___	BIOL	205	General Soils	4
___	BIOL	221	Forest Ecology	4
___	BIOL	227	Human Anatomy & Physiology I w/cadaver	4
___	BIOL	228	Human Anatomy & Physiology II w/cadaver	4
___	BIOL	231	General Ecology and Lab	4
___	BIOL	241	Systematic Botany	4
___	BIOL	250	General Microbiology/Bacteriology	4
___	CHEM	100	Concepts of Chemistry I	4
___	CHEM	101	Intro. to Essentials of Gen. Chemistry I	4
___	CHEM	102	Intro. to Essentials of Gen. Chemistry II	4
___	CHEM	111	Principles of Gen. College Chemistry I	5
___	CHEM	112	Principles of Gen. College Chemistry II	5
___	ENSI	119	Intro to Environmental Science & Lab	4
___	GEOG	100	Physical Geography	4
___	GEOG	101	Physical Geology	4
___	GEOG	102	Historical Geology	4
___	GEOG	123	Geology of Idaho & the Pacific NW	4
___	PHYS	101	Fundamentals of Physical Science	4
___	PHYS	103	Elementary Astronomy & Lab	4
___	PHYS	111	General Physics I	4
___	PHYS	112	General Physics II	4
___	PHYS	211	Engineering Physics I	5
___	PHYS	212	Engineering Physics II	5

* NOTE: BIOL-100, BIOL-115, and BIOL-175 cannot be used in combination to meet the Lab Science requirements. See the course descriptions.

MATHEMATICS

Expected General Education Learning Outcome: Mathematical, Scientific, and Symbolic Reasoning.

Complete one of the following: (3-5 credits)

___	BUSA	271	Statistical Inference & Decision Analysis	4
___	MATH	123	Contemporary Mathematics	3
___	MATH	130	Finite Mathematics	4
___	MATH	143	College Algebra	3
___	MATH	144	Analytic Trigonometry	2
___	MATH	147	Pre-Calculus	5
___	MATH	160	Survey of Calculus	4
___	MATH	170	Analytic Geometry and Calculus I	4
___	MATH	175	Analytic Geometry and Calculus II	4
___	MATH	187	Discrete Math	4
___	MATH	253	Principles of Applied Statistics	3
___	MATH	275	Analytic Geometry and Calculus III	4

PHYSICAL EDUCATION AND DANCE

Expected General Education Learning Outcome: Wellness.

Complete two courses from any P.E. activity or dance class:

SOCIAL SCIENCE

Expected General Education Learning Outcomes: Historical, Cultural, Environmental, and Global Awareness; and/or Social Responsibility/Citizenship, Critical Thinking, Valuing/Ethical Reasoning, and Information Literacy.

Complete one course in each group, except Business Majors who may take the Economics 201-202 sequence (12 credits).

Group 1

___	ANTH	102	Social and Cultural Anthropology	3
___	PHIL	205	Political and Social Philosophy	3
___	PSYC	101	Introduction to Psychology	3
___	SOC	101	Introduction to Sociology	3

Group 2

___	ECON	201	Principles of Economics (Macro)	3
___	ECON	202	Principles of Economics (Micro)	3
___	POLS	101	American National Government	3
___	POLS	105	Intro to Political Science	3

Group 3

___	HIST	101	History of Civilization to 1500	3
___	HIST	102	History of Civilization since 1500	3
___	HIST	111	U.S. History: Discovery-Reconstruction	3
___	HIST	112	U.S. History: Gilded Age-Present	3

Group 4

___	ANTH	101	Intro to Physical Anthropology	3
___	ANTH	230	Intro to Arch & World Prehistory	3
___	CHD	134	Infancy through Middle Childhood	3
___	HIST	131	Latin American History *	3
___	HIST	141	History of Africa *	3
___	HIST	181	East Asian History and Civilization *	3
___	HIST	240	American Indian History *	3
___	PHIL	131	Introduction to Religion	3
___	POLS	237	International Politics and Problems	3
___	POLS	275	State & Local Government	3
___	PSYC	205	Developmental Psychology	3
___	SOC	102	Social Problems	3
___	SOC	103	Cultural Diversity *	3
___	SOC	220	Marriage and Family	3
___	SOC	251	Race and Ethnic Relations *	3

NON-CORE ELECTIVES

Complete 13-16 credits (these should be selected to meet major requirements at an intended transfer institution):

THE ASSOCIATE OF APPLIED SCIENCE (A.A.S.) DEGREE

(Refer to the Program Guidelines for the A.A.S. degree requirements for your specific program)

The Associate of Applied Science degree is designed to provide training in specialized skills that can connect with immediate employment opportunities. It is not intended as a preparation for transfer to bachelor's degree programs, although many credits may transfer to other institutions. To qualify for an A.A.S. degree a candidate must:

1. Complete a minimum of 60 semester credits of 100- and 200-level courses with a grade point average of 2.00 (C) or better in all work attempted in an identified professional-technical program; **and**
2. Complete a minimum of 15 credits of general education coursework selected from the general education core listed below; **and**
3. Satisfy the distribution requirements listed below, with a grade of C- or better in each course.

NOTE: Individual programs may require specific courses listed under the headings below.

ENGLISH COMPOSITION

Expected General Education Learning Outcomes: Communication, Critical Thinking, and Information Literacy.

Complete the following for a minimum of 6 credits.

Complete this course (required for an A.A.S. degree)

___ ENGL 101 English Composition 3

Complete one of the following courses:

___ ENGL 102 English Composition 3

___ ENGL 202 Technical Writing 3

___ COMM 101 Intro to Speech Communication 3

MATHEMATICS

Expected General Education Learning Outcome: Mathematical, Scientific, and Symbolic Reasoning.

Complete one or more of the following courses for a minimum of 3 credits:

___ BUSA 271 Statistical Inference & Decision Analysis 4

___ MATH 123 Contemporary Mathematics 3

___ MATH 130 Finite Mathematics 4

___ MATH 143 College Algebra 3

___ MATH 144 Analytic Trigonometry 2

___ MATH 147 Pre-Calculus 5

___ MATH 160 Survey of Calculus 4

___ MATH 170 Analytic Geometry & Calculus I 4

___ MATH 175 Analytic Geometry & Calculus II 4

___ MATH 187 Discrete Math 4

___ MATH 253 Principles of Applied Statistics 3

___ MATH 275 Analytic Geometry & Calculus III 4

SOCIAL SCIENCE/HUMAN RELATIONS/ INTERPERSONAL COMMUNICATIONS

Expected General Education Learning Outcomes:

Historical, Cultural, Environmental, and Global Awareness; or Valuing/Ethical Reasoning; or Social Responsibility/Citizenship; or Communication; or Critical Thinking; or Aesthetic Response; or Information Literacy.

Complete one or more of the following courses for a minimum of three credits:

___ AIST 101 Intro to American Indian Studies 3

___ ANTH 101 Intro to Physical Anthropology 3

___ ANTH 102 Intro to Social & Cultural Anthropology 3

___ ANTH 225 Native People of North America 3

___ ANTH 230 Intro to Arch & World Prehistory 3

___ ART 100 Survey of Art 3

___ ART 101 History of Western Art I 3

___ ART 102 History of Western Art II 3

___ ASL 201 American Sign Language I 4

___ ASL 202 American Sign Language II 4

___ BUSA 101 Intro to Business 3

___ BUSA 211 Principles of Management 3

___ CDA 201 Interm. Coeur d'Alene Language 4

___ COMM 233 Interpersonal Communication 3

___ ECON 201 Principles of Economics (Macro) 3

___ ECON 202 Principles of Economics (Micro) 3

___ ENGL 175 Introduction to Literature 3

___ ENGL 257 Literature of Western Civilization 3

___ ENGL 258 Literature of Western Civilization 3

___ ENGL 267 Survey of English Literature 3

___ ENGL 268 Survey of English Literature 3

___ ENGL 271 Introduction to Shakespeare 3

___ ENGL 277 Survey of American Literature 3

___ ENGL 278 Survey of American Literature 3

___ ENGL 285 American Indian Literature 3

___ FREN 201 Intermediate French I 4

___ FREN 202 Intermediate French II 4

___ GERM 201 Intermediate German I 4

___ GERM 202 Intermediate German II 4

___ HIST 101 History of Civilization to 1500 3

___ HIST 102 History of Civilization Since 1500 3

___ HIST 111 U.S. History: Discovery-Reconstruction 3

___ HIST 112 U.S. History: Gilded Age-Present 3

___ HIST 131 Latin American History 3

___ HIST 141 History of Africa 3

___ HIST 181 East Asian History and Civilization 3

___ HIST 240 American Indian History 3

___ HUMS 101 Montage: Intro to the Humanities 3

___ HSS 101 Introduction to Human Services 3

___ INTR 200 Interdisciplinary Seminar 3

___ MUSH 101 Survey of Music 3

THE ASSOCIATE OF APPLIED SCIENCE (A.A.S.) DEGREE

___ MUSH 127	Survey of American Popular Music	3
___ MUSH 140	Introduction to Music Literature	3
___ MUSH 163	Survey of World Music	3
___ PHIL 101	Introduction to Philosophy	3
___ PHIL 103	Ethics	3
___ PHIL 111	World Religions	3
___ PHIL 131	Introduction to Religion	3
___ PHIL 201	Logic and Critical Thinking	3
___ PHIL 205	Political and Social Philosophy	3
___ POLS 101	American National Government	3
___ POLS 105	Introduction to Political Science	3
___ POLS 237	International Politics and Problems	3
___ POLS 275	State and Local Government	3
___ PSYC 101	Introduction to Psychology	3
___ PSYC 205	Developmental Psychology	3
___ PSYC 211	Abnormal Psychology	3
___ SOC 101	Introduction to Sociology	3
___ SOC 102	Social Problems	3
___ SOC 103	Cultural Diversity	3
___ SOC 220	Marriage and Family	3
___ SOC 251	Race & Ethnic Relations	3
___ SOWK 240	Introduction to Social Work	3
___ SPAN 201	Intermediate Spanish I	4
___ SPAN 202	Intermediate Spanish II	4
___ THEA 101	Introduction to the Theatre	3

___ ENSI 119	Intro to Envir Science & Lab	4
___ GEOG 100	Physical Geography	4
___ GEOL 101	Physical Geology	4
___ GEOL 102	Historical Geology	4
___ GEOL 123	Geology of Idaho & the Pacific NW	4
___ PHYS 101	Fundamentals of Physical Science	4
___ PHYS 103	Elementary Astronomy & Lab	4
___ PHYS 111	General Physics I & Lab	4
___ PHYS 112	General Physics II & Lab	4
___ PHYS 211	Engineering Physics I & Lab	5
___ PHYS 212	Engineering Physics II & Lab	5

* **NOTE:** BIOL-100, BIOL-115, and BIOL-175 cannot be used in combination to meet the Lab Science requirements. See the course descriptions.

PROFESSIONAL-TECHNICAL REQUIREMENTS

In addition to the general education requirements listed above, candidates for an A.A.S. degree must complete 44 credits or more in their specific professional-technical program.

NATURAL SCIENCES

Expected General Education Learning Outcomes: Mathematical, Scientific, and Symbolic Reasoning; and Critical Thinking.

In addition to the above requirements, a candidate may complete either one of the following courses, or additional courses from any category above, to satisfy the 15 credit hours of general education coursework.

___ BIOL 100	Fundamentals of Biology	4
___ BIOL 115	Introduction to Life Sciences	4
___ BIOL 175	Human Biology	4
___ BIOL 202	General Zoology	4
___ BIOL 203	General Botany	4
___ BIOL 205	General Soils	4
___ BIOL 221	Forest Ecology	4
___ BIOL 227	Human Anatomy & Physiology I w/ cadaver	4
___ BIOL 228	Human Anatomy & Physiology II w/ cadaver	4
___ BIOL 231	General Ecology & Lab	4
___ BIOL 241	Systematic Botany	4
___ BIOL 250	General Microbiology/Bacteriology	4
___ CHEM 100	Concepts of Chemistry I	4
___ CHEM 101	Intro to Essentials of Gen. Chemistry I	4
___ CHEM 102	Intro. to Essentials of Gen. Chemistry II	4
___ CHEM 111	Principles of Gen. College Chemistry I	5
___ CHEM 112	Principles of Gen. College Chemistry II	5



North Idaho College

Student Learning Outcomes and General Education Assessment Plan and Goals 2012 – 2015

Committee Philosophy

The Student Learning Outcomes Assessment Committee is committed to fostering a positive culture of assessment. The Committee firmly believes that faculty-driven assessments are the most effective means to create a positive assessment culture. To this end, the committee members assist faculty across campus in creating ‘home-grown’ assessment instruments that relate directly to what the faculty are already doing in their classrooms. Rather than building out entirely separate “layered” assessment processes that do not integrate with curriculum, the committee works hard to identify the simplest and most logistically-feasible ways to weave assessment into programs and departments—and into the classroom. This process, while it often moves at a slower pace than other more ‘top down’ methods may, allows faculty to participate and engage in the creation of the assessment instruments, and to best decide what instruments will work to measure their course and program outcomes.

Purpose of the Plan

The purpose of the North Idaho College Outcomes Assessment Plan is twofold: first, to provide information that will assist the college in determining its overall institutional effectiveness; and second, to assess the degree to which the educational outcomes of the college’s instructional programs are being met.

Scope of the Plan

NIC’s Student Learning Outcomes Assessment Plan (SLOA Plan) is a statement of the measurable learning outcomes expected of students attending North Idaho College (NIC). The Student Learning Outcomes Assessment plan includes:

1. General education outcomes assessment in transfer degrees
2. Student learning outcomes assessment in programs

Assessment of Student Learning

The North Idaho College assessment plan supports the following components as identified by the Northwest Commission on Colleges and Universities:

- The plan is responsive to the college’s mission and its needs
- The plan is integrated into overall institutional evaluation
- The plan is based upon regular and continuous assessment of the disciplines and fields or occupations for which programs prepare students
- Faculty has a central role in planning and evaluating
- Expected learning outcomes are clearly identified and published for degree and certificate programs and courses
- Regular assessment occurs that demonstrates student achievement of these outcomes
- The institution provides evidence of assessment activities that lead to the improvement of teaching and learning

NIC Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Values (Strategic Themes and Objectives)

North Idaho College is dedicated to these core values which guide its decisions and actions.

Theme 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Objective 1: Provide innovative, progressive, and student-centered programs and services.

Objective 2: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Objective 3: Promote programs and services to enhance access and successful student transitions.

Theme 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

Objective 1: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Objective 2: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Objective 3: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Objective 4: Recognize and expand faculty and staff scholarship through professional development.

Theme 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Objective 2: Demonstrate commitment to the economic/business development of the region.

Objective 3: Promote North Idaho College in the communities we serve.

Objective 4: Enhance community access to college facilities.

Theme 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

Objective 1: Foster a culture of inclusion.

Objective 2: Promote a safe and respectful environment.

Objective 3: Develop culturally competent faculty, staff and students.

Theme 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objective 1: Exhibit trustworthy stewardship of resources.

Objective 2: Demonstrate commitment to an inclusive and integrated planning environment.

Objective 3: Explore, adopt, and promote initiatives that help sustain the environment.

North Idaho College Accreditation Themes and Objectives

Theme 1 - Student Success

Objective 1: To help individuals become North Idaho College students.

Objective 2: To help students reach their educational goals.

Theme 2 - Educational Excellence

Objective 1: To offer educational programs that meet diverse needs.

Objective 2: To promote innovation, excellence, and diversity.

Theme 3: Community Engagement

Objective 1: To establish and maintain collaborative community partnerships.

Student Learning Outcomes Assessment Committee Charge (SLOA Committee)

The Student Learning Outcomes Assessment Committee is responsible for promoting a college-wide awareness of assessment of student academic achievement in general education, program and course level assessment initiatives. The committee determines to what extent the assessment of educational outcomes offers an opportunity for improving student learning and achievement, strengthening the College, and enhancing its accountability. Specifically, the committee is charged with developing and implementing an instructional assessment plan in consultation with the Vice President for Instruction, Deans, Director of Institutional Effectiveness, Division Chairs, and Faculty. This plan will be consistent with the college mission, recommending a time-line for its implementation, and identifying and recommending assessment activities, general education and instructional outcomes, and reporting needs. Recognizing the need for ongoing assessment, it is the faculty's responsibility and duty to develop, to perform, and to manage ongoing assessment procedures used to assure and to increase the quality of all academic activities and to improve the learning environment.

The Student Learning Outcomes Assessment Committee shall consist of a Faculty Coordinator appointed by the Vice President for Instruction, and at least one faculty member from each instructional division selected by the Division Chair and approved by the division faculty, Deans, and Vice President for Instruction. The faculty representatives shall serve three-year terms. The Vice President for Instruction; Dean of General Studies; Dean of Professional, Technical, and Workforce Education; and Director of Institutional Effectiveness will serve as ex-officio members of the committee.

Committee Members

- Faculty Coordinator/Chair
- English & Modern Languages
- Trades & Industry
- Health Professions & Nursing
- College Skills
- Library
- P.E. & Resort-Recreation Management
- Math, Computer Science & Engineering
- Natural Sciences

- Communication, Fine Arts & Humanities
- Social & Behavioral Sciences
- Business & Professional Programs
- Institutional Effectiveness

Ex-officio Members:

- Vice President for Instruction
- Dean of General Studies
- Dean of Professional Programs & Workforce Education
- Dean of Health Professions and Nursing
- Executive Assistant

Student Learning Outcomes Assessment Committee Goals

Assist within divisions to further define course and program assessment.

Create a uniform reporting process for course and program assessment; compile, interpret, and publish results.

1. Continue to define assessments/instruments to measure General Education outcomes.
 - Define outcomes for each ability
 - Determine the assessment methods to employ
 - Determine the data to collect
 - Publish reports
2. Assist with selecting/designing faculty learning events based on General Education outcomes.
3. Contribute to institutional long-term planning through the accreditation process.

General Education Abilities

General Education is defined at North Idaho College as a series of learning experiences that provide the knowledge, skills, and attitudes necessary for individuals to function well in society. These learning experiences are designed for all students, but for degree-seeking students in particular.

In pursuing a degree at NIC, the expected general education learning outcomes of the degree programs are expressed through a framework of nine "abilities." NIC believes these abilities will contribute to the development of individuals who are active, productive, and personally-fulfilled members of a highly diverse, ever-changing society. The assessment of general education has occurred in some areas at North Idaho College for many years. Currently, major efforts are underway to pilot faculty designed instruments for all of the abilities. (*See attached Appendix A – Three Year Action Plan (2012-2015).*)

NIC's nine abilities are:

Critical, Creative Thinking and Problem Solving: Students at North Idaho College will learn to analyze and evaluate information, generate and organize ideas, synthesize, and select and apply appropriate problem solving strategies. Students will be able to:

Communication: Whether demonstrated through speaking, reading, or writing, literacy plays an important role in students' ability to communicate. Students at North Idaho College will achieve literacy in the following three areas:

Mathematical, Scientific and Symbolic Reasoning:

Students at North Idaho College will demonstrate the ability to apply mathematical reasoning to investigate and solve problems. Students will be able to:

Information Literacy:

Students at North Idaho College will develop the ability to access information for a given need, develop an integrated set of skills (research strategy and evaluation), and show knowledge of information retrieval tools and resources. Students will be able to:

Historical, Cultural, Environmental and Global Awareness: The student will demonstrate the ability to think globally and inclusively with a basic understanding of key ideas, achievements, issues, diverse cultural views, and events as they pertain locally, nationally, and globally.

Aesthetic Response: The student will demonstrate the ability to recognize the elements of design, the unifying element, context, purpose, and effect of craftsmanship and artistic creations.

Social Responsibility/Citizenship: The student will demonstrate awareness of the relationships that exist between an individual and social groups, private/public institutions, and/or the environment, the nature of these relationships, the rights and responsibilities of these relationships, and the consequences that result from changes in these relationships.

Valuing/Ethical Reasoning: The student will demonstrate the ability to apply what one knows, believes, and understands toward developing an empathetic and analytical understanding of others' value perspectives. The student will incorporate valuing in decision-making in multiple contexts.

Wellness: The student will demonstrate an understanding of the factors that contribute to physical, emotional, psychological, occupational, social, and spiritual well-being, life-long learning, and success.

Instructional Departments for Program Review

Program review occurs within departments or disciplines under NIC's instructional divisions. The "programs" have been identified by deans, division chairs and faculty using criteria that result in groupings that best lend themselves to answering questions about program goals, program effectiveness, and program design relating to "areas of emphasis" in the general studies divisions, and relating to occupations in the Professional-Technical divisions.

Methods and Criteria for Assessing Outcomes

Institutional-level Assessment: At the institutional level, assessment of student outcomes are conducted college-wide on rotating cycles using a variety of instruments and surveys:

- Job Placement Survey every year (professional programs)
- Employer Survey every year (professional programs)
- Instructional Program Reviews every spring on a five-year rotation
- Student Course/Instructor evaluations every semester for non-tenured faculty; every three years for tenured faculty members
- Student progression from developmental to college level measures
- Completion and transfer measures
- Student Satisfaction Survey every three years
- Assessment of the General Education outcomes

Program/Department Assessment: Student Learning Outcomes Assessment at the program/department level has been recently implemented as part of the Program Review Process. The newly adopted template for program review includes Section 7.0 – Assessment. Section 7.0 asks each program/department to:

- Define its outcomes
- Discuss assessment methods
- Interpret the data
- Use the data to create actions for improvement as necessary

The completed program review reports are uploaded to the Accreditation SharePoint team site. Use of a new template began in 2008/2009 and was piloted by nine programs. The template has been adopted and is being used for all programs. The template will be fully adopted by 2012/2013. In 2012/2013, yearly updates to the program review templates will be implemented. These yearly updates will be fully implemented by 2017.

At the program/department level, faculty, deans and division chairs, in collaboration with the Student Learning Outcomes Assessment Committee, identify criteria and methods to assess student outcomes currently as follows:

1. General Education Abilities assessed campus-wide using locally developed rubrics and surveys include:
 - Communication – Writing and Speech Communication Assessment
 - Mathematical Reasoning Assessment
 - Information Literacy Assessment
 - Critical Thinking Assessment (piloted)
 - Wellness policy
 - Aesthetic Response (pending)
2. General Education Abilities assessed campus wide using a nationally-normed survey
 - Scientific Reasoning (piloted and undergoing review)
3. General Education Abilities in review (see proposed three-year timeline)
 - Historical, Cultural, Environmental and Global Awareness
 - Social Responsibility/Citizenship
 - Valuing/Ethical Reasoning
4. Program outcomes – through five year program review rotation with annual updates
 - Common outcomes (as appropriate)
 - Common syllabus template
 - Specialized or programmatic knowledge and skills (licensure, certifications, technical skills assessments)
 - Performance assessments
 - Student interviews/focus groups
 - Assessment action plans through program review

Course-Level Assessment: A realistic and efficacious approach is to use course-level assessment diagnostically if deficiencies are identified at the department/program level.

1. Course outcomes -
 - Common course outcomes
 - Common syllabus template
 - Performance assessments
 - Common course assessments (in some disciplines)
 - Common rubrics (in some disciplines)

Assessment Cohorts

- Developmental programs annually assess students completing course sequences and/or passing developmental exams key to progressing to college level courses.
- Professional-Technical programs assess students completing degrees and certificates annually through Technical Skills Assessments (TSAs), certifications, surveys, interviews, and program outcomes through capstone projects, performance assessments, and exams. Placement data is collected and employer satisfaction surveys are performed.
- General Studies disciplines supporting General Education abilities currently assess each semester (work in progress on pilot instruments). Ultimately, assessments will be scheduled based upon results, curriculum improvements, and perceived need but will occur at least every three years.
- Transfer programs assess students through faculty designed exams, performance assessments, licensure exams, focus groups, surveys, service learning, and capstone projects. Collection of data occurs through the program review process on a five year rotation schedule with annual updates to assessment action plans. See the attached Three Year Goal (2013-2015).

Use of Data for Improvement

General Education assessment is evolving and efforts are underway to pilot instruments. Results are used to review course and program-level outcomes, course descriptions, and course content, and make improvements.

Academic departments at North Idaho College began formally reporting the results of their assessment activities during the 2008/2009 using a new program review and evaluation process. The outcomes assessment component of the Program Review process asks all departments to update plans annually for assessing student learning, when appropriate, and to analyze assessment data to determine strengths, challenges and identify areas for improvement. The results of Program Review are incorporated into individual department planning processes, which are tied to the College's Mission and the planning and budgeting processes.

Institutional results are analyzed through the accreditation core theme objectives and expectations and the strategic plan themes and objectives. The results are analyzed by administrators, managers, deans, chairs, faculty, and staff.

Communication of Results

Assessment plans, methods/instruments, results and reports are posted to the SLOA SharePoint site, and the NIC Office of Institutional Effectiveness website under Assessment. The faculty Coordinator for SLOA, in collaboration with the Vice President for Instruction, Deans, and Division Chairs prepares summary SLOA reports and compiles and publishes General Education Assessment reports. The Director of Institutional Effectiveness prepares annual reports for the Office of Instruction, Board of Trustees and State Board of Education.

**Student Learning Outcomes Assessment Goals
Fall 2012 – Spring 2015**

FY 2012/2013 Student Learning Outcomes Assessment Goals

Event	Timeline	Responsible Committee Member	Strategic or Accreditation Measure
1. Implement annual reporting for program review <ul style="list-style-type: none"> a) Review function and follow-through of action plans including delegation of responsibility (<i>VPI, Deans, Chairs</i>) b) Build reports in Accreditation SharePoint sub-site 	Implement in all programs reviewed during 2012/2013 year Complete by Spring 2013	Karen/VPI/Deans/Chairs Committee Charge: Kathleen Czurda-Page	Accreditation
2. Continue work on program review assessment report: <ul style="list-style-type: none"> a) Revisit/monitor 2011/2012 yearly report b) Meet with all Division Chairs to discuss furthering program-level assessment results c) Begin work to incorporate Assessment section actions into annual action plans and review 	Fall 2012 Fall 2013 Fall 2013	Karen/VPI/Deans/Chairs	Accreditation
3. Publish assessment results <ul style="list-style-type: none"> a) Create Accreditation Team site <ul style="list-style-type: none"> i. Move SLOA/Gen Ed site under Accreditation Team site b) Work w/IT to publish in portal c) Work w/Communications and IT to publish externally 	Fall 2012 Fall 2012 Spring 2013	Karen	Accreditation
4. Monitor/Maintain assessment projects results: <ul style="list-style-type: none"> a) Written Communication 	Ongoing	Laura Godfrey	Accreditation and Strategic Plan
<ul style="list-style-type: none"> b) Oral Communication 	Ongoing	Josh Misner	
<ul style="list-style-type: none"> c) Quantitative Reasoning <ul style="list-style-type: none"> i. Develop a rotation schedule 	Ongoing	William Long	
<ul style="list-style-type: none"> d) Information literacy <ul style="list-style-type: none"> i. Administer Assessment in English 102 	Fall 2012	Jim DeMoss and Laura Godfrey	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ii. Continue to develop online learning module (librarian developed) iii. Develop a plan to pilot in other disciplines iv. Develop a rotation schedule (102) 	Spring 2013		
<ul style="list-style-type: none"> e) Wellness 	Ongoing	Ryan Hayes	

<p>5. Continue with pilot:</p> <p>a) Critical Thinking</p> <p>i. Continue Sociology pilot</p> <p>ii. Meet w/Philosophy department to begin instrument development</p>	<p>Fall 2012/Spring 2013</p> <p>Fall 2012/Spring 2013</p>	<p>Karen</p>	<p>Accreditation and Strategic Plan</p>
<p>b) Aesthetic Response</p> <p>i. Continue work on instrument development</p> <p>ii. Administer assessment</p>	<p>Fall 2012</p> <p>1st pilot, Spring 2013</p>	<p>Gail Ballard</p>	
<p>c) Scientific Reasoning</p> <p>i. Seek funding for ACT Science Test</p> <p>ii. Pilot</p>	<p>Fall 2012</p> <p>Spring 2013</p>	<p>Dale Arrington/ Karen</p>	
<p>6. Identify or develop instruments and run pilots:</p> <p>a) Convene committee to begin work on Historical, Cultural, Environmental, and Global Awareness</p>	<p>Spring 2013</p>		<p>Accreditation and Strategic Plan</p>
<p>7. Begin research for instrument development/identify divisions</p> <p>a) Valuing/Ethical Reasoning</p>			<p>Accreditation and Strategic Plan</p>
<p>b) Social Responsibility and Citizenship</p> <p>i. Research service learning and other community activities</p>	<p>Spring 2013</p>		
<p>8. Continue with General Education learning event for new and established faculty</p> <p>a) Revise curriculum</p>	<p>Spring 2012</p>	<p>Laura Godfrey Karen Ruppel Paula Lambert</p>	
<p>9. Assess annual SLOA goals and revise for next year</p>	<p>Spring</p>	<p>Karen</p>	<p>Accreditation</p>

FY 2013/2014 Student Learning Outcomes Assessment Goals

Event	Timeline	Responsible Committee Member	Strategic or Accreditation Measure
1. Implement annual reporting for program review a) Review function and follow-through of action plans b) Build reports in Accreditation SharePoint sub-site for Program Review	Implement in all programs reviewed during 2013/2014 year Ongoing maintenance	Karen/VPI/Deans/Chairs Committee Charge: Kathleen Czurda-Page	Accreditation
2. Continue work on program review assessment report: a) Revisit/monitor 2012/2013 yearly report b) Work in Divisions to continue to identify program assessment c) Continue to incorporate Assessment actions into annual action plans and review	Fall 2013 Fall 2013/Spring 2014 Fall 2013/Spring 2014	Karen/VPI/Deans/Chairs	Accreditation
3. Publish assessment results a) Monitor Accreditation Team site b) Maintain portal and external publication	Ongoing maintenance	Karen	Accreditation
4. Monitor/Maintain assessment projects results: a) Written Communication	Ongoing		Accreditation and Strategic Plan
b) Oral Communication	Ongoing		
c) Quantitative Reasoning <ul style="list-style-type: none"> Develop a rotation schedule 	Ongoing		
d) Information literacy <ul style="list-style-type: none"> Pilot in another discipline Rotation schedule 	1 st and 2 nd Pilot; Fall 2013/Spring 2014 Implement rotation in English 102		
e) Wellness	Ongoing maintenance		
5. Continue with pilot: a) Critical Thinking <ul style="list-style-type: none"> Continue Sociology pilot and discuss rotation Philosophy department pilot 	3 rd Pilot; Fall 2013, begin rotation Spring 2014 1 st Pilot Fall 2013, 2 nd pilot Spring 2014		Accreditation and Strategic Plan
b) Aesthetic Response <ul style="list-style-type: none"> Pilot Develop rotation schedule 	2 nd and 3 rd Pilot; Fall 2013/Spring 2014		
c) Scientific Reasoning <ul style="list-style-type: none"> 2nd Pilot of ACT? 	Spring 2014		
6. Identify or develop instruments and run pilots: a) Pilot Historical, Cultural, Environmental, and Global Awareness	1 st Pilot; Spring 2014		Accreditation and Strategic Plan

7. Develop and pilot instrument development a) Valuing/Ethical Reasoning	Fall 2013/Spring 2014		Accreditation and Strategic Plan
Continue to develop instrument b) Social Responsibility and Citizenship	Fall 2013/Spring 2014		
8. Continue with General Education learning event for new and established faculty a) Offer event for professional development	Fall 2013		
10. Assess annual SLOA goals and revise for next year	Spring	Karen	Accreditation

FY 2014/2015 Student Learning Outcomes Assessment Goals

Event	Timeline	Responsible Committee Member	Strategic or Accreditation Measure
1. Implement annual reporting for program review a) Review function and follow-through of action plans including delegation of responsibility b) Build reports in Accreditation SharePoint sub-site for Program Review	Implement in all programs reviewed during 2013/2014 year Ongoing maintenance	Karen/VPI/Deans/Chairs Committee Charge: Kathleen Czurda-Page	Accreditation
2. Continue work on program review assessment report: a) Revisit/monitor 2013/2014 yearly report b) Work in Divisions to continue to identify program assessment c) Continue to incorporate Assessment actions into annual action plans and review	Fall 2014 Fall 2014/Spring 2015 Fall 2014/Spring 2015	Karen/VPI/Deans/Chairs	Accreditation
3. Publish assessment results a) Monitor Accreditation Team site b) Maintain portal and external publication	Ongoing maintenance	Karen/VPI/Deans/Chairs	Accreditation
4. Monitor/Maintain assessment projects results: a) Written Communication	Ongoing		Accreditation and Strategic Plan
b) Oral Communication c) Quantitative Reasoning <ul style="list-style-type: none"> Develop a rotation schedule 	Ongoing Implement rotation schedule		
d) Information literacy <ul style="list-style-type: none"> Pilot in a third discipline? Rotation schedule 	1 st and 2 nd Pilot; Fall 2014/Spring 2015 Implement rotation between 3 disciplines		
e) Wellness	Ongoing maintenance		
5. Critical Thinking a) Sociology CT assessment	Implement rotation schedule		
b) Philosophy department pilot	3 rd pilot; Fall 2014		
c) Discuss a 3 rd discipline in SBS	Spring 2015		
d) Aesthetic Response	Fall 2014, Implement rotation schedule Spring 2015		
e) Scientific Reasoning <ul style="list-style-type: none"> 3rd Pilot of ACT? 	Spring 2015		
6. Identify or develop instruments and run pilots: a) Pilot Historical, Cultural, Environmental, and Global Awareness	2 nd and 3 rd pilot; Fall 2014/Spring 2015		Accreditation and Strategic Plan

7. Continue instrument development a) Valuing/Ethical Reasoning	1 st and 2 nd pilot, Fall 2014/Spring 2014		Accreditation and Strategic Plan
b) Social Responsibility and Citizenship	1 st pilot; Spring 2015		
8. Continue with General Education learning event for new and established faculty a) Offer event for professional development	Fall 2014		
9. Assess annual SLOA goals and revise for next year	Spring	Karen	Accreditation

**Evaluation Report
Annual SLOA/Gen Ed Assessment Goals (2009-2012)**

<i>FY 2009/2010</i>	<i>Fully Met 3</i>	<i>In Progress 2</i>	<i>Not Attempted 1</i>
1. Fully implement new program review template rollout: <ul style="list-style-type: none"> – Graphic Design – Journalism – Psychology – Social Work – Accounting Assistant – Computer/Office Technology – Machining Technology 	3		
2. Continue work on program review assessment. <ul style="list-style-type: none"> – Yearly update and report on program plans - implement process 			1
3. Publish results –develop SLOA SharePoint site (pending full implementation of the new portal).			1
4. Finalize the new curriculum council forms and process for new general education courses.	3		
5. Continue with General Education assessment, instrument development and pilot assessment projects for “skill abilities.” <ul style="list-style-type: none"> – Written Communication (ongoing) – Oral Communication (ongoing and instrument development) – Quantitative Reasoning (ongoing) – Information Literacy (pilot) – Critical Thinking (instrument development) 	3		
6. Define the problem, develop a plan, and identify assessment samples representative of General Education Abilities based upon Themes. Develop division-specific process based upon needs assessment: <ul style="list-style-type: none"> – Historical Cultural, Environmental and Global Awareness – Aesthetic Response – Social Responsibility and Citizenship – Valuing/Ethical Reasoning – Wellness 		2	
7. Design a General Education learning event for all faculty.	3		
8. Continue to work on goals and measures tying SLO assessment to the new accreditation standards and process.	3		
	15	2	2
Total = 19/24 pts. 80 % of 2009/2010 goals met			

FY 2010/2011	Fully Met 3	In Progress 2	Not Attempted 1
1. Continue new program review template rollout: <ul style="list-style-type: none"> – American Indian Studies – Business Administration – Child Development – Computer Science – Engineering/Physics – English – Fine Arts – Geology/Geography – Humanities – HVAC/R – Law Enforcement – Medical Assisting Technology – Resort/Recreation Management – Welding 	3		
2. Continue work on program review assessment. <ul style="list-style-type: none"> – Yearly update report from 2009-2010 program review action plans – Revisit/monitor 2008/2009 program actions for yearly report 		2	
3. Publish results – SharePoint site in portal.			1
4. Review assessment results and discuss with Division Chairs; implement a frequency cycle: <ul style="list-style-type: none"> – Written Communication (review) – Oral Communication (review) – Quantitative Reasoning (review) 		2	
5. Continue with pilot: <ul style="list-style-type: none"> – Information Literacy (continue pilot) – Critical Thinking (continue pilot) 	3		
6. Implement division assessments; define collection and reporting process. <ul style="list-style-type: none"> – Historical Cultural, Environmental and Global Awareness – Aesthetic Response – Social Responsibility and Citizenship – Valuing/Ethical Reasoning – Wellness 		2	
7. Design and implement General Education learning event for new faculty.	3		
8. Review goals and measures tied to new accreditation process.		2	
	9	8	1
Total = 18/24 pts. 75% of 2010/2011 goals met			

FY 2011/2012	Fully Met 3	In Progress 2	Not Attempted 1
1. Continue new program review template rollout: <ul style="list-style-type: none"> - Criminal Justice - Education - Interdisciplinary Studies - Music - Philosophy - Theatre - Automotive Technology (NATEF) - Collision Repair Technology (NATEF as of 2005-2006) - Computer-Aided Drafting Tech - Culinary Arts - Radiography Technology 	3		
2. Continue work on program review assessment. <ul style="list-style-type: none"> - Yearly update report from 2010-2011 program review action plans - Revisit/monitor 2009/2010 program actions for yearly report - Work on program-level (discipline/occupation) outcomes assessment 		2	
3. Publish results – SharePoint site in portal.		2	
4. Review assessment results and discuss with Division Chairs; implement a frequency cycle: <ul style="list-style-type: none"> - Written Communication (review) - Oral Communication (review) - Quantitative Reasoning (review) - Information Literacy (review) 		2	
5. Continue with pilot: <ul style="list-style-type: none"> - Critical Thinking (continue pilot) 	3		
6. Continue division work; implement collection timeline. <ul style="list-style-type: none"> - Historical Cultural, Environmental and Global Awareness - Aesthetic Response - Social Responsibility and Citizenship - Valuing/Ethical Reasoning - Wellness 		2	
7. Continue with General Education learning event for new faculty.			1
8. Review goals and measures tied to new accreditation process; prepare for spring (accreditation) visit. Note: <i>accreditation visit cancelled</i>		2	
	6	10	1
Total equals 17/24 pts. 70% of 2011/2012 goals met			



North Idaho College

Curriculum Council
Guidelines 2012

**North Idaho College
Curriculum Council Guidelines
2012**

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Please Note: Current forms and instructions are available on the Curriculum Council's website, accessed through the NIC's main home page, Employee section, under Governance.

North Idaho College Curriculum Council Guidelines

Introduction

Because of its charge, a comprehensive community college must maintain a complex and dynamic curricula. The college must satisfy the needs of the student who plans to transfer to a college or university, as well as the student who plans to enter the job force immediately after receiving a degree or certificate. It must provide the means by which students can accomplish their goals yet provide the appropriate initial course offerings for their academic backgrounds. In addition, the comprehensive community college must respond to the ever-changing needs of the community it serves.

Responding to students and the community demands a clear set of instructions and guidelines for the faculty of North Idaho College to ensure that the curricula is quality-centered, student-centered, community-conscious, and dynamic. This guide provides the faculty with the needed instructions and guidelines to recommend changes to the curriculum.

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum (Accreditation Standards 2.C.5). When preparing to submit proposals to the Curriculum Council, faculty are expected to consult with their department and division members, including the Division Chair and Council representative, to make certain they are informed about the proposed changes. These guidelines provide instructions for the necessary steps to submit proposals; the Curriculum Council's other resources, including appropriate forms, are available on their web site and through each group's representative. When necessary, faculty/initiators may also consult appropriate deans and the Vice President for Instruction's office for assistance.

All proposals for curricular change at North Idaho College will be based on the following three principles:

1. North Idaho College will provide the highest quality education possible.
2. North Idaho College will maintain a dynamic curriculum in order to address the changing needs of the community and students.
3. North Idaho College will be realistic; curricular changes will occur only if it meets the mission of the college, and decisions to initiate or continue programs and courses will rely on a careful study of benefits, costs, and available resources.

The processes described within this document are intended to assist in providing a dynamic, realistic curriculum of the highest possible quality.

Purpose

The purpose of the Curriculum Council is to promote quality and excellence in the design and implementation of North Idaho College's curriculum. The Curriculum Council must review and make recommendations to the Vice President for Instruction regarding the following matters:

1. proposals for new courses and programs;
2. modification, deletion, or reinstatement of courses or programs;
3. changes in general education requirements.

The Curriculum Council may also consider changes in policy related to the implementation of curricula and other matters related to instruction at the request of the Vice President for Instruction.

The Curriculum Council may request of the Vice President for Instruction the opportunity to address a matter of concern related to curricula but beyond the scope of the above three main charges. When the Curriculum Council has approval to address a matter, it will accept, seek out, and carefully examine relevant information. The committee will then develop and submit recommendations regarding the matter to the Vice President for Instruction.

Curriculum Council recommendations generally reflect majority of the Council, but any voting Council member will have the right to submit an alternate recommendation, which may include evidence and argument as well as additional proposals, concerns, or other comments. Alternate recommendations shall be submitted to the Curriculum Council Chairperson for inclusion in the next meeting's agenda. The Curriculum Council Chairperson will announce before the next Council meeting that an alternate recommendation has been received and will distribute it for the Council's consideration.

Membership

Voting members:

A faculty representative will be elected from each of the groups listed below. These faculty members advocate not only for faculty in these groups but are guardians of the curriculum for the entire college.

1. Group #1: English, Modern Languages, and Interdisciplinary Studies Division
2. Group #2: Communication, Fine Arts, and Humanities Division
3. Group #3: Social and Behavioral Sciences Division
4. Group #4: Trades and Industry Division
5. Group #5: Business and Professional Programs Division
6. Group #6: Math, Computer Science, and Engineering Division
7. Group #7: Natural Sciences Division
8. Group #8: Health Professions and Nursing Division
9. Group #9: College Skills and Physical Education Divisions

NOTE: If a voting member cannot attend a Council meeting, a designated substitute may attend and participate in the discussions, but he or she cannot vote. No proxy votes will be allowed.

Note: During their annual review, described below, the Council will evaluate groupings for numbers of full-time faculty members and total members to assure balanced representation.

Ex-Officio Members (non-voting):

1. ASNIC Representative,
2. Dean of General Studies
3. Dean of Professional, Technical, and Workforce Education
4. Dean of Health Professions and Nursing
5. Registrar/Director of Admissions
6. Director of Academic Support Services
7. Director of e-Learning
8. Director of Communications and Marketing
9. Vice President for Instruction

Executive Committee Members:

1. Chair of Curriculum Council
 2. Vice Chair of Curriculum Council
 3. Dean of Health Professions and Nursing
 4. Dean of General Studies
 5. Dean of Professional Technical and Workforce Education
 6. Executive Assistant to the Vice President of Instruction
-

Organization and General Operation

Selection of Voting Members:

1. Initial selection:

The selection of faculty will be for three-year terms, with approximately 1/3 of the voting positions replaced each year.

2. Selection process:

In January, the Executive Committee of Curriculum Council will provide to each of the groups the names of those individuals whose terms are due to expire at the end of the academic year. Those representatives whose terms are expiring are responsible to communicate with the group they represent to enlist candidates. All tenured or tenure-track, full-time faculty members in the group are eligible: their names will be placed on a list, and they will be notified that they must request their names to be removed if they are unable to serve. Division chairs are not normally considered to be eligible unless no other faculty members in the group are able to serve. Once all eligible members of the group have had the opportunity to indicate their willingness to serve or not, the group will vote on their representative using an approval voting process. The person receiving the highest number of votes will be selected. The selection of the new representative for a group must be completed by March 31, and the new representative will attend Curriculum Council, for the group, at the April Meeting.

3. Selection and Rotation Timeline:

Representatives from each group will serve three-year terms. If a member representing a group resigns from Curriculum Council prior to the end of the normal term, then the group may select an individual to complete the departing member's term. Then upon the normal rotation time for the departing member, the group will elect a replacement as defined in the Selection Process above.

The rotation schedule for members rotating from Curriculum Council will be a three year schedule.

To provide for a realignment of representatives in the Fall of 2013, representatives from the former Group 3 (currently in year three) and former Groups 6 (currently in year 3) will not be re-elected. The new Group 7 will choose among the two representatives from former Groups 8 and 9 (currently in year two). The new Group 9 will elect a new representative.

- Year 1 (2013): Groups 5, 6, 9
- Year 2 (2014): Groups 1, 3, 5
- Year 3 (2015): Groups 2, 4, 7
- Succeeding years repeat rotation schedule.

Officers:

1. The chairperson and the vice chairperson of the Curriculum Council will be elected from the voting members of the Council by the voting members of the Council at the last meeting of the Academic Year. Their term of office will start on August 1.
2. The chairperson, with administrative assistance from the Vice President for Instruction's office will:
 - preside over all meetings;
 - vote only in case of a tie vote;
 - prepare agendas;
 - set and announce the time and location of committee meetings for the school year;
 - ensure the timely posting of the Council agendas to all Council members, to all faculty, and to any interested party;
 - ensure that copies of the minutes of the Council meetings are prepared and distributed electronically to Council members and made available electronically to the faculty, with one copy to be archived in the College library;
 - represent Curriculum Council at the Executive Committee to set the agenda.
2. The vice chairperson serves as the chairperson of the Curriculum Council when:
 - the chairperson is absent;
 - the chairperson must temporarily vacate the chair due to a potential conflict of interest;
 - the chairperson cannot perform his or her duties for any other reason.

Committees:

1. It is the function of the Executive Committee to:
 - meet in advance of the scheduled Curriculum Council meeting
 - set the agenda for the meeting
 - screen proposals to make certain that forms and signatures are complete
 - set the calendar
 - notify groups whose members' terms are expiring to conduct elections
 - screen minor changes (Form 1) prior to their submission as reports to the Council
 - identify issues that should be considered by the Council
 - other duties as assigned by the members

The Executive Committee may not determine the validity of a proposal to come before the council but may return a proposal to an individual faculty member or division for clarification.

2. Subcommittees and/or ad hoc committees will be organized by and report to the full Council for the purpose of expediting particular functions which cannot be performed efficiently in meetings of the full Council. Any such subcommittees and/or ad hoc committees will provide minutes of their meetings and/or any recommendations, etc., to the Curriculum Council chairperson on a continuing basis so that the full membership will be kept informed of their activities.

General Practices:

1. All Curriculum Council actions require a quorum (a majority of the total voting membership) of the voting members.
2. All curricular changes require a second reading before a vote is taken. A majority vote will determine an

issue brought before the Council.

3. Any member of the college community may attend Curriculum Council meetings, and may enter into discussion if recognized by the chairperson. An author of a proposal, or a designee, must attend the first meeting when the proposal is considered to answer questions from Council members.
4. An annual evaluation of the Curriculum Council by the Vice President for Instruction and four voting members appointed by the Council chairperson will review council design, operation, membership, and guidelines, as well as other relevant matters. The group will be appointed by October, any reconfiguration of groupings will be recommended by early January, the full report will be complete by March, and the Council will consider its recommendations in April.

Committee Action

1. Once initiated, a proposal will be considered by the Curriculum Council. The Council will respond to formal proposals after a second reading. Only the faculty members/initiators may withdraw a proposal from consideration.
2. The chairperson, in consultation with the Executive Committee, will set the agenda for the next meeting.
3. To be included on the Council's agenda, any proposal or other item for consideration must be submitted to the chairperson by published dates established by the Council chairperson. The agenda will be published and distributed one week prior to the Council's scheduled meeting.
4. At the request of the Council, a proposal may be amended at any time before final action by the Council. The Council may recommend that an author revise a proposal before the second reading, in which case the author must make the changes within a week after the first reading.
5. The recommendations of the Council will be signed by the Council chairperson and forwarded to the Vice President for Instruction for his or her signature. Without the Vice President's approval, the recommendation is vetoed. The original documents will be sent to the Council archives maintained in the College library. Copies of the signed documents will be forwarded to the College President, the Registrar, and College Relations.
6. The Registrar will be responsible for making sure that all changes are made and are accurate, including all curricular changes in the next electronic publications and printings of the North Idaho College catalog.

Procedure for Recommending Curricular Change

Proposals for curricular change are proposed for consideration according to the following steps:

1. A faculty member/initiator and division chairperson will review the course outcomes, course description, number of credit hours, and/or the program of study.
2. A faculty member/initiator submits the request on the appropriate forms and any supporting information to the division chairperson.
3. The division chair submits the request and forms to the appropriate dean for review. The dean may suggest revisions or request the attachment of additional supporting materials.

4. The dean submits the proposal to the Office of Instruction, who forwards the request to the Executive Committee of Curriculum Council for their review.
5. The Executive Committee of Curriculum Council either accepts the proposal for the next meeting's agenda or requests revisions to the forms or additional information prior to placing the item on the agenda for a subsequent meeting.
6. The faculty member/initiator, division chair, or designee will attend the meetings in which the proposed curriculum changes are considered by the Curriculum Council to answer any questions regarding the proposed changes.
7. The Curriculum Council acts and returns the request and its recommendation to the Vice President for Instruction for his or her consideration. The Vice President for Instruction may approve or disapprove the action of the Curriculum Council.
8. If the Vice President for Instruction approves the action of the Curriculum Council, the Office of Instruction forwards a copy of the request to the Registrar for inclusion in the next college catalog.
9. If the Vice President for Instruction vetoes the proposal, it will be returned to the faculty member/initiator, and the Curriculum Council Chairperson will be notified of the action. If the faculty member/initiator wishes to make changes, he or she may do so at this time and re-submit the proposal through his or her division chairperson.

Deadlines for Curricular Changes

The yearly calendar for Curriculum Council will be published in August each year. This calendar will include deadlines for submitting proposals, meeting dates of the Executive Committee, and meeting dates and times for the full Council.

1. Catalog Changes:

- Proposals for curricular change to be included in the following year's catalog must be submitted by the deadline for regular March meetings, usually by the end of February.
- Faculty/initiators are encouraged to submit proposals sooner in order to make sure that the entire process is followed and forms are prepared carefully to make certain their proposals are considered.

2. Schedule Changes:

Proposals for curricular changes that will only affect the schedule

- in the Fall or Spring semesters must be submitted by the deadline for the March meeting
- in the spring to affect the Fall semester's schedule and by the deadline for the October meeting for the Spring semester schedule.

Reasons for Proposing Changes to the Curriculum

Because of their education and expertise in their fields, the faculty of North Idaho College are responsible for maintaining and developing the curriculum. Staying current with trends in their disciplines through professional development and maintaining contacts with faculty in departments at transfer institutions and professional organizations ensures that North Idaho College's curriculum will remain strong. Faculty members proposing changes to the curriculum, along with their departments, division chairs, and representatives, must consider a number of factors and criteria when developing proposals.

All course changes are defined as curriculum changes and require Curriculum Council's action. These changes may be minor, major, new, proposals for deletions, or requests to reinstitute deleted courses or programs. Such changes are described in the final section of this document and require the use of specific forms.

Reasons for recommending curricular changes may be the result of a number of factors, such as, but not limited to:

1. changes in the state articulation or other North Idaho College articulation agreements;
2. changes in state guidelines;
3. recommendations from advisory committees;
4. recommendations from regular five-year program review committees; these changes should be submitted within one year following the receipt of the program review report;
5. trends in a specific discipline, supported by evidence from research, professional organizations, and transfer institutions.

Minimum Competency Levels and Prerequisites

Minimum competency levels in reading, writing, and mathematics for proposed changes are to be indicated by placement test scores or prerequisites when appropriate. The Curriculum Council will discuss these minimum competencies even when there has been no change, and they may recommend that minimum competencies be addressed further.

Since North Idaho College has an "open door" admissions policy, students are admitted with a wide range of entry skills. Entry levels in reading, writing, and mathematics skills are measured, and results are used with other information in the advising process to assist students in selecting the most appropriate courses.

Criteria for Curricular Changes

The Curriculum Council's review of proposals for curricular changes considers not only the range of reasons for making such changes but also the impact on the entire curriculum. Depending on the type of change proposed, specific criteria should be addressed, and the faculty members/initiators of the request should be prepared to answer questions related to the criteria. The Curriculum Council will consider the following criteria when evaluating a course or program change proposal:

Criteria for additions or Modifications of Courses or Programs:

1. supports the mission of North Idaho College;
2. does not duplicate an existing credit course or program;
3. is titled and numbered correctly as determined by the Registrar and is appropriate in relation to other courses or degrees offered by North Idaho College, and by our principal transfer institutions;
4. has the support of the faculty who teach the course;
5. has the support of the faculty who are members of or who are responsible for the department or program;
6. can be implemented and taught by faculty with appropriate academic expertise;
7. transfers as an equivalent course or as part of a transfer college or university parallel degree program, focusing mainly on institutions in Idaho and the region with which we have articulation agreements;
8. meets the needs of business/industry and has advisory committee support if is part of a Professional-Technical degree or certificate program;
9. supports North Idaho College's and the assigned division's long-term goals;
10. meets all the state and accreditation requirements in the number of credit hours.

NOTE: A resource assessment is the responsibility of the submitting division and is not used as the basis for approval or disapproval by the council.

Criteria for Deletions of Courses or Programs:

1. impacts the mission of North Idaho College;
2. interferes with the progress of students currently enrolled in programs that have the course as a requirement or option;
3. has the support of the faculty in the program(s) in which the course is located;
4. has the support of the faculty whose programs currently list the course as a requirement or option;
5. has the support of the appropriate advisory committee if it is related to a professional-technical program;
6. has the support of the appropriate program review committee.

Definitions of Types of Courses

General Education Core Requirements: The General Education core requirements for an associate degree are listed in the North Idaho College catalog. These requirements are in accordance with the college's mission and will meet all of the requirements of the state articulation agreement with transfer institutions within the State of Idaho. Recommendations for changes in the College's core requirements result only from the efforts of the faculty and the Vice President for Instruction and require the General Education Committee's and the Curriculum Council's action.

These courses are taken to satisfy the core requirements as listed in the North Idaho College catalog. (Associate of Arts 48 credits minimum and Associate of Science degrees 37 credits minimum; Associate of Applied Science 15 credits minimum). When students complete an A.A. or A.S. at NIC, these courses will complete the core requirement at other state institutions, based on articulation agreements. When students transfer without completing an A.A. or A.S., these courses will transfer on a course-by-course basis, as will all other courses on a student's transcript. Therefore, the Council should pay close attention to core courses' transferability to other state institutions.

Since a change in the General Education core requirements will affect numerous degree programs, much care must be taken in making such proposals. This type of change requires additional evidence and documentation that must describe the following:

1. the rationale for the change;
2. the effect of the change on degree programs;
3. the plan for implementing the change;
4. transferability confirmation supporting the change at transfer institutions.

Major/Technical Courses: These courses comprise the essential credits of study in a student's selected discipline. The majority of the courses will be in the major discipline; however, closely allied subject areas may also apply. These courses may transfer as electives within the discipline.

Support/Related Courses: As the name implies, these courses complement the educational program by adding breadth to the depth provided by the major courses. These courses may transfer as electives within the discipline.

Electives: These courses are "free-choices" selected by students to fulfill the minimum semester credit hours required for graduation. They are not part of the requirements to complete a course of study or emphasis and may or may not transfer within a specific discipline.

Special Topics Courses are "experimental" course offerings designed to allow the following:

1. testing of a new course in order to determine its appropriateness as a possible permanent course offering;
2. limited offering of an innovative and/or non-traditional course that is not necessarily intended to become a permanent course offering.

Proposals for special topics courses may be initiated by a faculty member, division chairperson, or Vice President for Instruction. The Curriculum Council's approval to offer a special topics course will be valid for a two-year period only.

Instructions for Completing Forms

Please Note: Current forms and instructions are available on the Curriculum Council's website, accessed through the NIC's main home page, Employee section, under Governance.

Information Literacy Assessment

1. When checking into the background of a research source to look for potential biases, what information is most important to find out?
 - a. The gender and age of the author
 - b. How many other published articles the author has produced
 - c. Whether the author's findings are linked to (or financially supported by) a political group, corporation, non-profit agency, etc.
 - d. The year in which the research was published
 - e. I don't know.

2. You are assigned to research an aspect of "children and violence in media." Which one of the following would be an appropriate research question?
 - a. Is excessive TV viewing linked to increasing child obesity rates?
 - b. Do violent video games promote aggressive behavior in children?
 - c. Are public perceptions of violent crime distorted by sensational news coverage?
 - d. Should minors be tried in the courts as adults for violent crimes?
 - e. I don't know.

3. Which of the sources listed below would not be considered a scholarly source for a research paper on US factory farms?
 - a. An e-book by a university scientist on the use of antibiotics in factory farms.
 - b. An article from the .org website *RejectFactoryFarms*.
 - c. A peer-reviewed journal article on the development of the American cattle industry.
 - d. A history book from the library stacks detailing the rise of factory farms in America.
 - e. I don't know.

4. You are writing a paper about the migration of Africanized honey bees to the United States, and you have found the following article: "Flight of the Killer Bees." Newsweek, Nov. 14, 1994. Vol. 117, No. 19, page 25. Select the letter of the best description of this article:
 - a. A scholarly, peer-reviewed journal article
 - b. A magazine article
 - c. An encyclopedia entry
 - d. A government document
 - e. I don't know.

5. If you use information taken from a book, Website, periodical article, or other material in your research, it is only necessary to give credit to the author if you quote him/her word-for-word. Select the letter of the correct answer:
- a. True
 - b. False
 - c. I don't know.
6. While conducting a search in a periodical database on your topic the database finds over 10,000 articles. What should you do next?
- a. Begin scanning the article titles to find the ones you can use.
 - b. Sort your search results according to relevance so that the most relevant articles appear at the beginning of your list of results.
 - c. Sort your search results according to date so that the most recent articles are at the beginning and easier to find.
 - d. Redo your search with additional search terms in order to narrow your search results.
 - e. b or d.
 - f. I don't know.
7. Which of the following is a primary source?
- a. A book about the Kiowa Indians.
 - b. A scholarly journal article about the Kiowa Indians.
 - c. A peace treaty signed by the Kiowa Indians in 1867.
 - d. A web site dedicated to Kiowa history and genealogy.
 - e. I don't know.
8. Which of the following is a characteristic of scholarly journals?
- a. Contains glossy pictures, advertisements, and perfume samples.
 - b. Contains research conducted by experts in the field.
 - c. Reports contemporary news events as they unfold.
 - d. Provides samples of student papers on many subjects.
 - e. I don't know.
9. When conducting research on the Internet, what are the important criteria to use to determine the credibility and authority of any web site?
- a. The length of its articles and the number of other sites that link to it.
 - b. The font, color, and visuals used on the home page of the site.
 - c. The authorship, sponsorship, purpose and currency of the site.

___d. The popularity of the site on Google's page ranking.

___e. I don't know.

10. You are searching for sources to use in writing a paper on global warming and climate change. Select the three sources below that are likely to contain authoritative and reliable information.

___a. An entry from *Encyclopedia of Global Warming and Climate Change* published in 2008.

___b. An article published in the newspaper *USA Today*.

___c. A book published by former Vice-President Al Gore.

___d. A study published by the Kyoto Protocol UN Framework on Climate Change.

___e. A *NOVA* documentary that aired on PBS.

___f. I don't know.

11. Have you used the NIC library on campus or online?

___a. Yes

___b. No

12. Have you used the NIC electronic library catalog to find books or e-books?

___a. Yes

___b. No

13. Have you accessed one or more electronic databases available through the NIC library?

___a. Yes

___b. No

14. Have you asked questions of the NIC Reference Desk librarians?

___a. Yes

___b. No

15. Have you looked for information in the NIC library's reference section?

___a. Yes

___b. No

Division	
Program/Course	
Date	

**North Idaho College
Curriculum Council**

Form 6-A: Proposing a General Education Course

Definition: A course that is part of a series of learning experiences that provides the knowledge, skills, and attitudes necessary for individuals to function well in society. General education courses are designed for all students, but for degree-seeking students in particular.

NOTE: Please check the Idaho State Board of Education - Governing Policies and Procedures to see if your proposal meets the state guidelines for transferability of a lower division general education core requirement. The guides are online at: www.boardofed.idaho.gov; click on: Board; click on: Policies and Procedures; click on: Post Secondary Affairs; click on: Statewide Articulation - Transfer Associate Degree.

DIVISION	
DEPARTMENT	

PROPOSED SEMESTER FOR IMPLEMENTATION	
---	--

MARK THE APPROPRIATE CHOICES (X)

<input type="checkbox"/>	New course
<input type="checkbox"/>	Currently offered course

Course Prefix	
Course Number	
Course Title	

GENERAL EDUCATION
In pursuing a degree at NIC, the expected general education learning outcomes of the degree programs are expressed through a framework of nine "abilities." NIC believes these abilities will contribute to the development of individuals who are active, productive, and personally-fulfilled members of a highly diverse, ever-changing society.

Division	
Program/Course	
Date	

BASIC CRITERIA FOR A GENERAL EDUCATION COURSE:	
1.	The course provides an orientation suitable for non-majors and introduces students to the fundamental principles, concepts, vocabulary, and methods essential for the acquisition of knowledge and skills basic to the content.
2.	Where appropriate, in the General Education pattern, the course provides a variety of learning experiences that encourage students to use the fundamental principles and methods to acquire, analyze, and use information for purposes of inquiry, critical thinking, problem-solving, and creative expression in diverse environments.
3.	The course must be appropriate for an associate degree, and the course must meet the standards and criteria for associate degree credit courses.
4.	In its content and approach, the course should focus on the General Education ability, and the instructor agrees to use appropriate assessment tools identified for the General Education outcomes.
5.	The instructor agrees to demonstrate the degree to which students have met the General Education outcomes of the course and provide this information to the Student Learning Outcomes Assessment Committee for publication.
6.	In most cases, the course should not have prerequisites at the college level other than courses mandated or recommended by COMPASS test scores used for placement in certain courses.

MARK THE APPROPRIATE CHOICES (X)

GENERAL EDUCATION ABILITIES (see current catalog for a complete description of each ability)	
	Critical / Creative Thinking and Problem Solving
	Communication
	Mathematical, Scientific and Symbolic Reasoning
	Historical, Cultural, Environmental and Global Awareness
	Aesthetic Response
	Social Responsibility / Citizenship
	Information literacy
	Valuing / Ethical Reasoning
	Wellness

RATIONALE FOR THIS REQUEST / PROPOSAL: Briefly explain why this course should be part of the General Education requirements at North Idaho College

Division	
Program/Course	
Date	

THIS COURSE SATISFIES THE FOLLOWING DEGREE REQUIREMENTS. MARK APPROPRIATE CHOICES (X)

Associate of Arts Degree		Associate of Science Degree		Associate of Applied Science Degree	
	Arts and Humanities		English Composition		English Composition
	<i>Group 1</i>		Laboratory Science		Mathematics
	<i>Group 2</i>		Communication		Social Science/Human Relations/Interpersonal Communications
	Communication		Mathematics		Professional-Technical Requirements
	Computer Science		Physical Education		Natural Science Option
	Critical Thinking		Social Science & Arts and Humanities		
	Cultural Diversity		<i>Social Science</i>		
	English Composition		<i>Arts and Humanities</i>		
	Laboratory Science		<i>Foreign Language</i>		
	Mathematics		Non-Core Elective		
	Physical Education				
	Social Science				
	<i>Group 1</i>				
	<i>Group 2</i>				
	<i>Group 3</i>				
	<i>Group 4</i>				
	Non-Core Elective				

SLOA COMMITTEE CHAIR	
Signature:	Date
	Approve
	Disapprove
Comments:	

**Attach to Form 4 if this is a new course or to a current course outline if the course is currently offered
Attach Form 8: Action Transmittal Form / Signature Page**

Division	
Program/Course	
Date	

NOTE: This course must be reviewed by the General Education / Student Learning and Outcomes Assessment Committee before being submitted to the Curriculum Council for action. This may result in the proposal being delayed for up to one month before being placed on the Curriculum Council Agenda.

NIC General Education Abilities

General education is a series of learning experiences designed to provide students with the knowledge, skills and attitudes necessary for them to function well in society. It provides a framework for understanding, interpreting, and evaluating what students encounter in today's world. In pursuing an AA/AS/AAS degree at NIC, students will find that the general education framework is expressed in terms of nine "abilities" that contribute to the development of individuals who are active, productive and personally fulfilled members of a highly diverse, ever-changing society.

General Descriptors of Levels:

- Level 1: Basic knowledge and connection to self.
- Level 2: Understand and *use* the knowledge and skills of a discipline within a given framework.
- Level 3: Analyze, problem solve, and/or create within a given framework.
- Level 4: Create new solutions/techniques for new situations through synthesis and evaluation. Evaluate one's own solution/values in connection to an interdisciplinary global perspective.

1. CRITICAL/CREATIVE THINKING AND PROBLEM SOLVING: The student will demonstrate the ability to analyze and evaluate information and arguments, and construct a well-supported argument. The student will select or design appropriate frameworks and strategies to solve problems in multiple contexts individually and collaboratively.

- LEVEL 1: **Recognizes** that there are a variety of ways to solve problems. Identifies one's own ways of solving problems within a given context.
- LEVEL 2: **Identifies** and **Defines** the aspects or components of an argument, problem or context/situation.
- LEVEL 3: **Analyzes** the reasoning or evidence behind points of view.
- LEVEL 4: **Applies** a new (to the student) principle, solution or insight to a given context or problem.
Applies reasoning to develop plausible arguments to support a hypothesis or thesis.
Evaluates one's own solution based on well-reasoned criteria.

2. COMMUNICATION: The student will recognize, send and respond to communications for varied audiences and purposes by the use of reading, writing, speaking and listening.

LEVEL 1: **Recognizes** common frameworks/concepts of communication.

Identifies these frameworks within their own communication patterns, recognizing that their values are part of those patterns.

LEVEL 2: **Organizes** and **Develops** own ideas with guidance, using a given framework.

LEVEL 3: Independently **Creates** ideas within a given framework.

Analyzes other materials with minimal guidance.

Integrates own individual ideas within an appropriate framework.

LEVEL 4: **Synthesizes, Evaluates** and **Uses** effective communication.

3. MATHEMATICAL, SCIENTIFIC & SYMBOLIC REASONING: The student will demonstrate the ability to apply mathematical and scientific reasoning to investigate and to solve problems.

LEVEL 1: **Recognizes** the importance of mathematics and science in one's life.

Recognizes that mathematics is a language and a tool.

Recognizes mathematical/scientific notation, procedures and operations.

LEVEL 2: **Defines** working definitions of terms/theorems/theories.

Explains principles and relationships.

Classifies objects/procedures being observed.

Understands and **Uses** numeric, symbolic, functional and spatial concepts.

Develops mathematical intuition to solve problems.

LEVEL 3: **Organizes** procedures.

Applies working definition to a structured situation.

Determines validity of results.

Solves problems using mathematical skills.

Analyzes quantitative information in a structured situation.

LEVEL 4: **Applies** a working definition to a new situation.

Evaluates connections between mathematics/science and other disciplines.

Analyzes quantitative information in a new situation.

Evaluates current issues in terms of existing scientific methods.

4. HISTORICAL, CULTURAL, ENVIRONMENTAL AND GLOBAL AWARENESS: The student will demonstrate the ability to think globally and inclusively with a basic understanding of key

ideas, achievements, issues, diverse cultural views and events as they pertain locally, nationally, and globally.

- LEVEL 1: **Recognizes** that one is a part of history, a part of a culture, a part of the environment and a part of the global community.
- LEVEL 2: **Compares** cultural patterns, both past and present.
Explains the impact of ideas achievements, persons and events which have shaped the world.
Compares/Contrasts eras, cultures, places and events.
- LEVEL 3: **Analyzes** various interpretations of historical, cultural, environmental and global patterns.
Analyzes reasons for patterns.
- LEVEL 4: **Evaluates** one’s own position in relation to the broader historical, cultural, environmental and global context.

5. AESTHETIC RESPONSE: The student will demonstrate the ability to recognize the elements of design, the unifying element, the context, the purpose, and the effect of craftsmanship and artistic creations.

- LEVEL 1: **Recognizes, Identifies** and **Describes** the elements of design of an artistic creation and the effects on self.
- LEVEL 2: **Compares/Contrasts** different designs within a given framework.
- LEVEL 3: **Determines** the context of an artistic creation.
Analyzes the purpose and effect of an artistic creation.
- LEVEL 4: **Evaluates the** relationship between an artistic creation and society.
Formulates and **Supports** one’s own position on the worth and value of an artistic creation.

6. SOCIAL RESPONSIBILITY/CITIZENSHIP: The student will demonstrate awareness of the relationships that exist between an individual and social groups, private/public institutions, and/or the environment, the nature of these relationships, the rights and responsibilities of these relationships, and the consequences that result from changes in these relationships.

LEVEL 1: **Identifies** own understanding of both interpersonal and/or social/political group interaction and decision making.

Recognizes and **Assesses** own abilities and behaviors for both interpersonal and social/political group task-oriented activities.

LEVEL 2: **Gathers** information, **Compares** and **Analyzes** all the philosophical, theoretical, and pragmatic choices that exist for a citizenry in establishing and maintaining a socially responsible society and personal life.

LEVEL 3: **Evaluates** and **Decides** own most appropriate philosophical and theoretical position for supporting and advancing social responsibility/citizenship.

LEVEL 4: **Initiates** and **Performs** in interpersonal and social/political group activities effectively.

7. INFORMATION LITERACY: The student will develop the ability to access information for a given need, develop an integrated set of skills (research strategy and evaluation), and have knowledge of information tools and resources.

LEVEL 1: **Identifies** ways one obtains information.

Identifies and **Locates** the basic information sources (people and systems).

LEVEL 2: **Understands** and **Uses** a variety of information access skills.

LEVEL 3: **Analyzes** potential usefulness of recorded and unrecorded information.

Determines effective research strategies.

LEVEL 4: **Formulates** a position by synthesizing information from *various* sources.

Applies appropriate research strategies.

8. VALUING/ETHICAL REASONING: The student will demonstrate the ability to apply what one knows, believes, and understands toward developing an empathetic and analytical understanding of others' value perspectives. Incorporates valuing in decision-making in multiple contexts.

LEVEL 1: **Identifies** those beliefs and attitudes by which she/he understands and organizes her/his experiences.

Recognizes the source of her/his values.

LEVEL 2: **Explains** values, principles, and ethical reasoning within a given framework.

Understands and **Explains** fairly, viewpoints opposing her/his own.

LEVEL 3: **Analyzes** implications of values and value conflicts.

LEVEL 4: **Applies** valuing in complex decision-making situations.

Evaluates and **Synthesizes** various value principles from a variety of sources, constructing one's own value system through careful, systematic ethical reasoning.

9. WELLNESS: The student will demonstrate an understanding of the factors that contribute to physical, emotional, psychological, occupational, social and spiritual well-being, life-long learning and success.

LEVEL 1: **Identifies** wellness concepts and how they apply to oneself.

LEVEL 2: **Compares** one's own wellness to the various factors that contribute to wellness.

Determines resources available in the community to assist with meeting wellness needs.

LEVEL 3: **Analyzes** personal needs and **Constructs** a plan to meet personal wellness goals in various dimensions.

Evaluates effectiveness of the plan.

LEVEL 4: **Evaluates** wellness concepts and how they apply to oneself with an interdisciplinary global perspective.

2012 – 2013 Department Name Program Review

1.0 Program Information	
1.1	<p>Purpose – Indicate the purpose/goal of this program</p> <p>4 = transfer</p> <p>3 = CTE (employment)</p> <p>2 = support for other programs</p> <p>1 = other (explain)</p>
1.2	<p>Is this program evaluated by a professional accreditation or certification body? (yes or no)</p>
1.3	<p>By whom?</p>
1.4	<p>Date of last accreditation/certification</p>
1.5	<p>Accreditation/certification status</p> <p>4 = accredited/certified</p> <p>3 = pending</p> <p>2 = working on self-study (no recommendations)</p> <p>1 = working on recommendations</p> <p>0 = not accredited/ certified</p> <p>N/A</p>

2012 – 2013 Department Name Program Review

	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester
	F08	S09	F09	S10	F10	S11	F11	S12	F12				
2.0 Management Information													
2.1 Headcount of full-time faculty (Fall census)													
2.2 FTE of full-time faculty (Fall census)													
2.3 Headcount of part-time faculty (Fall census)													
2.4 FTE of part-time faculty (Fall census)													
2.5 Total FTEF													
2.6 Total FTES													
2.7 Student/Faculty ratio (Dept)													
2.8 Average class size													
2.9 Number of full-time support staff													
2.10 Number of part-time support staff													
2.11 FTE of support staff													
2.12 Describe the administrative structure (i.e. chair, administrators, secretarial support, full-time, part-time, etc.)													
2.13 Explain any trends or deviations shown above.													

2012 – 2013 Department Name Program Review

2.0	Management Information
2.14	What changes in the program faculty/staff are expected in the next five years? (e.g. retirement, addition of new positions, etc.) Please explain.
2.15	Define the required faculty credentials for faculty teaching this program.
2.16	Percent of full-time faculty with the required credentials
2.17	Percent of part-time faculty with the required credentials

		Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester
3.0	Course Enrollment Trends	F08	S09	F09	S10	F10	S11	F11	S12	F12	
	<i>Course Name</i>										
	Sections										
	Enrollment										
	<i>Course Name</i>										
	Sections										
	Enrollment										

2012 – 2013 Department Name Program Review

	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester
	F08	S09	F09	S10	F10	S11	F11	S12	F12			
3.0 Course Enrollment Trends												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												

2012 – 2013 Department Name Program Review

	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester
	F08	S09	F09	S10	F10	S11	F11	S12	F12			
3.0 Course Enrollment Trends												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												

2012 – 2013 Department Name Program Review

	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester
	F08	S09	F09	S10	F10	S11	F11	S12	F12			
3.0 Course Enrollment Trends												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												
<i>Course Name</i>												
Sections												
Enrollment												

2012 – 2013 Department Name Program Review

	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester	Semester
	F08	S09	F09	S10	F10	S11	F11	S12	F12				
4.0 Program and Enrollment Trends													
Day Sections													
Night Sections (4:00 pm and later, even if one night/week)													
Off-Campus Sections													
Internet Sections													
Compressed Video Sections													
One day/week sections (3:00-6:00pm, 4:00-7:00pm, etc.)													
Total # of Sections													
Total Student Enrollments													
Total # Student Credit Hours													
Divided by 15 credits = FTES (Full-time equivalent students)													

2012 – 2013 Department Name Program Review

5.0 Student Completion									
Indicate completion rates in all program courses for the most recently completed fall semester									
Courses	Enrollment		Number			Attrition percentage	Number passing	% Successful	
	*Audits	Total (excluding audits)	F	W	Total				
						(1)	(2)	(3)	
(1)	Attrition Percentage = Number Withdrawn plus Number failed divided by enrollment								
(2)	Number Passing = Grades of A, B, C, D or S								
(3)	Percentage Successful = Number passing divided by enrollment								
	* Audits are not included in Total Enrollment or any other calculations on this table.								

2012 – 2013 Department Name Program Review

6.0 Students	
6.1	Does the program have a cap on the number of students? (yes or no) If so, please describe/explain
6.2	Are there special admissions requirements for this program? (yes or no)
6.3	If yes, how are these special admissions requirements (whether placement testing or prerequisites) related to student success in the program?
6.4	Number of students who participated in internship/co-op-practicum experiences
6.5	Does the program offer or require service learning opportunities? (Yes or no). Explain.

2012 – 2013 Department Name Program Review

7.0 Program Assessment/Improvement	
7.1	<p>What is the current status of student learning outcomes assessment in this program? 4= data analyzed and results written for current SLOA cycle 3= data collected for current SLOA cycle 2= SLOA cycle in progress 1= program level SLOs identified 0= no program level SLOs identified</p> <p>Program Outcomes: List your program outcomes.</p> <p>General Education Outcomes: If this is a General Education course, what General Education knowledge and abilities will students develop in addition to discipline-specific knowledge and abilities?</p> <p>Curriculum Analysis:</p> <p>a. Describe the process which is used to regularly review curriculum and course content. b. For courses with multiple sections and instructors, describe the process used to plan and review curriculum.</p> <p>Textbook analysis: Do you use a common textbook throughout a commonly numbered course? Yes or no. If no, what process do you use?</p> <p>Methods: Describe the methods used to assess the program outcomes (assignments, tests, essays, journals, portfolios, observation, case studies, presentations)</p>
7.2	
7.3	
7.4	<p>a.</p> <p>b.</p>
7.5	
7.6	

2012 – 2013 Department Name Program Review

7.7	<p>Results and Interpretation: Provide evidence students are meeting the program learning outcomes. Be specific.</p>	
7.8	<p>Describe the Strengths, Challenges, and Opportunities for the program.</p> <p>Strengths</p> <p>Challenges</p> <p>Opportunities</p>	<p>Describe the Strengths, Challenges, and Opportunities for the program.</p>
7.9	<p>Actions: Describe actions to be taken to change the program based on assessment of student learning outcomes.</p>	

2012 – 2013 Department Name Program Review

8.0 Time and Space Considerations	
8.1	Are existing facilities adequate to meet the instructional/staffing demands of the program? If not, explain.
8.2	Does size, access, or availability of facilities limit program growth or program modification in any significant way? (yes or no)
	If yes, how?
8.3	What scheduling modifications would facilitate program improvement?
8.4	Should the College anticipate the need to modify or expand existing facilities within the next five years? (yes or no)
8.5	If yes, with whom have plans been discussed and/or developed for modifications, expansion, or other changes and what are those plans?

2012 – 2013 Department Name Program Review

9.0 Equipment and Lab / Library Resources	
9.1	Briefly describe instructional equipment, laboratory equipment, etc., used by this program.
9.2	Is existing equipment adequate to meet the current and future instructional demands of the program? (yes or no)
9.3	<p>If no, describe the steps that have been taken to secure funding to address the needs.</p> <p>4= grant application made (Perkins or other) 3= donation sought 2= requested through informed budget process 1= steps being planned 0= no steps taken</p>
9.4	Are library resources adequate for the program? (yes or no)
	If not, explain.

2012 – 2013 Department Name Program Review

10.0 Articulation Agreements		
10.1 Articulation Committee External Members		
Name	Title/Position	Affiliation/Employer
10.2	<p>What significant recommendations or changes in transfer articulations have affected the program this year?</p> <p>How has the program responded to those recommendations or changes?</p> <p>4= recommendations fully implemented 3= recommendations partly implemented 2= response planned but not implemented 1= response to recommendations being considered 0= no response yet. NA= not applicable. Explain</p>	
10.3		
10.4	<p>Identify any current employment indicators that are related to the program and identify the source of those indicators (e.g. Dept. of Workforce Services.)</p>	
10.5	<p>What evidence demonstrates that the program is meeting the transfer needs of business and industry? Be specific.</p>	
10.6	<p>Accreditation Committee External Members</p>	
10.7	<p>What significant recommendations or changes in transfer articulations have affected the program this year?</p>	

2012 – 2013 Department Name Program Review

10.8	<p>How has the program responded to those recommendations or changes?</p> <p>4= recommendations fully implemented 3= recommendations partly implemented 2= response planned but not implemented 1= response to recommendations being considered 0= no response yet. NA= not applicable. Explain</p>	
10.9	<p>What evidence demonstrates that the program is meeting the transfer needs of students? Be specific.</p>	

2012 – 2013 Department Name Program Review

Five-Year External Program Review					
11.0	Review Team	External Members	Name	Title/Position	Affiliation/Employer
		Internal Members (if applicable)			
Review Team	11.1	What program strengths were identified by the review team?			
Review Team	11.2	What program weaknesses/potential threats were identified by the review team?			
Review Team	11.3	What recommendations for this program were made by the review team?			
Dept/Div	11.4	Describe the department/NIC plans for the implementation of the review team's recommendations and the timeline for that implementation.			

2012 – 2013 Department Name Program Review

12.0 Review of the Process	
12.1	Please indicate the strengths of this review process.
12.2	Please indicate the weaknesses of this review process.
12.3	Do you have any suggestions for improving this process?

Department	Previous	Next	Department	Previous	Next
Chemistry	2007-2008	2012-2013	Computer-Aided Drafting Tech	2005-2006	2012-2013
College Skills	2007-2008	2012-2013	Diesel Technology	2008-2009	2012-2013
Communications	2005-2006	2012-2013	Law Enforcement <i>Review conducted by P.O.S.T. (Review completed every 3 yrs.)</i>	2001-2002	2012-2013
Photography	2008-2009	2012-2013	Maintenance Mechanic/Millwright	2008-2009	2012-2013
Modern Languages	2007 Spring/Fall	2012-2013	Pharmacy Technology	2008-2009	2012-2013
Music	2003-2004	2012-2013	Practical Nursing	2008-2009	2012-2013
Political Science	2007-2008	2012-2013			
Theatre	2003-2004	2012-2013			

Department	Previous	Next	Department	Previous	Next
Anthropology	2008-2009	2013-2014	Carpentry	2008-2009	2013-2014
Biology	2008-2009	2013-2014	Computer Information Tech	2008-2009	2013-2014
History	2008-2009	2013-2014	Outdoor Power/Recreational	2008-2009	2013-2014
Mathematics	2008-2009	2013-2014			
Physical Education/Dance	2008-2009	2013-2014			
Sociology	2008-2009	2013-2014			

Department	Previous	Next	Department	Previous	Next
Graphic Design		2014-2015	Accounting Assistant		2014-2015
Journalism		2014-2015	Computer/Office Technology		2014-2015
A.D.N. Nursing (every 8 yrs.)	2006-2007	2014-2015	Machining Technology		2014-2015
Psychology		2014-2015			
Social Work		2014-2015			

Department	Previous	Next	Department	Previous	Next
Graphic Design	2002-2003	2009-2010	Accounting Assistant	2003-2004	2009-2010
Journalism	2002-2003	2009-2010	Computer/Office Technology	2003-2004	2009-2010
Psychology	2003-2004	2009-2010	Machining Technology	2003-2004	2009-2010
Social Work	2002-2003	2009-2010			2009-2010

Department	Previous	Next	Department	Previous	Next
American Indian Studies	2003-2004	2010-2011	HVAC/R	2004-2005	2010-2011
Business Administration	2004-2005	2010-2011	Medical Assisting Technology	New	2010-2011
Child Development	2005-2006	2010-2011	Resort/Recreation Management	New	2010-2011
Computer Science	2004-2005	2010-2011	Welding	1997-1998	
Engineering/Physics	2001-2002	2010-2011			
English	2003-2004	2010-2011			
Fine Arts	2000-2001	2010-2011			
Geology/Geography	2004-2005	2010-2011			

Department	Previous	Next	Department	Previous	Next
Criminal Justice	Never Done	2011-2012	Automotive Technology (NATEF)	2005-2006	2011-2012
Education	2005-2006	2011-2012	Collision Repair Technology (NATEF as of 2005-2006)	2005-2006	2011-2012
Humanities	2004-2005	2011-2012	Culinary Arts	2005-2006	2011-2012
Interdisciplinary Studies	New	2011-2012	Radiography Technology	2007-2008	2011-2012
Philosophy	2005-2006	2011-2012			

Health Professions
Accreditation

Program	Accrediting Body	# of Graduates	Pass Rate 2012
LPN	Idaho State Board of Nursing	25	23-92% (cannot locate 1 student, 1 has not taken boards)
MAST	CAAHEP	9	Cannot sit for exam yet
PHAR		10	
PTA	CAPTE -applied for candidacy	none yet	
RADT	JRCERT	9	9-100%
AND	NLNAC	35	35-100%

BUSINESS & PROFESSIONAL PROGRAMS TECHNICAL SKILLS ASSESSMENTS

PROGRAM	CIP CODE	CAREER CLUSTER	ASSESSMENT SOURCE	TSA NAME	YEAR PLANNED TO START	GIVEN	FUND SOURCE FOR TSA	EST COST PER STUDENT FOR TSA	WHO ADMINISTERS	FACULTY PROCTOR	WHERE ADMINISTERED
ACCT ASST	52.0401	30	OPAC	OPAC Office Skills, Clerical Skills & Software Skill Testing	2010-2011	Fall/Spring	Course Enrollment		Internal	*No	NIC
CULA	12.0508	9	National Restaurant Education Association	Servesafe	2010-2011	Fall	Included in Textbook		Internal	*No	NIC
CITE	11.0202	5	CompTIA, Microsoft	A+ Information Technology, Cisco Network Certification, Microsoft OS Certification	2010-2011	Fall/Spring	Student Fees	CITE 101: \$48.50 CITE 110: \$186.50 CITE 111: \$38.50 CITE 112: \$638.50 CITE 201: \$48.50 CITE 203: \$48.50 CITE 282: \$238.50	Internal	Randy Graves, Kathleen Czurda-Page nationally certified	NIC
Paralegal	52.0401	14	OPAC	OPAC Office Skills, Clerical Skills and Software Skill Testing	2010-2011	Fall/Spring	Course Enrollment		Internal	*No	NIC
Law Enforcement Basic Patrol Academy	43.0107	16	Peace Officer Standards and Training (POST)	POST Academy Final Exam	2010-2011	Fall/Spring	Course Enrollment		POST Training Manager for Region 1	*No	NIC
Office	52.0401	30	OPAC	OPAC	2010-2011	Fall/Spring	Course		Internal	*No	NIC

Administrative Programs				Office Skills, Clerical Skills and Software Skill Testing		Enrollment			
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***NOTE: The Division Chair or a faculty member from another program may proctor an exam if approved by the Testing Agency. Faculty may not proctor exams for their own students.**

3rd PARTY ASSESSMENT RESULTS , 2011-2012

Program	Test	# of Students	# Passed	Proctor
ACRR	<i>I-CAR, Adhesive Bonding</i>	11	*	<i>Anderson, D.</i>
	<i>I-CAR, Corrosion Protection</i>	11	*	<i>Anderson, D.</i>
AUTO	<i>Natl Automotive Student Skills Standards Assessment: Brakes</i>	7	6	<i>Anderson, D.</i>
	<i>Engine Repair</i>	7	6	<i>Anderson, D.</i>
CADT-Arch	<i>Auto CAD - Autodesk</i>	8	*	<i>AutoDesk Cert. Ctr.</i>
CADT-Civil	<i>Auto CAD - Autodesk</i>	6	*	<i>AutoDesk Cert. Ctr.</i>
CADT-Mech	<i>SolidWorks</i>	5	**5	<i>SolidWorks Cert, Ctr.</i>
CARP	<i>NOCTI: Carpentry</i>	6	*	<i>Anderson, D.</i>
DSL T	<i>NOCTI - Diesel Technology</i>	19	*	<i>Anderson, D.</i>
HVAC	<i>Gas/Oil Student License Exams: Written</i>	15	*	<i>City of Spokane, WA</i>
	<i>Oral</i>	15	*	<i>City of Spokane, WA</i>
	<i>ESCO - Section 608 Air Conditioning & Refrigeration: Core Exam</i>	15	*	<i>ESCO Institute</i>
	<i>Type I Exam</i>	15	*	<i>ESCO Institute</i>
	<i>Type II Exam</i>	15	*	<i>ESCO Institute</i>
	<i>Type III Exam</i>	15	*	<i>ESCO Institute</i>
MACH	<i>Mastercam</i>	?	?	<i>Mastercam Testing Center?</i>
MM	<i>NOCTI - Industrial Maintenance Mechanics-2074 v1</i>	8	*	<i>Anderson, D.</i>
OPRV	<i>NOCTI-Small Engine Technology-4068 v1</i>	7	*	<i>Anderson, D.</i>
WELD	<i>NOCTI-Welding-4072 v1</i>	15	*	<i>Anderson, D.</i>

***NOTE: Does not provide any indication of pass/fail on their tests, only a percentage. The NOCTI reports give overall percentages and comparisons with state and national results.**

****NOTE: The students who took this test received certificates which one might assume means they passed, but the certificate does not specifically state such.**

2011-2012 Workforce Training Center Courses and Enrollment

North Idaho College Workforce Training Center Fiscal Year 2012 Report (SPRING Semester: January 1, 2012 - June 30, 2012)											
Semester	Community Code	Course Type	Enrollment Type	Delivery Method	Male	Female	Students	Completed	Course Hours	Classes	Contact Hours
SP12	Athol	Health	Customized Training	Classroom	27	15	42	42	4	1	168
	Bonniers Ferry	Health	Open Enrollment	Classroom	2	3	5	5	120	1	600
	Coeur d'Alene	Business and Office	Customized Training	Classroom	0	1	1	1	2	1	2
		Health	Customized Training	On-Line Training	0	1	1	1	30	1	30
	Hayden	Business and Office	Customized Training	On-Line Training	1	0	1	1	3	1	3
	Kellogg	Health	Customized Training	Classroom	14	6	20	20	6	1	120
			Open Enrollment	Classroom	0	8	8	7	120	1	960
	Post Falls	Apprenticeship	Open Enrollment	Classroom	90	2	92	84	1280	8	14720
				Correspondence	2	0	2	2	288	2	288
				On-Line Training	22	0	22	16	720	5	3168
		Business and Office	Customized Training	Classroom	0	1	1	1	3	1	3
				On-Line Training	0	1	1	1	40	1	40
			Open Enrollment	Classroom	155	228	383	361	626	38	4950
				On-Line Training	28	79	107	63	588	7	3204
		Health	Assessment	Classroom	52	329	381	381	11	8	448
			Customized Training	Classroom	9	19	28	28	18	4	124
			Open Enrollment	Classroom	162	552	714	535	2656.5	53	40828
				On-Line Training	25	187	212	94	3277	16	22971
		Management	Open Enrollment	On-Line Training	3	1	4	3	24	1	96
		Netw orks and Web Design	Open Enrollment	On-Line Training	22	20	42	31	24	1	1008
		Real Estate	Open Enrollment	Classroom	7	9	16	16	93	2	744
				On-Line Training	1	0	1	0	24	1	24
		Trade and Industry	Assessment	Classroom	120	21	141	141	12	6	282
			Customized Training	Classroom	38	17	55	55	18	3	330
			Open Enrollment	Classroom	221	44	265	255	920	26	5718
				On-Line Training	5	3	8	5	672	1	5376
	Sandpoint	Business and Office	Open Enrollment	Classroom	2	6	8	8	6	1	48
		Health	Open Enrollment	Classroom	1	5	6	6	120	1	720
		Trade and Industry	Open Enrollment	Classroom	6	6	12	12	6	1	72
	St. Maries	Health	Open Enrollment	Classroom	1	9	10	10	120	1	1200
					1,016	1,573	2,589	2,185	11,831.50	195	108,245.00

North Idaho College Workforce Training Center Report Fiscal Year 2012 Report - (FALL Semester: July 1, 2011 - December 31, 2011)											
Semester	Community Code	Course Type	Enrollment Type	Delivery Method	Male	Female	Students	Completed	Course Hours	Classes	Contact Hours
F11	Bonniers Ferry	Health	Open Enrollment	Classroom	10	17	27	23	248	3	2232
	Coeur d'Alene	Business and Office	Customized Training	Classroom	0	1	1	1	2	1	2
				On-Line Training	0	1	1	1	30	1	30
		Health	Customized Training	Classroom	12	14	26	26	16	3	136
				On-Line Training	3	4	7	7	4	1	28
	Plummer	Trade and Industry	Customized Training	Classroom	4	1	5	5	6	1	30
	Post Falls	Business and Office	Customized Training	Classroom	6	2	8	8	18	2	114
				On-Line Training	3	4	7	7	100	3	240
			Open Enrollment	Classroom	118	146	264	243	774.5	25	9703
				On-Line Training	28	77	105	71	1132	12	3420
		Community Education	Customized Training	Classroom	0	2	2	2	4	2	4
		Health	Assessment	Classroom	57	457	514	514	16	10	729
			Customized Training	Classroom	30	43	73	75	33	8	293
			Open Enrollment	Classroom	176	390	566	516	1695.5	43	21318
				On-Line Training	9	80	89	72	1171	8	7753
		Management	Open Enrollment	Classroom	0	2	2	2	3	1	6
				On-Line Training	5	4	9	7	24	1	216
		Netw orks and Web Design	Open Enrollment	Classroom	3	4	7	7	3	1	21
				On-Line Training	26	19	45	31	504	4	1488
		Real Estate	Open Enrollment	Classroom	9	6	15	15	96	2	720
				On-Line Training	2	0	2	1	24	1	48
		Trade and Industry	Assessment	Classroom	31	62	93	93	10	5	186
			Open Enrollment	Classroom	175	33	208	197	444	26	1909
				On-Line Training	2	0	2	2	180	2	180
	Sandpoint	Business and Office	Customized Training	Classroom	10	18	28	28	16	2	224
			Open Enrollment	Classroom	1	16	17	17	27	3	183
		Trade and Industry	Customized Training	Classroom	20	0	20	20	6	1	120
	St. Maries	Health	Open Enrollment	Classroom	2	18	20	18	256	4	2064
					742	1,421	2,163	2,009	6,843.00	176	53,397.00



NORTH IDAHO COLLEGE

STUDENT EDUCATION PLAN

Name _____

1st Semester

Course	Cr	G	W
Total			

Notes:

4th Semester

Course	Cr	G	W
Total			

Notes:

2nd Semester

Course	Cr	G	W
Total			

Notes:

5th Semester

Course	Cr	G	W
Total			

Notes:

3rd Semester

Course	Cr	G	W
Total			

Notes:

6th Semester

Course	Cr	G	W
Total			

Notes:

2012 Student Athlete Academic Performance

	Term Average	Cum Average	Athletes in Survey	Athletes Below 2.0 Cum GPA	% Below 2.0 Cum GPA	Athletes Above 2.5 Cum GPA	% Above 2.5 Cum GPA	% Courses Complete
Basketball, Men	2.68	2.91	12	2	17%	8	67%	88%
Basketball, Women	2.90	3.01	12	1	8%	9	75%	97%
Golf, Men	2.48	2.68	8	2	25%	4	50%	82%
Golf, Women	3.05	3.18	5	1	20%	4	80%	96%
Soccer, Men	2.50	2.74	15	4	27%	9	60%	83%
Soccer, Women	2.91	3.09	19	3	16%	13	68%	85%
Softball	2.57	2.84	19	4	21%	10	53%	76%
Volleyball	3.11	3.13	9	0	0%	7	78%	89%
Wrestling	2.85	3.00	17	2	12%	13	76%	80%
Totals	2.78	2.95	116	19	16%	77	66%	85%
Students on Dean's List	9							
Students earned 4.00	5							
	Term Average	Cum Average	EOT Student Headcount	Number Below 2.0 Cum GPA	% Below 2.0 Cum GPA	Number Above 2.5 Cum GPA	% Above 2.5 Cum GPA	% Courses Complete
Credit Students	2.44	2.69	6,458	1,249	19%	4,321	67%	74%
Prepared by Office of Institutional Effectiveness, 02-08-12 07.23.12								

**North Idaho College
Operating Budget
FY 12 -FY 13**

	<u>FY12 Budget</u>	<u>Increase (Decrease)</u>	<u>FY13 Budget</u>
Changes in Revenue			
Tuition and Fees Base	\$ 12,820,356	\$ (378,404)	\$ 12,441,952
Enrollment Increase @ 3%	-	225,090	225,090
Tuition & Fee Increase @ 3%		312,803	312,803
New Fees for Classes	-	42,219	42,219
Subtotal	<u>\$ 12,820,356</u>	<u>\$ 201,708</u>	<u>\$ 13,022,064</u>
State General Funds	\$ 8,942,900	\$ 934,300	\$ 9,877,200
PTE State Funding	\$ 3,848,609	218,207	\$ 4,066,816
Property Tax Levy	\$ 13,531,907	(167,657)	\$ 13,364,250
1% Property Tax increase		\$ 133,643	\$ 133,643
New Property on Rolls (estimate)		\$ 170,251	\$ 170,251
Interest Income	\$ 7,476		\$ 7,476
All other Revenue ¹	\$ 1,764,625	56,233	\$ 1,820,858
Total Revenue	<u>\$ 40,915,873</u>	<u>\$ 1,546,685</u>	<u>\$ 42,462,558</u>

Increase from FY12 Original Budget **3.64%**
Net Increase in Revenue from FY12 Original Budget \$ **1,546,685**

Changes in Expenditures

Academic Instruction	\$ 13,803,717	\$ (18,920)	\$ 13,784,797
Professional Technical Instruction	4,014,942	282,299	4,297,241
Instructional Support	3,781,770	(29,021)	3,752,749
Student Services	3,134,070	355,170	3,489,240
Institutional Support	7,716,228	(31,136)	7,685,092
Physical Plant Operations	3,609,352	292,845	3,902,197
Student Aid	113,709	4,075	117,784
Public Service	988,479	42,730	1,031,209
Transfers	\$ 3,753,606	\$ 648,643	\$ 4,402,249
Total Expenditures	<u>\$ 40,915,873</u>	<u>\$ 1,546,685</u>	<u>\$ 42,462,558</u>

¹ - All other revenue includes County Tuition revenue, Misc Tax Receipts, Rentals, Child Care and Miscellaneous Revenue

**North Idaho College
FY13 Budget Proposal**

Total Institution

	General Fund	Fee Based ¹	Services ²	Grants ³	Total NIC
Tuition and Fee Revenue	\$ 13,022,064	\$ 1,223,600	\$ 1,022,620		\$ 15,268,284
Federal Revenue	\$ 16,400			3,754,264	3,770,664
State Revenue	\$ 13,944,016		74,000	664,680	14,682,696
Local Revenue	\$ 14,124,144				14,124,144
Interest Income	\$ 7,476		700		8,176
Purchase Discount	\$ 1,500		7,500		9,000
Net Sales Revenue	\$ 182,700		1,329,163		1,511,863
Rental Revenue	\$ 70,000		1,188,990	40,000	1,298,990
Other Revenue	\$ 1,094,258	1,147,404	48,900	1,260,705	3,551,267
Total Revenue	\$ 42,462,558	\$ 2,371,004	\$ 3,671,873	\$ 5,719,649	\$ 54,225,084

FY12 Budgeted Revenue \$ 40,915,873 2,089,069 3,431,191 6,725,521 53,161,654

Salary Expense	\$ 23,886,041	\$ 1,248,128	\$ 1,477,743	\$ 1,984,444	\$ 28,596,356
Benefits	\$ 7,641,076	\$ 390,545	\$ 504,554	\$ 799,432	\$ 9,335,607
Equipment	\$ 430,603	\$ 10,750	\$ 22,000	\$ 18,000	\$ 481,353
Operating Expenses	\$ 10,504,838	\$ 721,581	\$ 1,427,662	\$ 2,917,773	\$ 15,571,855
Total Expenses	\$ 42,462,558	\$ 2,371,004	\$ 3,431,959	\$ 5,719,649	\$ 53,985,171

FY12 Budgeted Expense \$ 40,915,873 2,089,069 3,312,707 6,725,521 53,043,170

Net Income - \$ - \$ 239,914 \$ - \$ 239,913

1 - includes Athletics, Student Health Services, Associated Students of NIC and Student Activities and Recreation
2 - includes Auxiliary Services (bookstore, residence hall, food service and student union) and Workforce Training
3 - includes Head Start of North Idaho, Area Agency on Aging and other state, federal and private grants

North Idaho College
Plant Fund Budget

	FY12 Original Budget	FY12 Revised Estimate	FY13 Budget
Total Funding:	\$ 3,600,107	\$ 3,600,107	\$ 4,248,749
Obligations:			
Rent	\$ 544,645	\$ 544,645	\$ 422,540
Enrollment Contingency	\$ 267,758	\$ 267,758	\$ 211,648
TV Studio	\$ 90,000	\$ 90,000	
Equip Replacement Schedule	\$ 511,450	\$ 511,450	\$ 601,450
Capital Investment Reserve	\$ 1,976,254	\$ 1,976,254	\$ 2,588,111 ¹
Property Development Contingency	\$ 210,000	\$ 210,000	\$ -
Plant Fund Contingency (allocated)			\$ 425,000
Net Plant Fund	\$ -	\$ -	\$ -



Capital Investment Reserve:	2,454,469	2,454,469	2,588,111
Less Commitments			
Deferred Maintenance	(231,900)	(231,900)	(231,900)
North Campus Infrastructure	(246,315)	(246,315)	
New Projects (reduction to budgeted reserve)			
North Campus Infrastructure		111,826	(750,000)
Property Development Contingency			(210,000)
Deferred Maintenance		31,000	-
Phase 1B - River Road			(220,000)
Instructional Equipment			(172,395)
IT Switches and Server Farm			(132,515)
WFTC Purchase		(442,873)	
Robin Hood Purchase		(210,193)	
BNSF Purchase		(265,000)	
Monument Sign		(160,000)	
ADA Door Operators		(54,000)	
Post Academy move to Kaniksu		(55,000)	
PUD Costs		(25,750)	
Lot landscapes & sprinkler system		(248,409)	
Permanent parking lots		(130,000)	
PUD Phase 2		(30,000)	
Wayfinding Sign - North Campus		(47,000)	
Graphic Design Space Rental		(31,386) *	
POST Academy Space Rental		(56,669) *	
Other Plant Fund Items		(50,348)	
Net Capital Investment Reserve	<u>1,976,254</u>	<u>312,452</u>	<u>871,301</u>
Unspent Capital Investment Reserve		<u>312,452</u>	<u>871,301</u>

* Included in FY13 Proposed Rent line

1- includes the 1% property tax increase for FY13

FY14 NORTH IDAHO COLLEGE

BUDGET ASSUMPTIONS

- We will maintain educational quality
- We will preserve existing full time positions where ever possible
- We will have no new money from tuition increases, property tax increases or increases in state funding
- We will have a 5% decrease in enrollment
- Budget allocation decisions will be made in alignment with the college strategic and educational master plans.
- Assume you maintain your FY13 base budget less one time purchases
 - Line items need to be justified
 - Reallocate resources within your area before requesting new money

FY14 NORTH IDAHO COLLEGE

BUDGET INSTRUCTIONS

After thorough consideration and discussion with the Finance Committee for the Board of Trustees, the Administration presents the following assumptions for the FY14 Budget:

- We will maintain educational quality
- We will preserve existing full time positions where ever possible
- We will have no new money from tuition increases, property tax increases or increases in state funding
- We will have a 5% decrease in enrollment
- Budget allocation decisions will be made in alignment with the college strategic and educational master plans.
- Assume you maintain your FY13 base budget less one time purchases
 - Line items need to be justified
 - Reallocate resources within your area before requesting new money

FTE figures for fee based budgets will decrease to 4,370 FTE per semester from the FY13 budget FTE of 4,600 per semester.

Based on the above assumptions, your starting point for your budgeting will be your FY13 base budget less one time purchases. The Business Office will notify you if your area has one-time purchases that will be removed. Resources should be reallocated from existing resources within the budget managers area before requesting new money wherever possible.

FY14 NORTH IDAHO COLLEGE

BUDGET INSTRUCTIONS

Salary and benefit costs increases for existing FT benefitted (and tenure track) positions will be budgeted by the Business Office. The personnel costs that you will need to consider are:

- Part time help (any position non-benefitted and less than 50% FTE)
- Special Appointment instructors
- Adjunct instructors
- Reclassifications for existing positions
- Changes in FTE for existing benefitted positions
- Requests for new personnel (FT positions)
 - Job descriptions must be created and jobs evaluated by HR to determine pay grade prior to inclusion in budget request

Each line item in your M&O must be justified in your budget review meeting (attendees will include the budget manager (Division Chair/Director, Dean or PC member as appropriate, the President, the VP for Resource Management and the Controller/College Budget Manager). Justification will take the format of itemized projects, trips, etc. Miscellaneous expense (line item 9301) cannot be more than 1% of your total M&O budget.

- Travel must be broken into number of trips, purpose of trip and how trip aligns or supports the strategic plan of NIC or of your department/division
- Staff Development must be itemized by conference/event.
 - Travel costs related to development need to be budgeted in the travel line
- Supplies need to be noted as general office or other. Where possible, identify specific purchases (check stock, files for new students, letterhead, etc.).
 - NOTE: Instructional departments will EXCLUDE all classroom supplies covered by class fees from this line item. Individual course fees collected from students will be deposited in and spent from a separate budget beginning in FY14. Any supplies listed in an instructional department budget will be for general departmental or classroom use.
- Repair and Maintenance Agreements need to be listed individually

FY14 NORTH IDAHO COLLEGE

BUDGET INSTRUCTIONS

- Print and Copies need to list projects and estimates of costs for each
- Memberships and Subscriptions must be should be itemized
- Communications (primarily cell phones) should be budgeted based on the college governmental plan rate of approximately \$720/year/line
- External relations (advertising, receptions etc.) should be itemized and tied back to the strategic plan
- Software costs need to be labeled as maintenance/renewal or purchase
- Contracted services need to be broken out by type of service, frequency of use (annual, quarterly, monthly or one-time)
- Other miscellaneous cannot exceed 1% of your total M&O budget request. If you cannot determine another category to assign the costs to, contact the Business Office for assistance

FY14 NORTH IDAHO COLLEGE
PROPOSED BUDGET TIMELINE

Task	Start Date	End Date	Duration	Notes
Budget Start	1/14/2013			
Campus-wide Forums	1/14/2013	1/18/2013	1 week	Ron and Joe
One on One Mtgs w/ Budget Officers	1/22/2013	1/25/2013	1 week	Sarah and Ron - provide format and instructions
Prep Time	1/28/2013	2/8/2013	2 weeks	Budget Managers
Tuition Prep	1/28/2013	2/8/2013	2 weeks	Sarah prepare calculations
Other Revenue Prep	1/28/2013	2/8/2013	2 weeks	Sarah prepare calculations
Reviews of Budget Proposals	2/11/2013	2/15/2013	1 week	mtgs w/ Bud Mgr, Pres, VPRM and Controller
Adjustments per Reviews	2/16/2013	2/22/2013	1 week	Budget Managers
Final Budget Submission to BusOff	2/22/2013	2/22/2013		Budget Managers
Consolidation and Formatting	2/23/2013	3/12/2013	2 1/2 weeks	Will need to determine how to handle shortfall/excess
Board Packet Preparation	3/13/2013	3/19/2013	1 week	Shannon
Board Review of First Draft	03/20/2013	03/26/2013	1 week	Board
Budget Workshop	3/27/2013	3/27/2013		
Presentation to Board of Trustees	3/27/2013			

FY14 NORTH IDAHO COLLEGE

BUDGET CHECKLIST

1. Verification of FY13 Base Budget

a. Personnel

- i. Are there the correct number of positions in each department
- ii. Are employees assigned to the correct departments
- iii. Validate and be prepared to justify and quantify temp help and part time help requests
 1. For academic departments, please ensure that your adjunct budget accurately reflects department needs based on FY14 planned class schedules.
 2. Where ever possible, separate adjunct vs. overload costs

b. FY13 Base Budget Adjustments

- i. FY13 budgeted one-time items?
- ii. FY13 Contingency monies transferred to your area?
- iii. Other budget transfers to your area that are permanent or ongoing?
- iv. Are there new maintenance/ongoing costs that need to be accounted for?

c. Items purchased from \$1.8M (FY12 or FY13)

- i. Are there associated ongoing costs for purchased made or planned for FY13?
- ii. Have the ongoing costs for items purchased in FY12/FY13 been included in the FY12/FY13 base budget?

2. Requests for new money for FY14

a. Personnel

- i. Must have job description evaluated by HR. All new positions are budgeted at midpoint for their grade
- ii. Reclassifications of existing positions must be requested separate from new positions.

b. Other M&O requests with justification

c. Annual required increases (i.e. leases, contracts, FTE driven memberships)

d. Capital Assets over \$1,000. For example: furniture, equipment (not including desktop computers), vehicles, lab equipment.

e. Prioritize New Requests

**** ALL REQUESTS FOR NEW MONEY MUST TIE TO THE COLLEGE STRATEGIC PLAN ****

NIC Planning Calendar 2012 - 2013

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

S P l a n t e g r i c	NIC: Strategic Plan			Review Plan and post updates & progress to NIC web								
	State Board: Strategic Planning / Performance Measures (PM)	PM due to DFM via SBOE		Begin Strategic Plan /PM updates	Strategic Plan updates due to SBOE	Proposed PM due to SBOE			Strategic Plan updates due to DFM via SBOE	Final PM due to SBOE		

B u d g e t i n g	NIC: Budgeting		Begin Budget Planning Oct 25 (after BOT mtg)	Gather Taxes and Allocation Amounts	1st Reading of Budget by BOT	Approval of Budget by BOT						
				Meet & Confer send recommendations to PC	Dorm Housing Commission Budget & Housing Rate Review							

S B O E	SBOE: Budgeting (for 2014)			Begin Tuition & Fees Planning	1st Reading of Tuition & Fees by BOT	Approval of Tuition & Fees by BOT						
					PC discusses SBOE requests	Review of SBOE line items by BOT			SBOE line items submitted			

D P W	DPW: Budgeting (for 2014)		DPW Budget Hearings	PC begins DPW request discussion		PC finalizes DPW requests	Information report to BOT on DPW requests - Submit DPW	Submit DPW requests to DPW				

NIC Planning Calendar 2012 - 2013

		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
8 Y P e l a r n	State Board: Eight-year Academic Programs Plan					Begin developing Plan			Draft of Plan shared with SBOE				Final Plan due to SBOE
	A c c r e d i t	Steering Committee convenes				Compile material for Report	Campus Review	Submit Report		Executive Committee creates Action Plan for following year			
L e g i s l a	Prepare for Accreditation Report and visit (if applicable)												
	NIC: Legislative Committee Plan & Legislative Session Timeline	Committee begins meeting & begins developing agenda	Continue developing agenda	Finalize Agenda & print - present to Board of Trustees	Legislative Send off for legislators	Legislative Session begins in Boise	Legislative Session continues	Legislative Session ends (later in the month - usually)					

North Idaho College ADA Compliance Summary 2012

The NIC Facilities Department prioritizes and adheres to ADA compliance in repairs and maintenance. We incorporate ADA planning in our yearly budget preparation. For example, we submit annual requests to the state Department of Public Works for ADA projects (see attached PDFs entitled “DPW ADA Requests” and “DPW Approved ADA Projects”. The approved DPW funding included:

- ADA door knobs and locks for selected buildings (DPW Project # 11-172)
- ADA repair and upgrade of sidewalks (DPW Project # 10-171D)
- ADA entrance and restrooms (DPW Project #09-173D)

In addition to the state funding process for ADA projects, NIC further prioritizes and funds ADA repairs and maintenance as our budget allows.

- We have recently placed ADA door openers in at least one women’s and one men’s restroom per building campus-wide.
- We maintain ten elevators in all multilevel classroom buildings.
- We currently have Braille elevator signs on order.
- All classroom and office doors have Braille signage.
- We are currently contracting to have a handrail and guardrail review conducted in an effort to comply with ADA standards and the State building safety department recommendations.

NIC’s work order system tracks ADA project requests and project completion.

DELEGATED PROJECTS

DPW NO	AGENCY	PROJECT TITLE	AUTHORIZED FUNDS	APPROVED BUDGET	ADMINISTRATOR DELEGATION	PBFAC DELEGATION/ REPORT OF DELEGATION	ESTIMATED COMPLETION DATE	COMMENTS/STATUS
06-226D	ISU	Small Boiler Repairs	80,500	80,500	xxx	7/6/05	PBF	
06-231D	ISU	Renovate HVAC System, Central Operations Building	45,500	45,500	xxx	7/6/05	PBF; Continued Delegation 2-7-06	
06-282D	ISU	Renovate HVAC System, Dental Clinic Building	59,200	59,200	xxx	7/6/05	AF = \$1,200; Continued Delegation 2-7-06	
08-222D	ISU	Repair Aggregate Sills, Physical Science and Business Administration Buildings	98,032	86,500	xxx	12/4/07	AF = \$1,532; In-House Design; Light Construction Service Contract	
08-247D	ISU	Safety Repairs	126,541	115,000	xxx	12/4/07	AF = \$11,541.09; In-House Design; In-House Labor, Service Contracts	
08-248D	ISU	Replace Damaged Asbestos Floors, Life Science A	116,403	112,700	xxx	12/4/07	AF = \$3,703.45; In-House Design; Service Contracts	
08-287D	IPTV	East Butte Back-Up Generator, KISU-TV	122,495	122,495	xxx	4/1/08	AF; CM; Continued Delegation 7-2-08; Done, Closing Pending	
08-661D	ISU	Replace Sidewalks	82,225	82,225	xxx	1/8/08	PBF; In-House Design	
09-173D	NIC	ADA Entrance and Restrooms, Headquarters Complex A	50,000	50,000	9/26/08	10/8/08	PBF; Regional Architect	
09-228D	ISU	Pave Parking Area, Diesel Automotive Technology Program	77,700	77,700	7/25/08	8/5/08	PBF; Regional Engineer, ISU Asphalt Patching and Equipment Rental Service Contract	
09-234D	ISU	Remodel Black Box Theater, Phase 2, Frazier Hall	101,000	101,000	xxx	11/6/08	AF; Regional Architect	
09-235D	ISU	Replace Digital Display, Hoyt Arena	135,000	135,000	xxx	4/7/09	AF; In-House Design	
10-171D	NIC	Repair and Upgrade Sidewalks	50,500	50,500	xxx	7/7/10	PBF; Regional Civil Engineer	
10-239D	ISU	Computer-Aided Virtual Environment Module, CAES Building	111,600	111,600	xxx	9/1/09	AF; Regional Engineer	
10-241D	ISU	Imaging Suite Build-Out, CAES Building	141,460	141,460	xxx	6/1/10	AF; Regional Architect; Continued Delegation 8-3-	
10-242D	ISU	NCAA Locker Room Project, Reed Gymnasium	135,000	135,000	xxx	6/1/10	AF; In-House Design	
10-243D	ISU	Concessions Upgrade, Hoyt Arena	130,947	130,947	xxx	6/1/10	AF; Regional Architect	
10-540D	IDPR	ADA Upgrade Restroom, Three Meadows Group Camp, Dworshak State Park	35,000	35,000	7/27/09	8/4/09	PBF	
10-541D	IDPR	Extend Vehicle Storage Awning, Headquarters, Boise	48,000	48,000	7/27/09	8/4/09	PBF; In-House Design	
11-282D	ISU	Remodel and Renovate Games Area, Pond Student Union Building	150,000	150,000	xxx	2/1/11	AF; Regional Architect	
11-234D	ISU	Remodel Information Center, Pond Student Union Building	132,000	132,000	xxx	5/3/11	AF; Regional Architect	
11-570D	ITD	Replace UPS, Computer Room, HQ Main Office Building, Boise	134,765	134,765	xxx	4/5/11	AF; Eidam and Assoc Consulting Engineers	
12-192D	BSU	Fire Alarm Replacement, Phase 5, Select Buildings, Boise	75,000	75,000	xxx	7/7/11	PBF; BSU Electrical Service Contract	
12-193D	BSU	Sidewalk Repairs and Improvements, Campus Wide, Boise	80,000	80,000	xxx	7/7/11	PBF; BSU Light Construction Service Contract	
12-201D	BSU	Emergency Phone Replacement and Additions, Phase 2, Campus Wide, Boise	124,000	124,000	xxx	7/7/11	CYD-FY12; BSU Light Construction Service Contract	
12-202D	BSU	Replace Wooden Bleachers, Bronco Gymnasium	146,200	146,200	xxx	8/2/11	AF; Regional A/E; BSU Light Construction Service Contract; Continued Delegation 6-12-12	
12-203D	BSU	Structural Repairs, Appleton Tennis Center	131,862	131,862	xxx	8/2/11	AF; Use of CH2MHILL; BSU Light Construction Service Contract	
12-205D	BSU	Flooring Upgrade, Lobby Entrance, Taco Bell Arena	120,000	120,000	xxx	10/5/11	AF; Regional Architect	
12-212D	BSU	Replace Carpet, First Floor, Albertson Library	148,000	148,000	xxx	12/6/11	AF; In-House Design; Competitively Bid; Done, Closing Pending	
12-239D	ISU	Remodel Financial Air Office and Scholarships Office, Museum of Natural History	116,761	116,761	xxx	3/6/12	AF; Regional Architect; ISU Light Construction Service Contract and asbestos abatement subcontract	
12-352D	DHW	Replace Water Line, Child Development Center, Twin Falls	48,000	48,000	xxx	2/7/12	PBF; BSU Mechanical Service Contract	
12-241D	ISU	Gas-Fired Boiler System, Rendezvous Building	119,750	119,750	xxx	6/12/12	AF; ISU Plumbing Service Contract	
12-242D	ISU	CCTV Coverage, Eight Buildings	149,900	149,900	xxx	6/12/12	AF; In-House Design; In-House Labor	
13-197D	BSU	Remodel Rooms 231 and 232, Norco Building	118,210	118,210	xxx	8/7/12	Set-Up Sheet = \$118,210; AF; Regional Architect; BSU Light Construction Service Contract	
13-234D	ISU	Resurface and Re-insulate Interior Walls, Tennis Center, Recreation Center Building	102,831	102,831	xxx	7/10/12	AF; In-House Design; ISU Light Construction Service Contract; Set-Up Sheet = \$102,831 AF	
13-235D	ISU	Demolish Graduate Student Housing, South 5th Avenue	149,944	149,944	xxx	7/10/12	AF; ISU Light Construction Service Contract; Set-Up Sheet = \$149,944 AF	
13-541D	IDPR	Repair and Paint Exterior, Administration Building, Land of the Yanikae Fork State Park, Challis	50,000	50,000	xxx	7/10/12	PBF; CYD-FY13; \$50K PBF to be sent to IDPR	


PBFAC APPROVAL STATUS
SMALL PROJECTS AND STUDIES

DPW NO	PM AGENCY	TITLE	AUTH. FUNDS	APPROVED BUDGET	SMALL <\$150,000	CLOSED REPORT	CLOSED AMOUNT	COMMENTS/STATUS
06-112	GJ	ISDB	112,700	112,700	7/12/06			Regional Architect; Project Update 10-6-10; Done, Closing Pending
08-284	KB	ISHS						Delegated to ISHS 12-4-07; Undelegated w/\$40K PBF returned 11-20-09; Regional Architect
09-543	MK	IDPR	60,000	60,000	12/1/09			Regional Architect
10-110	JF	ISDB	105,000	105,000	8/4/09			Regional Engineer
10-132	JJ	EITC	136,000	136,000	4/6/10			AF = \$1,000; Regional Electrical Engineer
			151,000	150,000	2/2/10			Was 09197D delegated 9-4-08, Funding cancelled; BSU returned \$100K 11-25-09; Two Regional Architects; Dept. Admin Light Construction Service Contract
10-192	MK	BSU	100,000	100,000	4/6/10			Regional Mechanical Engineer
10-223	JJ	ISU	126,500	126,500	2/2/10			AF = \$26,700; Regional Engineer; Project Update 10-6-10
10-229	JJ	ISU	148,600	148,600	4/6/10			ISU Electrical Service Contract; Idaho Power rebate = \$12,152
10-601	JJ	IDVS	57,152	45,000	2/2/10			Dept. Admin Electrical Service Contract; Project Update 6-7-11; AVISTA energy efficiency rebate = \$27,728
10-602	KB	IDVS	87,728	60,000	7/7/10			AF = \$12,000; Regional Mechanical Engineer; Project Update needed
11-030	JJ	AGRI	143,000	115,000	3/1/11			AF = \$30,000; Regional Engineer; Project Update Needed
11-094	EH	CSI	110,400	50,400	3/1/11			BSU Floor Finish Service Contract
11-095	KB	CSI	48,600	48,600	4/5/11			
11-131	BH	EITC	50,000					
11-132	JJ	EITC	75,115	70,000	12/7/10			AF = \$5,115; Regional Engineer
11-133	JJ	EITC	90,000	80,000	4/5/11			Regional Architect; Project Update Needed
11-152	MS	LCSC	150,000	150,000	2/1/11			Regional Architect
11-172	GJ	NIC	88,000	85,000	4/5/11			Regional Architect; Project Update 1-4-12
11-225	JJ	ISU	66,970	57,500	3/1/11			AF = \$2,235; Regional Mechanical Engineer; Project Update Needed
11-230	JJ	ISU	120,000	120,000	8/2/11			Regional Architect
11-360	GJ	DHW	135,000	135,000	3/1/11			Dept. Admin HVAC Service Contract; Done, Closing Pending
11-380	MS	DHW	120,000	120,000	9/7/11			A/E Selection 12-7-10
11-511	KB	ISP	104,558	100,000	2/1/11			Regional Electrical Engineer; Idaho Power energy efficiency rebates = \$10,178.43
11-602	GJ	IDVS	135,600	135,600	3/1/11			Regional Mechanical Engineer; Done, Closing Pending
11-604	GJ	IDVS	100,000	100,000	3/1/11			ITD Grant = \$30,000; Regional Civil Engineer

**CAPITAL BUDGET REQUEST
FY 2014
"ADA" PROJECTS**

AGENCY: NORTH IDAHO COLLEGE

PROJECT DESCRIPTION/LOCATION	COST	PRIORITY
<p>Provide ADA Access from Campus to Beach Facilities Current ramp from ADA parking spaces to bathroom is not compliant. Need to install pathways from main campus to beach bathrooms, lawn area and to the new docks. Some safety handrails and lighting to be included. Original FY 2014 request</p>	\$246,225	1
<p>ADA Hardware updates to Selected Campus Buildings Hedlund Building, Siebert Building and Post-Winton Hall would be updated with ADA compliant door hardware and locks. Original FY 2014 request</p>	\$125,000	2
<p>Sidewalk Repair & Upgrades Campus Wide Many sidewalks and old ADA ramps are buckled, cracked and the asphalt heaving is creating lips to the ramps, etc. and is becoming a challenge for wheelchair users. Needs updating to meet current ADA access standards.</p>	\$45,000	3

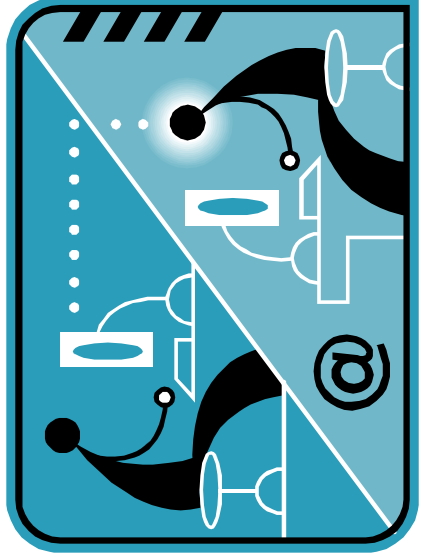
Agency Head Signature: 

Date: 06/20/12

North Idaho College Information Technology Projects

Academic Year 2012-2013

Fiscal Year 2013



NIC Information Technology Project List for FY2013

01. NIC Sandpoint Relocation
02. Systems Hardware Improvements
03. Information Security Enhancements
04. One Card System Implementation
05. Document Imaging System – Next Phase
06. ERP System Upgrade Planning
07. IT Systems Training
08. Communications Systems Additions / Improvements
09. *MyNIC* Portal Upgrade
10. Equipment Replacement – Developing / Funding Remaining Schedules
11. Telepresence Services
12. Conference Room Technology Improvements
13. Systems Development Projects

PROJECT NUMBER: FY13-01

PROJECT: **NIC Sandpoint Relocation**

NARRATIVE: Growing needs for higher education services in Sandpoint coupled with community interest have created an opportunity to expand both classes and events by moving the Ponderay Outreach Center to downtown Sandpoint. Existing offices and classrooms, including the computer lab and IVC room, will be designed and installed into the former Sandpoint High School. The college network and backup internet will be established there. Aging and Adult Services will join this location.

PROJECT MANAGER: Steve Smith, Manager of User Services and Paul Swaim, Manager of Network Technology

- INSTITUTIONAL BENEFITS:
1. Locate classes and support services in a convenient downtown location.
 2. Enable future expansion of classes and community activities as needs increase.
 3. Provide high-quality, standard learning environments in classrooms and labs.
 4. Enable all network services including IVC, computer labs, office support with primary and backup providers.

DELIVER BY: September, 2012

FY13 TIME COST: Staff time from: Network/Systems (Don Murphy, Jesse Davison), Facilities (Garry Stark), User Services (Donna Patterson, Joe Getchius, Bob Gibson, Steve Taylor).

FY13 DOLLAR COST: \$ 39,100

SOURCES OF FUNDS: Plant Fund \$ 39,100 IT Infrastructure including racks, switches, fiber and copper cabling, etc.

FUTURE IMPACTS: NIC's ability to expand programs and course offerings in Sandpoint will be increased. Additional traffic from events and visits to other businesses should increase public contact. Coordination of building wireless activity will need to be undertaken. Expansion into adjacent physical locations will be easier.

PROJECT NUMBER: FY13-02

PROJECT: Systems Hardware Improvements

NARRATIVE: "Cloud" based services are a model with momentum in higher education. The college is making simultaneous investments in both external and internal cloud services. This project will help provide managed storage, test and development systems, and integration with hosted applications. The college will move to a second virtual server farm built to replace production services with the current virtual servers dedicated to improving test systems.

PROJECT MANAGER: Paul Swaim, Manager of Network Technology

- INSTITUTIONAL BENEFITS:**
1. Improve the performance, reliability and scalability of key systems via the addition of a server test environment.
 2. Continue to integrate in-house and hosted services that are accessed seamlessly by system users.
 3. Reduce the cost of information backup onsite by adding backup storage at secure college-owned locations.
 4. Develop and improve redundancy by spreading services between logical, low-cost service points.
 5. Improve the turnaround time for college data restoration and disaster recovery needs.

DELIVER BY: December, 2012

FY13 TIME COST: Staff time from: Network/Systems (Dennis Noordam, Martin Hewlett, Jesse Davison, Don Murphy).
Staff (Lisa Clark, Amy Mayer) Network/Systems(Ranndy Oens), HelpDesk staff.

FY13 DOLLAR COST: \$ 15,000

SOURCES OF FUNDS: 30-50500-7810 Line 1 \$ 15,000 Production upgrade of VMWare servers (added to FY12 purchase)

FUTURE IMPACTS: Institutional software will be developed with more rigorous testing and security. Students and employees will be able to be trained more easily on software. Cutovers to new systems versions will be able to be done with less downtime.

PROJECT NUMBER: FY13-03

PROJECT: Information Security Enhancements

NARRATIVE: Information Technology continues to develop "security as a service" by properly controlling and managing the access to critical organizational information. Now funded, a critical need is physically securing college computer rooms with updated locks and fire protection. Acquiring and implementing self-service password change software will help meet a longstanding need for increasing the frequency of password changes for those accessing systems.

PROJECT MANAGER: Paul Swaim, Manager of Network Technology

- INSTITUTIONAL BENEFITS:**
1. Improve the Siebert Computer Center with fire suppression, card lock access and upgraded UPS systems.
 2. Improve the Molstead Computer Center with an upgraded UPS system.
 3. Support document retention policies being developed by the Business and Human Resources Offices.
 4. Implement self-service password changes via web-based software to support frequent password changes.
 5. Provide definitions for "mission critical" data via discussion with offices and service providers.

DELIVER BY: June, 2013

FY13 TIME COST: Staff time from: Networks/Systems (Randy Oens, Jesse Davison, Dennis Noordam, Don Murphy) A&P (Andreas Burger, Bill Cleavinger, Amy Mayer), HelpDesk (Holly Moore et. al.);

FY13 DOLLAR COST: \$ 62,000

SOURCES OF FUNDS:

30-50478-9300	Line 8	\$ 4,000	ManageEngineAD Self-service password reset (50%)
30-30408-9300	Line 7	\$ 4,000	ManageEngineAD Self-service password reset (50%)
FY12-13	One Time	\$ 24,000	State of Idaho "one time" funds allocated to IT for priority project #2
FY12-13	One Time	\$ 30,000	State of Idaho "one time" funds allocated to IT for priority project #4

FUTURE IMPACTS: NIC can avoid expected increases for offsite storage of "mission critical" information at a contract firm. Increased file storage will be available to departments and employees under quotas. Security enhancements will prepare the network for training to improve campus awareness and resistance to information attacks such as *phishing* based on social engineering.

PROJECT NUMBER: FY13 -04

PROJECT: One Card System Implementation

NARRATIVE: Students will enjoy broader services from use of their ID card after systems are combined this year. CBORD, Lenel and Colleague will be integrated to provide identification, dining, library checkout, room access (where appropriate) and other services. A single office located in the Student Union will help students use their ID card to their advantage.

PROJECT MANAGERS: Lanny Stein, Director of Auxiliary Services and Steve Ruppel, Director of Information Technology

INSTITUTIONAL BENEFITS:

1. Improve student convenience by locating new services and ID card production in a current service location.
2. Provide benefits for students while simultaneously gaining efficiencies to save time and money as tracking improves.
3. Develop improved institutional image and loyalty as students use their cards to obtain goods and services.
4. Implement a scalable pay for print system - *Go Print* - to replace the existing legacy system.

DELIVER BY: February, 2013

FY13 TIME COST: Staff time from: Analysis & Programming (Tammy Young), User Services (Steve Smith, Steve Taylor, Shelley Cobetto), Auxiliary Services (Marsha Nead, Bill Semmler, Steve McGroarty), Facilities (Garry Stark) Business Office (Sandra Jacquot).

FY13 DOLLAR COST: \$ 173,000

SOURCES OF FUNDS: FY12-13 One Time \$ 173,000 State of Idaho "one time" funds allocated to VPSS for priority project #7

FUTURE IMPACTS: Staffing a card office for student convenience will need to follow usage. Card office can provide other student financial services as well as information. Additions and remodels of college buildings will be delivered with keycard doorlock entry. Students will recognize that their continued institutional association is beneficial for educational, recreational and convenience reasons improving their interest in staying at NIC. They would literally become "card carrying" Cardinals and making them members of the club can be a factor in improving retention.

PROJECT NUMBER: FY13-05

PROJECT: Document Imaging System - Next Phase

NARRATIVE: The Registrar's Office and Human Resources continue to integrate a recently acquired document imaging system into their office processes. Goals of retaining less paper and increasing speed for information access continue to drive the effort. The next office awaiting assistance is Admissions and this year will see the application of "one time" funds the \$ 1.8 million fund utilized. Project funds will cover licensing, professional services and temporary personnel for scanning and securing stored paper documents.

PROJECT MANAGER: Lisa Clark, Manager of Applications Development

- INSTITUTIONAL BENEFITS:**
1. Improve services to potential students submitting applications.
 2. Increase efficiency in offices providing services by speeding source document access.
 3. Meet emerging document retention guidelines and decrease the costs of paper storage.

DELIVER BY: May, 2013

FY13 TIME COST: Staff time from: Analysis & Programming (Andreas Burger) Admissions (Tami Haft & staff), temporary staff.

FY13 DOLLAR COST: \$ 33,000

SOURCES OF FUNDS: FY12-13 One Time \$ 33,000 State of Idaho "one time" funds allocated to VPSS for priority project #7

FUTURE IMPACTS: Adequate storage hardware is available to begin the project. Plans for additional records storage will require increases in shared network storage. Content management capabilities beyond paper records may be available from additions to the *ImageNow* software. Additional storage will be required as the project becomes successful.

PROJECT NUMBER: FY13-06

PROJECT: ERP System Upgrade Planning

NARRATIVE: Ellucian (formerly Datatel) has indicated that the database underlying the Colleague Enterprise Resource Planning (ERP) system in use at NIC will be converted from the Unidata to the Microsoft SQL database over the next few years. Detailed planning needs to be done to make certain none of NIC's business needs are disrupted in any major way during this upgrade. Benefits will be realized after the conversion takes place in speed and improved software features.

PROJECT MANAGER: Lisa Clark, Manager of Applications Development

- INSTITUTIONAL BENEFITS:**
1. Improve services in key offices dependent upon information accessible via the ERP.
 2. Reduce the time and cost of a mandatory upgrade by selecting the best time to convert.
 3. Reduce time spent on project and dollars spent on consulting by contact with other colleges.

DELIVER BY: June, 2013

FY13 TIME COST: Staff time from: Analysis & Programming (Bill Cleavinger, Andreas Burger, Amy Mayer), Network/Systems (Ranndy Oens).

FY13 DOLLAR COST: \$ 9,000

SOURCES OF FUNDS: 30-50478-8100 Line 1,2, \$ 9,000 Staff development funds for Ellucian user groups

FUTURE IMPACTS: When the IBM AIX system we are currently using is at end of life, a transition to a SQL system will lower hardware and support costs and make integration with MS Reporting services more useful. The earlier significant planning takes place the smoother many of the integrations that need to be constructed will function.

PROJECT NUMBER: FY13-07

PROJECT: IT Systems Training

NARRATIVE: While IT staff have always been involved in training employees, additional systems and continuing updates necessitate an increased emphasis. Facility changes to included a training room in Molstead, increased use of the Employee Learning Facility in Siebert and the expansion of the service counter at the HelpDesk are increasing the face-to-face training locations. The acquisition of more online training tools by Information Technology and eLearning and the addition of a Learning Management System (LMS) by Human Resources will provide repositories for easily accessed online training.

PROJECT MANAGER: Steve Smith, Manager - User Services

INSTITUTIONAL BENEFITS:

1. Provide systems training activities for NIC employees during convocations and Employee Day.
2. Develop best practices for employee desk-based training in the new LMS by collaborating with HR staff.
3. Provide routine online and face-to-face trainings for faculty using the 150 presentation and IVC classrooms.
4. Improve communications efficiency by training individuals on SharePoint teamsites and portal technologies.

DELIVER BY: April, 2013

FY13 TIME COST: Staff time from: User Services (Holly Moore, Steve Taylor, Donna Paterson, Bob Gibson), Andreas Burger

FY13 DOLLAR COST: N/A

SOURCES OF FUNDS: N/A

FUTURE IMPACTS: A schedule of training classes and lists of online links presented in an organized manner will help employees access training and gain higher levels of efficiency using the many systems organized to help them provide services. Collaboration with training partners in HR, eLearning and other departments will help understand what delivery methods work for employees that have limited time to learn the many features of new and upgraded systems.

PROJECT NUMBER: FY13-08

PROJECT: Communications Systems Additions / Improvements

NARRATIVE: The acquisition of Blackboard Connect as a replacement solution for text messaging brings to the forefront the need to organize services and understanding about the many communications tools available to college departments. Recent capability additions in the communications environment include presence indicators, use of *Cardinal Mail* by online courses and the emergence of multiple instant messaging platforms. Emergency notifications require redefinition.

PROJECT MANAGER: Lisa Clark, Manager of Applications Development and Paul Swaim, Manager of Network Technology

- INSTITUTIONAL BENEFITS:**
1. Provide direct text messaging and other contact to students in coordination with other official communications.
 2. Enhance location services for emergency response to campus emergencies.
 3. Develop abilities to integrate Cisco and Microsoft communications technology.
 4. Provide "audience lists" for contact technologies (e.g. MyNIC portal, BB Connect, etc.) based on searchable criteria.

DELIVER BY: June, 2013

FY13 TIME COST: Staff time from: Analysis and Programming (Kami Jenks, Andreas Burger), Network/Systems (Don Murphy, Randy Oens), HelpDesk staff, Communications & Marketing (Stacy Hudson), Student Communications Committee

FY13 DOLLAR COST: \$15,800

SOURCES OF FUNDS: 30-50502-9361 \$ 15,800 BB Connect (3 year cost)

FUTURE IMPACTS: There will be integration possibilities with video communications uses as the college has been investing in Cisco voice communications hardware and Tandberg IVC communications and streaming technologies (TCS).

PROJECT NUMBER: FY13-09

PROJECT: MyNIC Portal Upgrade

NARRATIVE: The MyNIC portal provides key information services to college constituencies including access to personal education records for students and benefit information for employees. Improvements to develop single sign-on ease of use, new software systems integration and a more interesting graphical appearance continue. Key to these improvements is the upgrade of the virtual servers, operating systems and application software (Microsoft SharePoint) to current versions.

PROJECT MANAGER: Lisa Clark, Manager of Applications Development

INSTITUTIONAL BENEFITS:

1. Extend single sign on (SSO) in MyNIC to *Cardinal Mail* student e-mail provided by Microsoft and recently purchased software applications by Human Resources (BioIQ, Silkroad). (A&P #401, #420, #475, #490)
2. Improve workflow and document use in Facilities, HR and the Copy Center by extending NG teamsites. (A&P #373)
3. Develop improved college analytics by extending Microsoft Reporting Services within the portal. (A&P #271)
4. Improve MyNIC via improved user interface, ease-of-use and enhanced user self-services with SharePoint 2010. (A&P #234, #421, #481, #483)
5. Improve visual design and navigation to attract more daily use by students and employees.

DELIVER BY: June, 2013

FY13 TIME COST: Staff time from: Analysis & Programming (Andreas Burger, Kami Jenks, Bill Cleavinger, Amy Mayer, Tammy Young), Communications and Marketing (Chris Pfeiffer, et. al.), Institutional Research (Ann Lewis), Network and Systems (Jesse Davison, Dennis Noordam and Martin Hewlett).

FY13 DOLLAR COST: \$5,000

SOURCES OF FUNDS: 30-50478-9361 Microsoft Software Site License (portion)

FUTURE IMPACTS: Improvements to online portal services will enable future developments in mobile technologies. Enhanced reporting platform will provide for development of decision support dashboards and reporting for mid-level and senior management.

PROJECT NUMBER: *FY13-10*

PROJECT: Equipment Replacement - Developing / Funding Remaining Schedules

NARRATIVE: Beginning in 2011-2012 the base of personal computer equipment at the college was placed on schedules with a planned service life. In 2012-2013, IVC rooms will begin equipment replacement. Classroom presentation rooms built from "one time" sources (e.g. grants, stimulus funding and single purpose state funds) still need to have scheduled replacement funded. Additional schedules were outlined during the FY2013 budget process for network transport, UPS systems, and virtual servers and storage. The college is in a gradual transition to planned and organized replacement of critical IT infrastructure.

PROJECT MANAGERS: Steve Smith, Manager - User Services and Paul Swaim, Manager of Network Technology

- INSTITUTIONAL BENEFITS:**
1. Assist budget planners with a system to keep classroom equipment up-to-date.
 2. Create greater understanding of the costs and benefits of current technology.
 3. Scalable application of available funding to match key college needs for information technology updates.
 4. Planning time returned to institutional managers by a central approach.

DELIVER BY: February, 2013

FY13 TIME COST: Staff time from: Information Technology Policy and Planning Council, User Services (Donna Paterson, Bob Gibson, Steve Taylor, Kraig Lytle, Holly Moore), Network/Systems (Jesse Davison, Don Murphy).

FY13 DOLLAR COST: N/A

SOURCES OF FUNDS: N/A

FUTURE IMPACTS: Budget must be carefully accorded to retain management flexibility over all (not just IT) required equipment. Existing budgets that source classroom equipment purchases will need to be adjusted when a schedule is undertaken.

PROJECT NUMBER: FY13-11

PROJECT: Telepresence Services

NARRATIVE: An increasing need to provide services in collaboration with State of Idaho and regional entities is made possible by connecting an HD conference room telepresence system for remote access. Meeting attendance, interviews and expert services (e.g. advising and counseling) can be made available as if in person. To match Idaho Education Network (IEN) directions, a standards based interactive video system and connection gateway has been acquired and will be installed.

PROJECT MANAGER: Steve Smith, Manager of User Services

- INSTITUTIONAL BENEFITS:**
1. Allow interviews of applicants at distant locations by hiring teams at the college to save travel costs.
 2. Make meeting attendance at regional and statewide meetings easily accessible to college leaders.
 3. Provide an easily scheduled and accessible conference room for use by all NIC departments.
 4. Allow for 'guest lecture' capabilities into existing standard presentation classrooms.

DELIVER BY: December, 2013

FY13 TIME COST: Staff time from: User Services (Steve Taylor, Bob Gibson, Kraig Lytle), Network/Systems (Paul Swaim, Jesse Davison).

FY13 DOLLAR COST: \$38,000

SOURCES OF FUNDS: FY12-13 One Time \$ 38,000 State of Idaho "one time" funds allocated to IT for priority project #3

FUTURE IMPACTS: Additional telepresence nodes could be purchased at Outreach Centers and other locations to provide advising and counseling for students in a high quality way. Each additional node cost would be approximately \$ 15,000. IEN network growth may give this system even more capability in future years. For example, the installation of HD cameras in college offices will allow individuals to interact with others in similarly equipped offices and conference rooms.

PROJECT NUMBER: FY13-12

PROJECT: Conference Room Technology Improvements

NARRATIVE: Improve conference room technology in up to three CdA campus conference rooms to enable webinars, data-based presentations, and internet access. These rooms are needed in buildings without access to classrooms. Survey and select from Molstead, Meyer, Headwaters, and Seiter. Estimate \$ 8,000 per room by utilizing existing equipment.

PROJECT MANAGER: Steve Smith, Manager of User Services

- INSTITUTIONAL BENEFITS:
1. Standardize technology in college conference rooms to improve meeting efficiency and effectiveness.
 2. Reduce staff time needed for continual and routine "special" setups of equipment.
 3. Shorten meetings to make rooms available for other meetings and uses.

DELIVER BY: June, 2013

FY13 TIME COST: Staff time from: User Services (Kraig Lytle, Steve Taylor, Bob Gibson, Donna Patterson), Facilities Operations (Bill McElver, Electricians).

FY13 DOLLAR COST: \$ 24,000

SOURCES OF FUNDS: FY12-13 One Time \$ 24,000 State of Idaho "one time" funds allocated to IT for priority project #5

FUTURE IMPACTS: An emphasis on meeting efficiency will help the college meet time constraints from growth. Staff time can be allocated to more important activities. Vendors, visitors and staff will enjoy benefits from multimedia information presentation. An up-to-date meeting environment will both provide efficiency and a positive image when we use expensive meeting time.

PROJECT NUMBER: FY13-13

PROJECT: Systems Development Projects

NARRATIVE: Each year, a series of key systems projects are accomplished to deliver benefits directly and indirectly to students. Completion of projects begun in FY12 will include online scholarship applications, variations in the online application software for students, and development of gradebook/retention software utilizing a portion of the \$ 1.8 million in "one time" funds. Projects slated for FY13 include the automation of manual processes for importing of test scores, classroom scheduling, CNA test scheduling, and parking system improvements, and regulatory reporting to the State for PERSI.

PROJECT MANAGER: Lisa Clark, Manager of Applications Development

- INSTITUTIONAL BENEFITS:**
1. Implement the STARS online scholarship application system to replace paper processing for students/staff. (A&P #341)
 2. Analyze and deliver an improved gradebook and retention tracking capabilities. (A&P #461)
 3. Automate the importing of SAT and COMPASS placement test scores. (A&P #334, #337)
 4. Develop new regulatory reporting for PERSI. (A&P #479)
 5. Embark on R25 system replacement planning for FY14 with Office of Instruction. (A&P #427)
 6. Implement improvements to the parking pass and ticketing system. (A&P #365)
 7. Upgrade CNA Test Scheduling system to current web technologies. (A&P #442)

DELIVER BY: June, 2013

FY13 TIME COST: Staff time from: Analysis & Programming (Amy Mayer, Tammy Young, Bill Cleavinger, Kami Jenks, Andreas Burger), Student Services (Tami Haft, Joe Bekken, Alex DeGolia), Development (Pam Noah), Testing Center (Merrilyn Hardy), Business Office (Sandra Jacquot), Office of Instruction (Lita Burns, Cheri Beard), Facilities (Garry Stark), Workforce Training Center (Marie Price, Hiedi Schrader, Terry Cruz)

FY13 DOLLAR COST: \$ 60,780

SOURCES OF FUNDS: FY12-13 One Time \$ 47,180 State of Idaho "one time" funds allocated to VPSS for priority project #3
FY12-13 One Time \$ 13,600 State of Idaho "one time" funds allocated to VPSS for priority project #5

FUTURE IMPACTS: Improvements to existing systems and business processes and the implementation of new systems will provide staff with time and tools to focus on service improvements to students.

2011 North Idaho College Long Range Visioning and Planning Committee

John Barlow	Hagadone Property President
Sandi Bloem	City of Coeur d'Alene Mayor
Bruce Cyr	Jacklin Land Property Manager
Victoria Day	NIC Graduate, Lewis-Clark State College student
Karl Dye	Bonner County Economic Development Corporation Executive Director
Kevin Fuhr	City of Rathdrum Police Chief
John Goedde	Idaho District 4 Senator
Steve Griffiths	Jobs Plus President
Mary Gustafik	NIC Ponderay Center Coordinator
Dean Haggenson	Contractors Northwest CEO
Ken Howard	North Idaho College Trustee
Jerry Keane	Post Falls School District 273 Superintendent
Kristina Klassen	North Idaho College Instructor
Danny Klocko	Kootenai Medical Center
Tim Komberec	Empire Airlines President/CEO
Jay Lee	North Idaho College Vice President for Instruction
Chris Meyer	Coeur d'Alene Tribe Director of Education
Judy Meyer	North Idaho College Trustee
Joe Morris	Kootenai Health Retired CEO
Sheldon Nord	North Idaho College Vice President for Student Services
Erin Norvell	North Idaho College Staff
Ron Ouren	Community First Bank
Gina Prindle	North Idaho College Director of Nursing
Karen Ruppel	North Idaho College Instructor
Patty Shea	Avista Utilities Regional Business Manager
Chloe Van Zandt	North Idaho College Associated Students President
Steve Wilson	Coeur d'Alene Chamber of Commerce President/CEO

North Idaho College
Long Range Visioning and Planning
Multi-Methodology Executive Summary Report
October 2011

Prepared by:

Robinson Research
1206 N. Lincoln St., Suite 200
Spokane, Washington 99201-2559
(509) 489-4361
E-mail: billr@robinson-research.com

Statement of Methodology

As part of a multi-methodology study, Robinson Research was commissioned by North Idaho College's Long Range Visioning and Planning Committee to conduct focus groups, two phone surveys and an online survey. The purpose of the studies was to evaluate attitudes and perceptions regarding NIC to assist with NIC's Long Range Visioning and Planning.

Focus Groups

Robinson Research conducted a series of focus groups on behalf of North Idaho College. A total of nine focus groups were held between the dates of September 6, 2011, and September 15, 2011. Groups were held with NIC faculty and staff, community organization leaders, business leaders, North Idaho higher education admissions and faculty, Spokane higher education admissions and faculty, and high school educators, Principals, counselors and Superintendents.

Business Survey

Robinson Research conducted a telephone study with businesses in North Idaho.

A 50-sample survey, in a universe of 3,000+, has a margin of error of +/- 13.85 percent, which means that, in theory, results have a ninety-five percent (95%) chance of coming within +/- 13.85 percentage points of results that would have been obtained if all businesses in the five northern Idaho counties had been interviewed.

General Public

Robinson Research conducted a 400-sample telephone study with adults in households in North Idaho.

A 400-sample survey has a margin of error of +/- 4.89 percent, which means that, in theory, results have a ninety-five percent (95%) chance of coming within +/- 4.89 percentage points of results that would have been obtained if all households in the five northern Idaho counties had been interviewed.

Student Survey

Robinson Research conducted a self-administered online study with NIC students.

A 400-sample survey, in a universe of 3,000+, has a margin of error of +/- 4.89 percent, which means that, in theory, results have a ninety-five percent (95%) chance of coming within +/- 4.89 percentage points of results that would have been obtained if all students had completed the survey.

Recommendations

Find ways to make parking more convenient. This was the most oft cited area in need of improvement across most subsets.

Form stronger relationships with Spokane higher education personnel.

Strengthen communication with business leaders. Larger employers perceived that NIC was not as responsive to their needs and ideas as it should be. It should also be noted that three-in-ten businesses felt that NIC does not do enough to reach out to employers.

Remain cognizant of the importance of the *Coeur d'Alene Press*. It was the number one cited source of information and new developments by the business community and the general public.

If possible, consider revising the Math 108 requirement. The perception that this was an unnecessary bottleneck was pervasive among higher education personnel from Idaho and Washington. It was referred to as the “algebra trap” in one group.

Acknowledge that NIC has more cachet than a typical community college and market that strength.

Tout the reputation NIC students have for their preparedness when they move on to a four-year university or into the workforce.

Raise awareness outside of North Idaho (Spokane in particular) so that if enrollment from traditional sources drops the school can compensate by recruiting more students from farther away.

Be aware that stakeholders have concerns that including NIC in a students' education plan can cause the student to take longer than four years to achieve a four-year degree.

Address concerns about academic advising. Higher education respondents thought it “dangerous” that students could choose their classes without ever having met with an advisor.

Do everything possible to minimize waiting lists for programs and classes. Develop a method for apprising students of changes in their waiting status rather than forcing the students to constantly check-in.

Awareness of NIC

For every person in the general public who was not familiar with NIC there were twenty-five who demonstrated unaided or claimed aided awareness.

Based on descriptions of NIC it can be assumed that the majority of people in North Idaho have at least passing knowledge of the college.

Perceptions of NIC

NIC was most often described as being a good small school with a beautiful campus. With the exception of parking (which was characterized as negative across most subsets) and small (which could be interpreted positively or negatively) the majority of descriptions of NIC were positive.

Satisfaction with NIC

Most people were satisfied with NIC and the direction it is heading. The majority of respondents in the quantitative studies rated NIC above the midpoint of the scale, the highest scores coming from the business community.

Levels of Familiarity

The majority of respondents perceived themselves as being somewhat or very familiar with NIC. Focus group participants showed a high level of familiarity with the college.

NIC has a very large presence in the five northern counties of Idaho.

What NIC Does Well

The nursing program was the most oft cited strength of NIC, followed by their wrestling team, journalism program, and graphic arts programs.

Values

Questions regarding the values of NIC elicited few responses in the focus groups. When students were asked how well each value “fit” the college, most descriptors varied by no more than a few tenths of a point.

North Idaho College
Long Range Visioning and Planning
Student Survey
Executive Summary Report
October 2011

Prepared by:

Robinson Research
1206 N. Lincoln St., Suite 200
Spokane, Washington 99201-2559
(509) 489-4361
E-mail: billr@robinson-research.com

Statement of Methodology

As part of a multi-methodology study, Robinson Research was commissioned by North Idaho College to conduct a self-administered online study with NIC students. The purpose of the study was to evaluate student's attitudes and perceptions regarding NIC, to assist with NIC's Long Range Visioning and Planning.

Four hundred surveys were completed between September 26, 2011 and October 17, 2011.

A 400-sample survey, in a universe of 3,000+, has a margin of error of +/- 4.89 percent, which means that, in theory, results have a ninety-five percent (95%) chance of coming within +/- 4.89 percentage points of results that would have been obtained if all students had been interviewed.

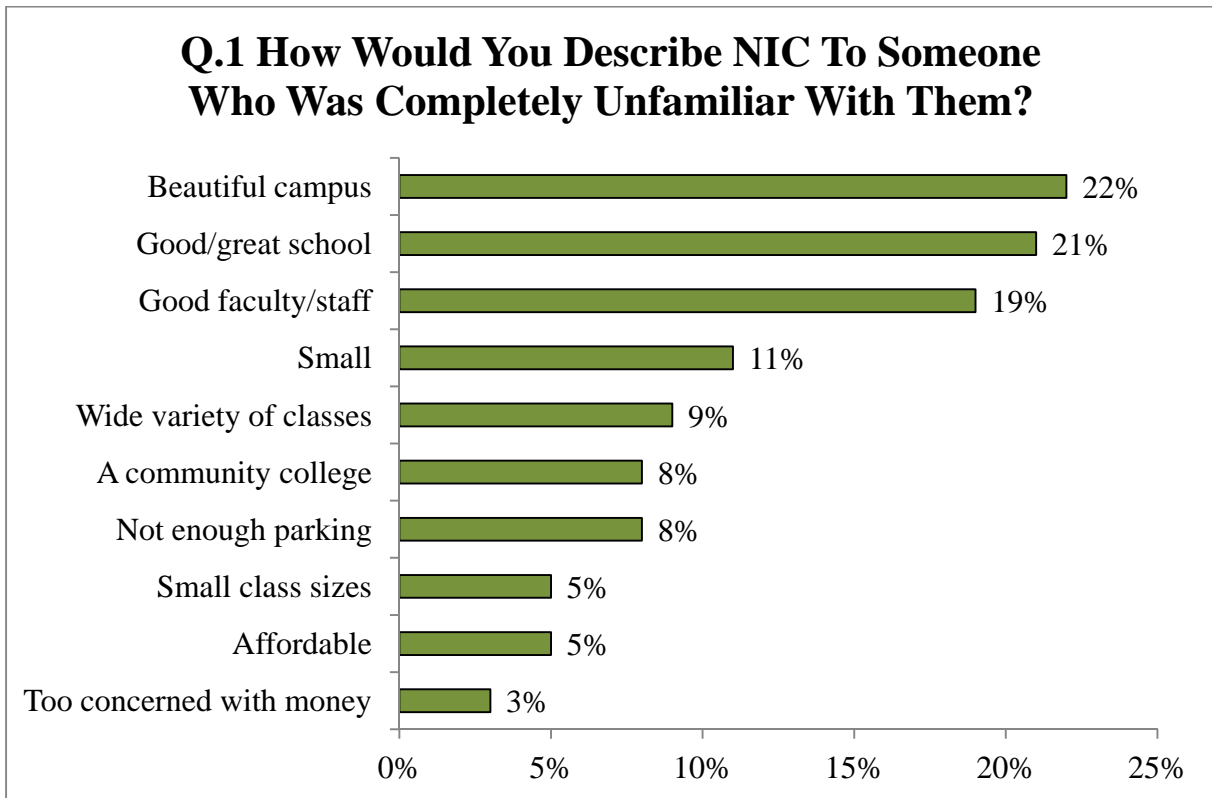
Questions regarding this survey may be directed to:

William D. Robinson
Robinson Research
1206 N. Lincoln St., Suite 200
Spokane, Washington 99201
Phone: (509) 489-4361
Email: billr@robinson-research.com

Detailed Observations

Q.1 How would you describe NIC to someone who knew nothing about it?

This open-ended question was presented to all 400 respondents. Responses were entered by the student verbatim and subsequently coded for ease of interpretation. The complete responses can be found under separate cover and are recommended reading.

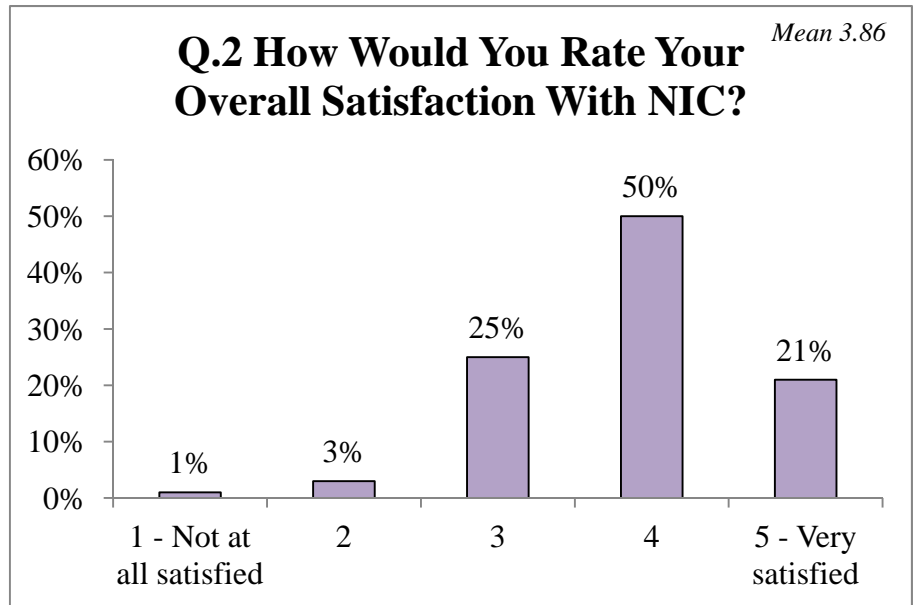


One-in-five (22%) students described NIC as having a beautiful campus.

Q.2 Using a five-point scale with one meaning not at all satisfied and five meaning very satisfied, how would you rate your overall satisfaction with NIC?

Seven-in-ten (71%) respondents rated their satisfaction with NIC as a four or five.

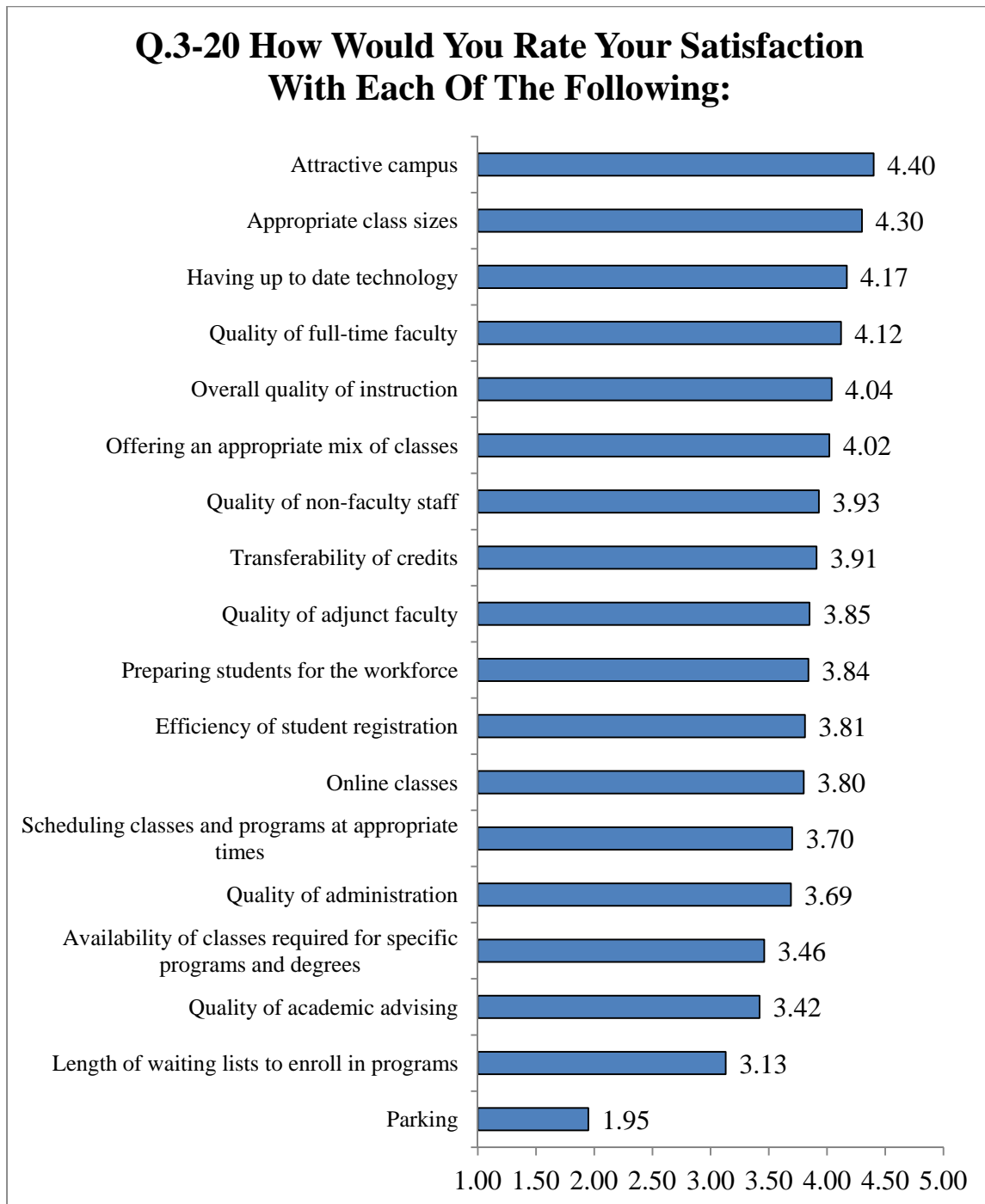
Students who had been enrolled at NIC for one semester or fewer were significantly more likely than average to give a higher rating.



Participants who perceived the academic rigor of PTE classes as too low were significantly more likely than average to give a lower rating.

Students who perceived the academic rigor of PTE classes as about right were significantly more likely than average to give a higher rating.

Using the same five-point scale, where one is not at all satisfied and five is very satisfied, how would you rate your satisfaction with each of the following:



Throughout this series, students who rated the academic rigor of PTE courses as too high or too low were more likely than average to give lower ratings.

Specific attribute ratings correlated with overall satisfaction ratings and likelihood of recommending NIC.

Q.3 Parking

This attribute was ranked last among the eighteen tested, with a mean score of 1.95.

Students who perceived that NIC placed too much emphasis on PTE or Liberal Arts programs were more likely than average to give a lower rating.

Q.4 Having up to date technology

This attribute was ranked third out of the eighteen tested, with a mean score of 4.17.

Participants who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who had attended NIC for one semester or less or 7 semesters were more likely than average to give more positive ratings.

Q.5 Attractive campus

This attribute was ranked first among the eighteen tested, with a mean score of 4.40.

Students who had attended NIC for one semester or less were more likely than average to give more positive ratings.

Participants in the 45 to 54 age group were significantly more likely than average to give a higher rating.

Q.6 Overall quality of instruction

This attribute was ranked fifth out of the eighteen tested, with a mean score of 4.04.

Q.7 Quality of full-time faculty

This attribute was ranked fourth among the eighteen tested, with a mean score of 4.12.

Q.8 Quality of adjunct faculty

This attribute was ranked ninth out of the eighteen tested, with a mean score of 3.85.

Q.9 Quality of non-faculty staff

This attribute was ranked seventh among the eighteen tested, with a mean score of 3.93.

Q.10 Quality of administration

This attribute was ranked fourteenth of the eighteen tested, with a mean score of 3.69.

Students who perceived the academic rigor of Liberal Arts programs as too low were more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who had attended NIC for one semester or less were more likely than average to give more positive ratings.

Q.11 Quality of academic advising

This attribute was ranked sixteenth among the eighteen tested, with a mean score of 3.42.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.12 Online classes

This attribute was ranked twelfth out of the eighteen tested, with a mean score of 3.80.

Male respondents were significantly more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on PTE programs were more likely than average to give a lower rating.

Students who had attended NIC for seven semesters or nine or more semesters were more likely than average to give a higher rating.

Q.13 Offering an appropriate mix of classes

This attribute was ranked sixth among the eighteen tested, with a mean score of 4.02.

Students who had attended NIC for two semesters were more likely than average to give a higher rating.

Q.14 Preparing students for the workforce

This attribute was ranked tenth out of the eighteen tested, with a mean score of 3.84.

Respondents who perceived that NIC placed too much emphasis on PTE programs were more likely than average to give a lower rating.

Students who had attended NIC for seven semesters were more likely than average to give a higher rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.15 Availability of classes required for specific programs and degrees

This attribute was ranked fifteenth among the eighteen tested, with a mean score of 3.46.

Students who perceived the academic rigor of Liberal Arts programs as too high were more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts or PTE programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.16 Length of waiting lists to enroll in programs

This attribute was ranked second to last out of the eighteen tested, with a mean score of 3.13.

Respondents who perceived that NIC placed too much emphasis on PTE programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.17 Scheduling classes and programs at appropriate times

This attribute was ranked thirteenth among the eighteen tested, with a mean score of 3.70.

Students who perceived the academic rigor of Liberal Arts programs as too low were more likely than average to give a lower rating.

Respondents who perceived that NIC placed too much emphasis on Liberal Arts programs were more likely than average to give a lower rating.

Students who perceived that NIC placed the right amount of emphasis between PTE classes and Liberal Arts classes were more likely than average to give a higher rating.

Q.18 Appropriate class sizes

This attribute was ranked second out of the eighteen tested, with a mean score of 4.30.

Students who had attended NIC for six semesters were more likely than average to give a lower rating.

Q.19 Transferability of credits

This attribute was ranked eight among the eighteen tested, with a mean score of 3.91.

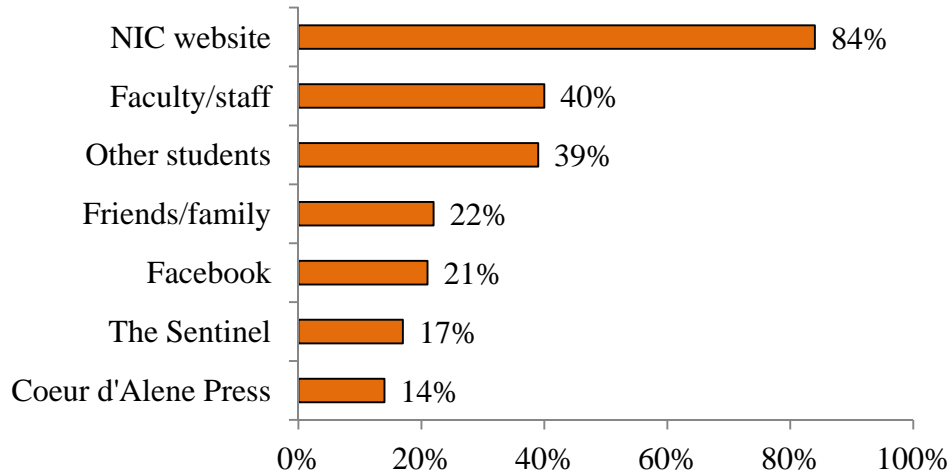
Participants in the 45 to 54 age group were significantly more likely than average to give a higher rating.

Q.20 Efficiency of student registration

This attribute was ranked eleventh out of the eighteen tested, with a mean score of 3.81.

Q.21 What are your primary sources of information about new developments at NIC?

Q.21 What Are Your Primary Sources Of Information About New Developments At NIC?



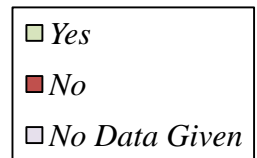
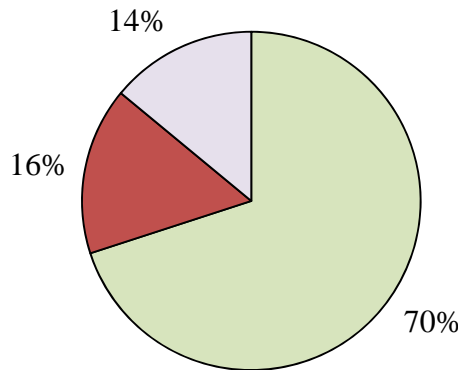
Four-in-five (84%) students reported relying on NIC's website as a primary source of information.

Q.22 Have you ever been enrolled in an online class at NIC?

Seven-in-ten (70%) students reported having been enrolled in an online class at NIC.

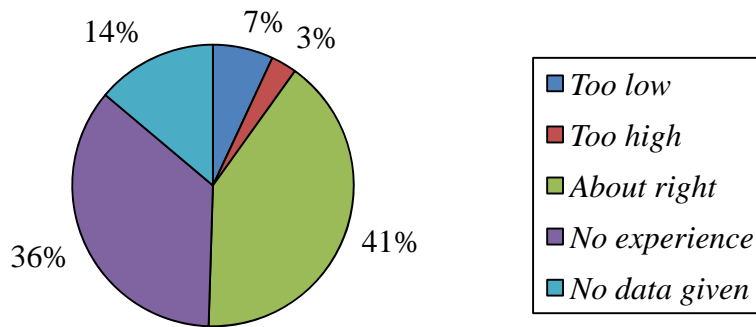
Females were significantly more likely than males to have responded in the affirmative.

Q.22 Have You Ever Been Enrolled In An Online Class At NIC?



Q.23 Is the academic rigor in Liberal Arts courses at NIC too low, too high or about right?

Q.23 Is The Academic Rigor In Liberal Arts Courses Too Low, Too High Or About Right?



Two-in-five (41%) students perceived that the academic rigor in Liberal Arts courses was about right.

Students in the 45 to 54 age group were more likely than average to perceive the academic rigor as too high.

Liberal Arts students were significantly more likely than average to perceive the academic rigor as about right.

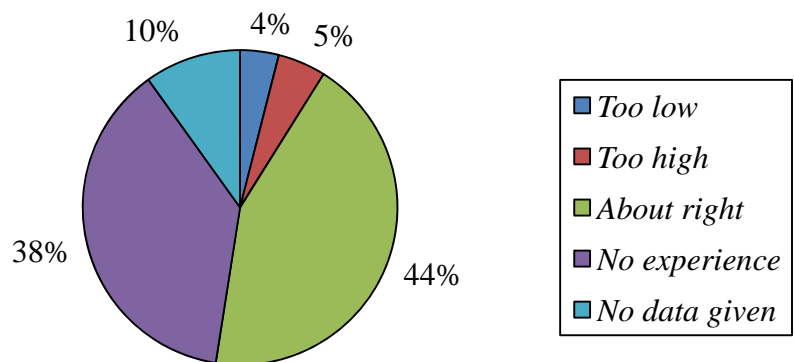
Q.24 Is the rigor in Professional/Technical courses at NIC too low, too high or about right?

Two-in-five (44%) respondents perceived that the academic rigor in PTE courses was about right.

Students who perceived that the academic rigor of Liberal Arts courses was too low were more likely than average to hold the same opinion of PTE courses.

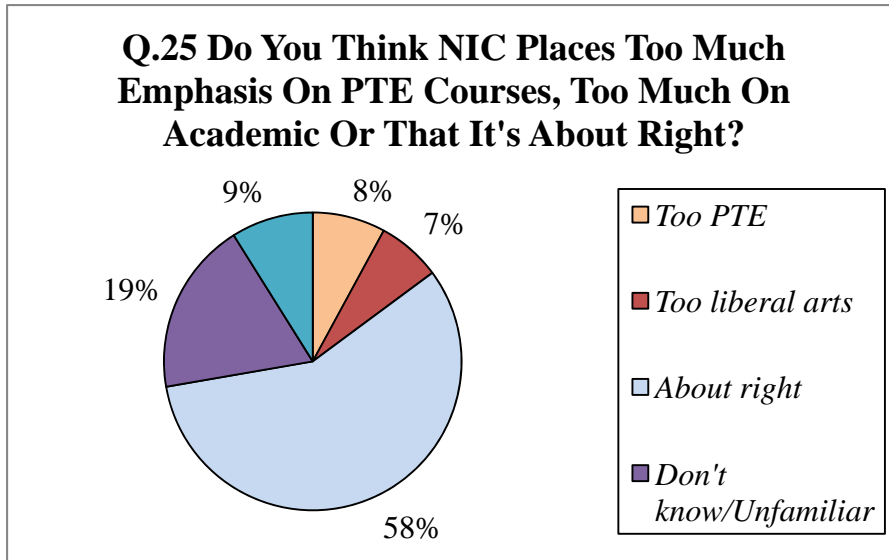
Participants in the 17 to 24 age group were more likely than average to perceive the academic rigor as too low.

Q.24 Is The Academic Rigor In PTE Courses Too Low, Too High Or About Right?



PTE students were significantly more likely than average to perceive the academic rigor as about right.

Q.25 NIC currently offers Professional Technical Education courses, such as nursing and welding, that prepare students for the workforce and academic courses, such as history and English, that prepare students to transfer to a 4-year university. Do you think NIC places too much emphasis on professional courses, too much emphasis on academic courses or that it's about right?



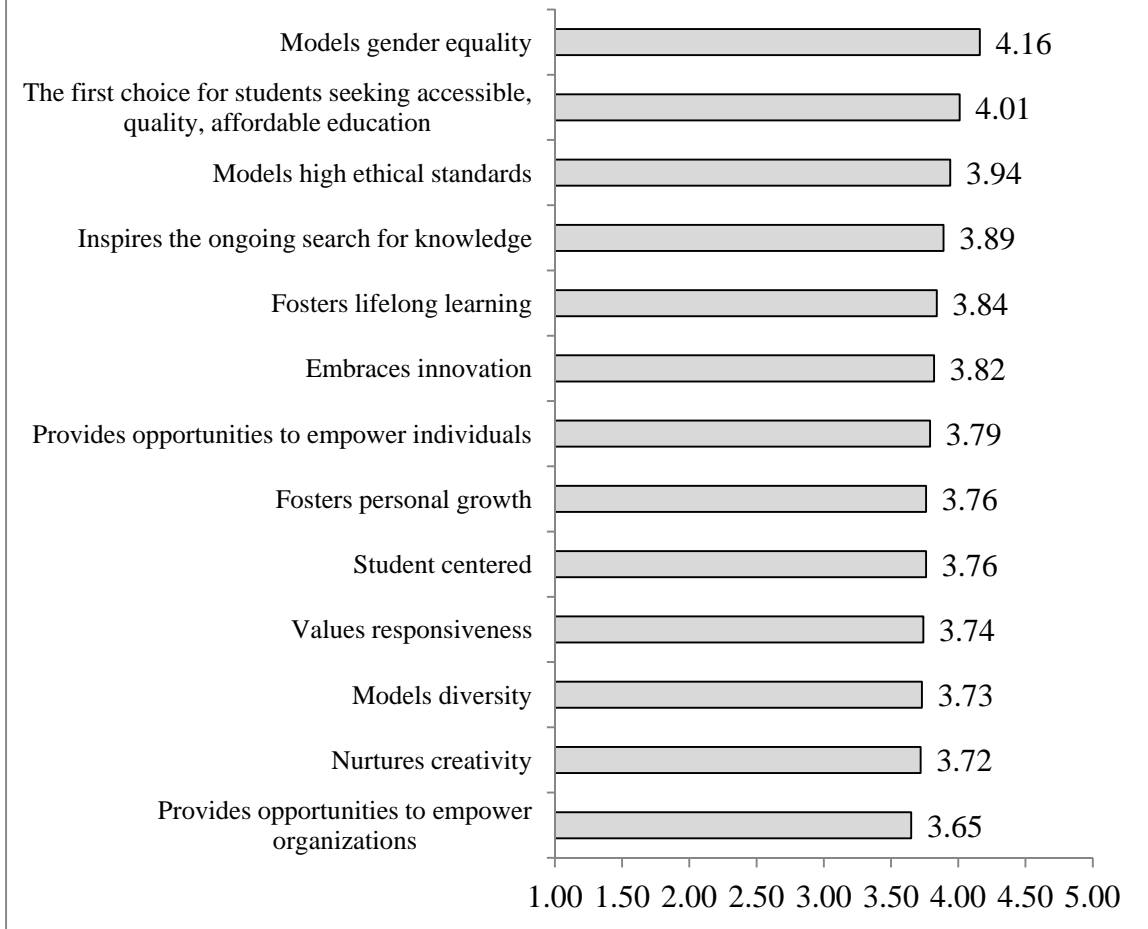
Three-in-five (58%) students perceived that NIC placed about the right amount of emphasis between PTE and Liberal Arts courses.

Using a five-point scale with one meaning it does not fit NIC at all and five meaning it fits NIC very well, how would you rate the fit of each of the following descriptors:

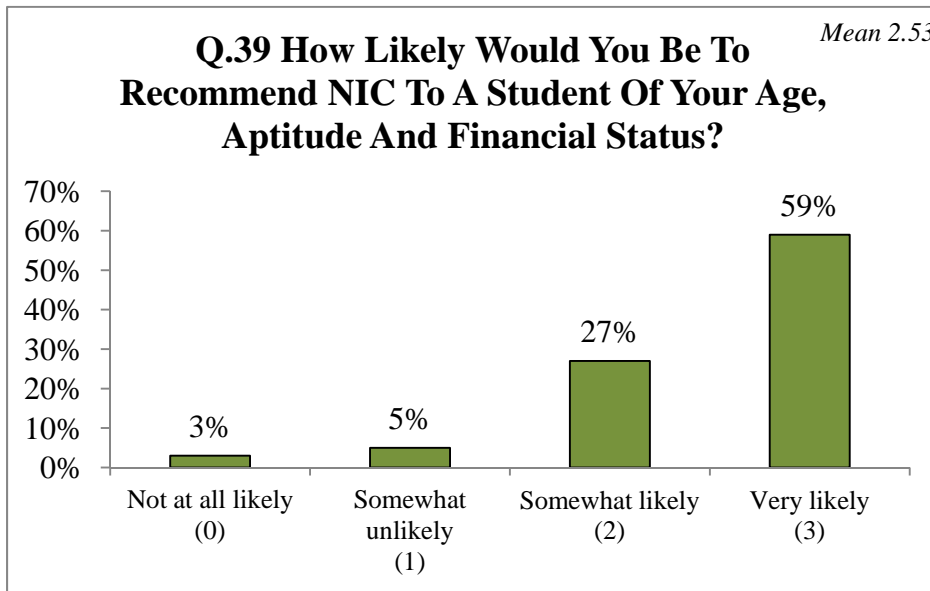
- 1 – Does not fit NIC at all
- 2
- 3
- 4
- 5 – Fits NIC very well

- Q.26** Student centered
- Q.27** Embraces innovation
- Q.28** Models diversity
- Q.29** Models gender equality
- Q.30** Nurtures creativity
- Q.31** Models high ethical standards
- Q.32** Fosters lifelong learning
- Q.33** Fosters personal growth
- Q.34** Values responsiveness
- Q.35** Inspires the ongoing search for knowledge
- Q.36** Provides opportunities to empower individuals
- Q.37** Provides opportunities to empower organizations
- Q.38** The first choice for students seeking accessible, quality, affordable education

Q.26-38 How Would You Rate The Fit Of Each Of The Following Descriptors:



Q.39 How likely would you be to recommend NIC to a student of your age, aptitude and financial status?



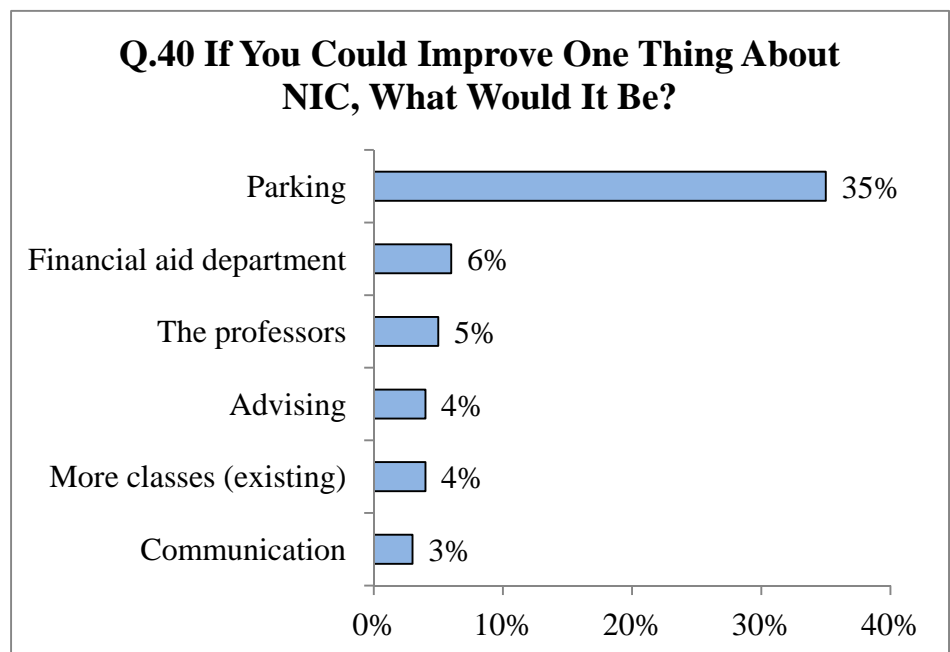
Three-in-five (59%) students reported that they would be very likely to recommend NIC.

Students who had attended NIC for one semester or less were more likely than average to give more positive ratings.

Q.40 If you could improve one thing about NIC, what would it be?

This open-ended question was presented to all 400 respondents. Responses were entered by the student verbatim and subsequently coded for ease of interpretation. The complete responses can be found under separate cover and are recommended reading.

One-in-three (35%) students cited parking as an area that needed improvement.



Respondent Profile

- Twenty-seven percent of respondents reported being primarily Liberal Arts students
- Thirty-eight percent of respondents reported being primarily PTE students
- Twenty-three percent reported being neither PTE nor Liberal Arts students
- The average student had attended NIC for 4.11 semesters
- The mean age was 31.25
- Sixty-seven percent of respondents reported being female
- Twenty-five percent of respondents reported being male

PROGRAM REVIEW

Department:	Review for the period:
Director/Manager:	
1.0 DEPARTMENTAL HISTORY	
1.01 MISSION	
1.02 RELATION TO NIC'S MISSION AND CORE VALUES	
2.0 STUDENT LEARNING OUTCOMES	
<i>Minimum two from CAS</i>	
2.01 ASSESSMENT RESULTS AND INTERPRETATION	
<i>Please attach assessment summaries and interpretations for each goal and/or outcome.</i>	
2.02 DEPARTMENTAL STRENGTHS BASED ON ASSESSMENT	
2.03 DEPARTMENTAL CHALLENGES BASED ON ASSESSMENT	
2.04 DEPARTMENTAL OPPORTUNITIES	
<i>Describe actions to be taken to change the program/department based on assessment.</i>	
3.0 DEPARTMENTAL STAFF AND RESPONSIBILITIES	
<i>Copy of job descriptions and organizational chart(s)</i>	
3.02 TRAINING/PROFESSIONAL DEVELOPMENT	
4.0 BUDGET	
<i>Please attach departmental budget</i>	
4.01 FACILITIES	
<i>List facilities and offices space used for your operations.</i>	
4.02 FUTURE PLANS AND RECOMMENDATIONS FOR BUDGET AND FACILITIES	
5.0 ADDITIONAL PERTINENT INFORMATION	

Student Services Program Review Guidelines

Definition

Program review is a collaborative process designed to provide an in-depth, comprehensive study of Student Services departments and programs at North Idaho College. This process involves administrators, staff, students, faculty and external consultants in:

1. Gathering information about a department/program
2. Reviewing and analyzing that information
3. Making judgments about overall department/program quality
4. Making commendations and recommendations regarding department/program
5. Monitoring department/program accountability for improvement
6. Supporting the department/program in implementing recommendations.

Purpose

Program review serves the primary purpose of providing an opportunity for focused reflections, studying and gathering of information which supports on-going department development and improvement. It also provides a consistent means of evaluating departments/programs and how well they are achieving goals of effectiveness and fulfilling College mission and core themes. Such mission-aligned review also serves external purposes of satisfying accreditation requirements.

The entire review process including adopting learning outcomes and goal setting should be guided by the following:

North Idaho College's mission statement:

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Student Service's mission statement:

Student Services at North Idaho College is committed to empowering students of diverse backgrounds, and the local community, by providing support, information and resources to ensure they are given every opportunity to achieve their academic potential and personal success.

North Idaho College's core themes:

Core Theme 1:*Student Success*--To provide access to an education environment that helps students attain their education goals.

Core Theme 2:*Instructional Excellence*--Enhance quality educational opportunities that promote student success, teaching excellence and lifelong learning.

Core Theme 3:*Community Engagement*--Enhance the quality of life for our students and communities.

CAS Standards:

Refer to CAS Professional Standards for Higher Education.

Three-Step Program Review Process

Self-Study – the department prepares a self-study using:

- At least two Learning Outcomes based on CAS standards; and
- Standards and/or review process from a professional organization; or
- Standards created specifically for your department

Presentation to Peers- A summary of your self-study will be presented to the VPSS manager's group.

VPSS Review – the department along with the VPSS develops an action plan based upon the self-study and presentation.

Review Documentation

- Each program/service offered by the department should be addressed within the self-study.
- The completed self-study document will be forwarded to the Vice President for Student Services at least one month prior to the presentation to peers. The Vice President for Student Services will review the document with the department director to assure its completion.

Documentation for Review

The department prepares a self-study that includes the following minimal topics:

Departmental History and Purpose

- History
- Mission statement
- Relation to College Mission and Core Values
- Annual Goals and Learning Outcomes

Organization

- Staff and responsibilities
- Training
- Decision-making processes, departmental teams

Evaluation and Assessment

- Quantitative Results (Student Opinion Survey); and/or
- Qualitative Results (focus groups, interviews, and evaluations)
- Budget
- Facilities

Future Plans and Recommendations

Post Review

The department director will meet with the Vice President for Student Services to examine the findings of the program review and discuss the recommendations. When the recommendations have been approved by the Vice President for Student Services, the department, with appropriate supervisors, will together plan implementation strategies and develop an action plan. In the department's annual setting of goals the department will demonstrate progress in any areas specified for improvement.

Executive Enrollment Management Team

- Graydon Stanley, Vice President for Student Services
- Lita Burns, Vice President for Instruction
- Mark Browning, Vice President for Community Relations and Marketing
- Kylene Lloyd, Student Services Data & Information Analyst
- Lynn Covey, Executive Assistant, Student Services

Enrollment Management Task Forces (2012-2013)

	Completion Task Force	Retention Task Force	Enrollment Task Force
Task	<i>Identify barriers and create clear pathways to successful completion</i>	<i>Identify students of high risk and assist them towards completion.</i>	<i>Assess and implement services which facilitate student enrollment.</i>
Co-Chairs	Alex Harris (SS) Paul Manzardo (I)	Joseph Bekken (SS) Michele Jerde (I)	Tami Haft (SS) Lloyd Duman (I)
Members	Chantel Black (SS) Karla Mitchell (I) Judith George (I) Kecia Siegel (SS) Mike Mires (I) Karen Ruppel (I) DeAnn Johnson (SS) Stephanie House (SS) Doug Anderson (I) Gail Laferriere (SS) Becky Byers (CP) Gary Coffman (CM) Alora Viera (Student)	Cheryl Cunningham (I) Molly Kreysler (I) Kelly Lyons (SS) Sally Hinders (SS) Kristina Klassen (I) Susanne Bromley (I) Linda Michal (SS) Frank Viera (HSC)	Joe Jacoby (I) Alex Degolia (SS) Marcy Hoggatt (SS) Tammie Iverson (SS) Marie Price (I) Stacy Hudson (CR) Becky Powers (I) Michelle Masingill (I) Kelly Stephenson (I) Kari Hynes (SS) Rebecca Pichotta (CM/CP) Trish Gannon (Student)

Key: Instruction (I)
 Student Services (SS)
 Community Relations (CR)
 College Partner (CP)
 Community Member (CM)
 High School Counselor (HSC)
 Student

Enrollment Management Strategies 2012/2013

This attached table endeavors to capture the common threads of statements and strategies as identified in the following documents:

1. the initial Enrollment Task Force/Committee's table identifying the three areas of student success.
2. the three sub-committee reports given to Enrollment Executive Committee on December 6, 2012
3. ideas captured from sub-committee meeting minutes for November and December 2012
4. the DRAFT Educational Master Plan
5. the five Complete College Idaho (CCI) initiatives
6. the key strategies for NIC in meeting the CCI initiatives as outlined in the DRAFT Educational Master Plan
7. the registration debriefing minutes from October 2012
8. the CCI debriefing minutes from November 2012

RECRUITMENT	RETENTION	COMPLETION
<p>ABE/GED K-TEC International Marketing College Image Scheduling</p>	<p>Advising Early Alert Career connection Intrusive Degree Audit E-Advising Scheduling and Delivery Attendance Attrition by Division Placement in credits Support Services in Outreach Universal design</p>	<p>Transfer alignment Reward incentives Reverse credit Prior Learning credit Articulation agreements Career relevant pathways</p>
<p><u>READINESS</u> Placement methods K – 20 Pipeline</p>	<p><u>REMEDIATION</u> Cohorts Redesign Pathways Learning Communities</p>	<p><u>STRUCTURE</u> Clearly Identified objectives Accurate, Accessible information Core vs. Elective Clarify areas of emphasis rather than majors Communications</p>
	<p><u>FINANCIAL</u> Debt Reduction Financial Literacy Redesign state funding Disburse in increments (reward)</p>	<p><u>DATA</u> Exit interviews Measures of success VFA Metrics linked to mission</p>

NIC Enrollment Management Committee

Description:

Enrollment management at NIC is a community wide responsibility led and documented by the college's **Enrollment Management Committee**. This group consists of faculty, staff, administrators, students and community members. Using approaches that are flexible, educationally sound, evidence based and collaborative, this group develops and recommends priorities and strategies in the areas of **enrollment, retention, and completion to President's Cabinet and the college community**.

Focus areas:

- alignment of student, college, and external goals (i.e. Complete College Idaho)
- systematic alignment procedures and resources with student, college and external goals
- marketing and promotion of the value of completion
- development of data resources and data-informed processes
- responsive, sustainable strategies for collaboration with K – 12 and transfer institutions
- evaluation and revision of current approach to enrollment and retention management
- programmatic emphasis on quality instruction across campus including course placement and student development
- promote student ownership of educational outcomes

Strategy:

- define clear goals
- utilize detailed action plans, objectives, timetables, responsibility center
- advocate for appropriate resource allocation
- maintain accountability
- assess and evaluate of our efforts

2012 – 13 Proposed Goals – Enrollment Management Executive Committee

1. Examine best practices in enrollment management
2. Collect relevant institutional and comparative data
3. Evaluate current campus efforts and strategies
4. Develop goals and actions for 2013-14 implementation

2012-13 Goals – Sub-Committees

ENROLLMENT (Moving In): Assess and implement services which facilitate student enrollment.

1. Evaluate current processes for marketing the College
2. Identify new and emerging markets (GED, ABE, International, K-TEC, Seniors)
3. Evaluate alternative methods of accessing instruction (online, dual credit, tech prep)
4. Examine multiple methods of assessment for placement

RETENTION (Moving Through): Identify students of high risk and assist them towards completion.

1. Evaluate methods of remediation
2. Evaluate offering, scheduling and loading of classes
3. Evaluate early alert and intervention strategies
4. Evaluate advising with emphasis on career connections
5. Evaluate options for financial literacy training

COMPLETION (Moving On): Identify barriers and create pathways to successful completion.

1. Evaluate data of non completers
2. Evaluate curriculum alignment for transfer and career placement
3. Evaluate financial leveraging, incentives and rewards
4. Evaluate strategies for measuring student success

**FY 2012 ABE Program
Summary Data and Accomplishments**

Region 1 ABE Data Comparison FY'06 Thru FY'12										
Fiscal Year	# Students	# Completed	# Advanced	# Separated	# Progressing	% Completion	% Attrition	# Post-tested	% Post-tested	Ave. Contact Hrs.
FY 12	569	252	212	297	20	44%	52%	295	52%	62
FY 11	624	168	135	364	92	27%	58%	212	34%	49
FY 10	743	173	158	419	151	23%	56%	269	36%	53
FY 09	624	219	194	307	98	35%	49%	290	46%	56
FY 08	662	310	283	330	22	47%	50%	385	58%	48
FY 07	688	188	161	455	45	27%	66%	308	45%	51
FY 06	720	217	185	469	34	30%	65%	301	42%	54
Student Demographics-Age										
Age	16-18	19-24	25-44	45-59	60 & Older					
FY12	187	185	157	35	5					
FY 11	167	152	228	72	5					
FY 10	217	209	240	72	5					
FY 09	220	168	172	56	8					
FY 08	288	149	164	51	10					
FY 07	249	154	195	83	7					
FY 06	214	172	240	83	11					

Accomplishments for FY 2012:

- *NIC's ABE program served a total of 1042 students across the five northern counties of Idaho.
- *569 of those served had 12+ hours of instruction in the ABE program.
- *Overall student outcomes increased 63% over the previous fiscal year.
- *Program goals regarding student completion were met at 4 out of 5 EFLs and missing the 5th by 4/10 of a person.
- *Average contact hours per student were 62 hours.
- *100% staff completion of "Learning To Achieve" state professional development training.
- *NIC's ABE program has been instrumental in obtaining \$65188.00 for remediation purposes- Math Boot Camp.
- *Staff collaborated with NIC's PTE administration in piloting the IBEST project this past year. Assisted NIC in acquisition of funding from the Albertson Foundation.
- *683+ took one or more GED Tests in FY'12 at the NIC GED Testing Center.
- *475+ successfully achieved their GED in FY'12 at the NIC GED Testing Center.
- *Of those ABE students with a goal of achieving the GED, 70+% achieved that goal in Region 1.
- *Transitioned the Coeur d'Alene ABE/GED center back onto the North Idaho College campus in the PTE Hedlund building.
- *Initiated transitioning the entire NIC Ponderay center back into Sandpoint, Idaho. Completion of this task took place in August 2012.
- *Initiated a Memorandum of Understanding with Rathdrum/Spirit Lake libraries to provide volunteer tutors and space at their respective community libraries. After piloting this opportunity, it is our intention to then expand services to the following libraries in this area: Bonners Ferry; Sandpoint; Priest River; Priest Lake; Clark Fork; St. Maries; Fernwood; Pinehurst and Wallace.
- *Ongoing collaborative efforts with Region 1's Department of Labor and Idaho Division of Vocational Rehabilitation in the areas of recruitment, training and grant writing

Continuous Enrollment Initiative Cohort Narrative Report North Idaho College I-BEST

This report summarizes feedback from staff and students about their participation in the pilot project. Frequently, the attitudes and perceptions held by project participants are as important to understanding project effectiveness as progress data results. This Cohort Narrative Reports asks each project to address 5 areas of 'qualitative measurement'.

1. Briefly explain the tools used by the project to gather student feedback.

Two electronic surveys were sent to students to gather data. The instruments included demographic, quantitative, and qualitative data points in open-ended questions, Likert Scale, and multiple choice responses. Pre and post-assessment were gathered and are attached for review. Additionally, individual student interviews were conducted to elicit specific feedback, and are summarized below.

2. Briefly explain the tools used by the project to gather staff feedback.

Team meetings and discussions were held on an as-needed basis. A final staff survey allowed members to report on strengths and needed improvements in the program. Faculty and staff were asked to submit an end-of-the year report that addressed their observations and suggestions for improvement. The results are summarized below.

3. Briefly explain what has been learned about project strategies after reviewing or evaluating qualitative feedback from student participants.

Students were asked to participate in two electronic surveys during the fall semester. The results of these surveys yielded the following stats:

- 93.75% of our students were considered "high school drop outs".
- 62.50% of the participants were considered "first generation" students.
- 84% of our students in cohort 1 were Pell eligible.
- Participants reported significant gain in academic confidence while enrolled in the I-BEST program.
- Only 25% of I-BEST students felt confident they would have completed their GED without the help of I-BEST.
- While 62.5% of I-BEST students considered themselves "smart enough" to go to college before the program, 93.75% couldn't say they would have been successful in college without the program.
- 100% of students found value in the developmental advising model that allowed access to advisors on an ongoing basis.

- 100% of students found value in receiving additional help with admissions processes such as financial aid and registration processes.
- 100% of students appreciated having a support system at school and
- 83.34% of students found cohort learning valuable.

When students were asked about the valuable aspects of the program, their responses included:

- I-BEST has helped me with the confidence to bring myself to school.
- I-BEST means having the ability to earn my GED and learn a dream job field all while having specialized academic resources to help achieve my goals.
- I-BEST was the only thing in the world that believed in me. I can't explain how important that is for people like me.
- I can now continue my education and do what I only dreamed of before. The confidence that it has given me with all the help in it has been something I couldn't get anywhere else.
- Because I have the same background as the other students, it is easier to ask for help. The extra help I have received through I-BEST has helped me not become so overwhelmed.
- I like the fact that I am accepted for who I am and that I am not looked down upon for not completing school or a GED.

Student interviews were also conducted to elicit feedback about IBEST and students' reactions to the program. Comments included:

- If high school had been like this, I might have made it. The math is hard, but I can do it with Rachel helping me.
- College is hard, but I'm making it because of IBEST.
- It helps to have someone you can go to when you need help.
- I always knew that I was smart enough to go to college, but I didn't know how to do it. IBEST made it possible.
- I dropped out of high school because I thought I didn't need more education. I know that's not true now, but I don't think I could've figured it out without IBEST.
- It feels great to know that I can do this now.

The result of the interviews was to reinforce the reality of our belief that many students fail because of a lack of support and knowledge of how to navigate the terrain of college bureaucracy. Building solid relationships with these students so that they feel confident that they have someone solidly on their side is crucial to their success. Though students' college success is a complex issue, these messages came through loud and clear.

4. Briefly explain what has been learned about project strategies after reviewing or evaluating qualitative feedback from staff participants.

The staff survey yielded results that our faculty consistently saw student growth in the areas of personal and academic confidence, professional presence, comfort and trust in an academic setting, relationship building, coping and problem solving skills, resourcefulness, and ability to achieve goals.

The programmatic strengths observed by our staff included the challenge/support system, student advocacy, accountability and structure provided by the program, establishing trust relationships in an academic environment, development of leadership skills of our students.

Our staff also observed that the majority of our students lacked a strong family foundation. Relationships that formed in the individual cohorts became “family like” and the students developed their own support systems outside what we as a staff provided for them in the classroom. Bonds were formed in the I-BEST community on many levels including our internal NIC community, the larger Coeur d’ Alene community, staff with colleagues, staff with students, and students with classmates. The cohort model seemed to save many of our students on a variety of levels.

Several cohort staff also observed that our students struggled with being able to pace their work and manage the time needed for school. This was evident in two areas: students that transitioned to a more independent learning environment after I-BEST struggled in the environment and students that were unable to manage the pace in fall experienced a curriculum discrepancy in the spring semester.

Many strategies from the first year of IBEST have proven their worth for at-risk students. These best practices will be continued and enhanced over the next year of the IBEST program.

- **The cohort model** – *The cohort model was one of the greatest strengths of the program. Students felt that they were part of a family, and they began to form their own study groups and friendships that extended beyond the hours of classes. The model increased the students’ level of comfort and made them more willing to take emotional and educational risks within the groups.*
- **The math co-teach model** – *A math tutor attended math classes with students and provided additional support for the math component of each program. The math requirement is frequently the barrier to student completion of a degree or certification. This model yielded approximately an 80% success rate on the math component.*
- **College Success class** – *This component will be enhanced in the 2012 cohorts and taught for credit. Students will receive credit for ATEC-117, which is a requirement for two of the IBEST programs. The IBEST at-*

risk population has a severe lack of skills that enable them to be successful in an educational environment, such as coping, academic, workplace, emotional, and interpersonal skills. This class will provide much more in-depth training in those success strategies for IBEST students.

- **Lab visits** – *Students benefitted from the opportunity to teach the skills they were developing in their labs to others. Regular lab visits by the staff will be incorporated into all programs.*
- **Developmental advising** – *Using a developmental advising model worked well for students and directed them toward a path of success. Instead of prescriptive, curriculum-based advising, IBEST approaches advising in a holistic manner, taking into account all of the circumstances of students’ lives in their educational journeys.*
- **Financial aid and administrative process assistance** – *Most, if not all, students noted that the assistance with college processes, particularly financial aid, was one of the greatest strengths of the IBEST program. At-risk students find college admissions processes to be extremely intimidating, and they lack skills to cope with the barriers that they encounter. They cited assistance with those processes to be one of the most important components of their success.*

5. Briefly describe any adjustments, changes or improvements to the project after evaluating qualitative feedback from project participants. Based on the experience and feedback of one year of IBEST, the following improvements will be implemented in the second year.

- **Implement structured intake/interview process** – *Because of such a short time frame for the implementation of IBEST in the summer of 2011, the recruit and intake process was not fully developed. A much more structured intake process has been used for the upcoming cohorts. We now incorporate a thorough interview that allows us to get know students more comprehensively, build an earlier relationship with them, and anticipate potential roadblocks to student success. We believe this process will lead to retention and persistence for our students.*
- **Institute GED completion before beginning college classes in the fall** – *Changes in federal law affected the concurrent instruction component of the IBEST program. Because of this change, the GED instruction for our students now takes place before college credit accrual. While we originally initiated this process because of the changes in federal law, we now see that it is a valuable tool to allow us to assess the level of commitment and ability of students before*

committing them to college classes and possible financial indebtedness. This strategy has already proven its value for IBEST.

- **Continued support**-*While students are enrolled in I-BEST for one semester, it became very evident that they need structure built into subsequent semesters. This is one of the greatest concerns we have after year one of our project. We experienced two issues that we will work to amend for the next cohort. The Machine Tech cohort had some instructional discrepancy from fall to spring semesters. We will be working with our upcoming instructors so our students learn the skills to keep academic pace and are properly prepared.*
- **ENGL 099**-*It became evident that our students that were not enrolled in the English requirement specific to Professional Technical students due to scheduling issues were less successful. We will now offer ENGL 099 for IBEST students in the spring semester taught by an IBEST staff member. This class will allow students to still be involved in the IBEST classroom and have contact with IBEST staff on a regular basis.*
- **Implement monthly staff meeting by cohort** - *We were unable to do this in FA 2011 because of the schedules of our instructional staff. We began to recognize the importance of sitting down on a regular basis and did it a few times, but we will schedule regular meetings with staff by cohort to discuss student progress, processes, and improvements that we may need to make in the program for student success. We recognize that some of our students need individual educational plans for success and that we need team feedback to meet the needs of the students.*
- **Build a strong relationship with high school counselors** - *Counselors at the Coeur d'Alene and Post Falls high schools have become some of our greatest allies in the recruitment process for IBEST. When students are in danger of leaving school because they are credit deficient, many of the counselors call us right away as an alternative to dropping out of the education process. In this way, many students have gone on to complete their GEDs and enroll in college for the fall rather than dropping out of school.*
- **Improve post-survey** - *We recognize that we need to rework our post-survey in several ways. Structuring class time for students to complete evaluations should allow for a greater survey response. We also need to rework the tool to incorporate feedback beyond the current questions.*
- **Establish an advisory board** - *Collecting further feedback on our program from community partners and internal constituents will be a valuable goal for IBEST.*

Fall 2012 Registration Debriefing Meeting Summary 9/13/12

GOOD

OARS total 19

OARS students made connections with other students (4)
Part of OARS (4)
OARS in outreach (3)
Positive feedback from parents regarding OARS (3)
OARS efficient (2)
Computer lab helpful (1)
OARS busy and smooth

ONLINE REGISTRATION total 15

Online Registration (11)
Duals registered themselves for first time (4)

COMMUNICATION total 15

Dates well marked/published (6)
Info/Communication out there (emails, dates, etc) (4)
Dates, information to students (2)
All departments available as resource (2)
Good communication between Residence Hall and Student Accounts (1)
Bookstore got easier to get a hold of (1)
Ambassadors helpful
Last minute commercial

WAIT-LIST total 10

Fewer instance of adding students, waitlist (4)
Some aspects of waitlist (3)
Waitlist process is improving (auto-registered for classes) (2)
Students liked auto-enroll for waitlist (1)
24 hour response/then automatic
Less yellow slips
Less waitlist concerns from students

REGISTRAR total 5

Registrar responsive (3)

Registration office quick in adding students (2)

POOR**WAIT-LIST total 19**

Waitlist (9)

Students not understanding waitlist process (4)

Timing issues w/payment (2)

Waitlist glitches/miscommunication issues (2)

Improve communication of how it works (1)

Sciences not waitlisted (1)

Waitlisted too many sections

Waitlists not providing data for course needs

Empty seats in course sections despite waitlist

Students getting dropped from duplicate section after waitlist despite e-mails/communication

COMMUNICATION total 18

Communication not universal (4)

Instructors not understanding why they cannot add student to their empty seats after add/drop end (4)

Students not reading information given / sent/email (3)

Uncertainty-what to do with exceptions? (2)

Lack of understanding of everyone's role (2)

too many deadlines (2)

too many methods of communication (1)

Long lines & lots of phone calls

Lack of support staff on the Saturday and Sunday before classes start

CONSISTENCY total 15

Lack of consistency (in many areas) effects credibility (5)

Not sticking to deadlines and guidelines (5)

Inconsistent practices apply online but pay app in person (3)

Too many iterations (2)

Inconsistency by administration

PAYMENT total 9

Can't pay online beside tuition and fees (8)
Students can't pay in person at outreach (1)

DROP FOR NON-PAYMENT total 9

Timeline for appeals too compressed (4)
Drop for non-payment too late (3)
Getting students to pay after drop for non-payment (2)
Drop for non-payment notice was late in the day than previous to faculty
Unaware owe \$, unaware being dropped
Grey 24 hours between Wednesday PM → Thursday if got into course didn't have time to pay then were dropped

SOLUTIONS

Communication – total 34

Keep rules and processes consistent (17)
Institution-wide communication strategy (10)
Move payment deadline to previous week (2)
Push Cardinal mail (1)
Faculty and staff communication need to be more comprehensive. (1)
Enhance communication of deadlines (1)
Increase use of tools like Blackboard, messenger, etc.
Have points of contact consistent (1)
Have staff readily available for questions (1)
Texting

Waitlist total 31

Students can only register for one section of a class (15)
Eliminate waitlist (6)
Waitlist one section of class not registered for. (5)
Can't be enrolled and waitlisted for same class (2)
College as a whole needs to decide on true purpose of waitlist (1)
Clear information to students on process and management of waitlist (1)
Ask students (ASNIC) how process is working (1)
Explain waitlist at OARS (more detail, handouts)
List of guidelines for waitlist
Budget must be able to support additional sections

Students Not Reading Information Given/Sent/Email total 29

Stop making exceptions when students state they did not receive information (9)
Ask the students how they want information – not just surveys – go to classrooms (9)
Market Cardinal Mail as well as we did dates (8)
Increase use of social media (1)
Engage CDA & outreach communities with information (1)
Blackboard Connect (1)
Utilize student communication committee – reps for faculty, staff & students
Text messages
Positive reinforcement plan for students who do read email – gift cards, etc.

Students Not Understanding Waitlist total 25

Limit how many sections each student can waitlist (7)
Keep “Blind” sections at common times - Students don’t know we open new sections that don’t take into account waitlist, Email to all students on waitlist when new section opens (6)
More personal help (5)
Require all classes to waitlist (4)
Notify students on waitlist when new section opens (3)

Instructors Not Understanding Why They Cannot Add Students to Empty Seats in Their Class after Add/Drop total 24

Evaluate if dates of add/drops, non-payment etc. are appropriate for classrooms (10)
Respect deadlines/dates (6)
Universal response for campus to students (6)
Don’t give mixed messages (1)
Better education to instructors so they can address class issues early (1)
Tell instructors they don’t need to worry about seats getting filled – not their responsibility
Instructors need to trust that the students who should be in class already are
Just say “no”

Inconsistency of Processes total 24

Registration hotline/chat/help desk for students (8)
Option to do everything online - current model is to apply online > pay in person > accepted by mail > registration time online (8)
OARS mandatory for all incoming students (5)
Should have option to do anything in person or by mail (seniors) (1)
Consistent message from administration - who to call, who needs to be involved in important decisions, pre-brief prior to registration (1)
Stick to deadlines (1)

Missed Populations for Orientation total 23

Required orientation (11)

If we require orientation, then make orientation available for all populations (Outreach, Transfer, D Freshman, Dual Credit) (2)

Incentive for orientation perhaps tuition reduction/rebate next semester if you do orientation or offer it for credit (4)

Dynamic online

Gather more information study other schools (3)

Faculty go to OARS (3)

Pay Online – 21

Just do it! (21)

Timeline for Appeals Too Compressed - 15

Appeals in person – no written – no committee (electronic/Skype/phone/etc) (6)

48 hours or 72 hours instead of 24 (5)

Keep it same from year to year so they know and we get better at communicating it (4)

DNA later

Uncertainty what to do with exceptions – total 1

Know there will be exceptions

Avoid legislating exceptions

Educate on who to call, who to contact – staff/faculty “ambassadors” (1)

Student Health and Counseling Annual Report 2011-2012

Student health and counseling services started fall semester at four days a week for two of the full time providers. At the end of October, we received approval to continue funding for these services at five days a week. That meant no change for the part-time providers and one nurse practitioner and one counselor adding an additional day per week for the last eight weeks of the semester. We continued with five day a week service throughout the rest of the academic year. We had yet another office move for both the Center for New Directions and therapeutic counseling services. In spite of that, the students continue to find them and get the services they need.

The complexities of the issues students are presenting with are reflective of our community and the economic and life issues that providers in the community are seeing. The issues are also reflective of the increased complexity that all college health and counseling centers are facing as evidenced in the literature and conversing with colleagues.

August 15, 2011- June 11, 2012

Health Services 1998 Visits
Counseling Services 1946 Visits

Health Services Student Satisfaction Survey Results of Student Satisfaction Survey, October 2012

Gender: 64 Females 30 Males

Average Age: 28.8 years (age range 18-59)

How many times prior to today have you been seen in Health Services?

0	1-5	6-10	10+
37	40	8	9

QUALITY OF SERVICE

	Excellent	Good	Fair	Poor	NA
Helpfulness of reception staff	89	7			
Helpfulness of the Nurse Practitioner	89	5			

How did you discover our services?

Friend	29
Student handbook	14
Faculty	32
Bookmark	
Employee	9

Sentinel	
Website	4
Other	15

Other: sign, doctor, parent, exploring, visual, TRIO advisor, family, athletic department, orientation, common knowledge, tours, walked in

QUALITY OF SERVICE

	Excellent	Good	Fair	Poor	NA
Level to which your concerns were addressed	88	7			
Availability of appointment hours	70	20	5		

How has your care at Student Health helped your:

	Not at all	Somewhat	Very helpful	NA
Academic performance	16	24	47	1
Ability to stay enrolled	14	18	56	1

QUALITY OF SERVICE

	Excellent	Good	Fair	Poor	NA
Quality of service today	85	5			
Quality of service this semester	79	2			9
Convenience and/or availability of service	73	15	2		

Examples responses to “lifestyle choice that you learned that improved your health and wellness.”

- More about my PCOS, other body situations, and how often I need a physical
- Get Vaccinated
- Drug Free
- Improved diet & stress management
- Immunization
- Health Diet
- Keep blood sugar maintained every couple hours
- Washing your hands correctly
- Eat healthy, get lots of Rest
- Adjusting eating/exercise habits to control BP
- I am going into nursing so they have been great ones to talk to
- Boost my immune system

Example responses to: “name one behavior choice you now make towards a healthy, less risky lifestyle.”

- Knowing when & how often I need a physical
- Get Vaccinated
- Eat better
- Test BP more
- Stay clean
- Adequate Rest
- Stay away from sick people
- Taking vitamins, change of friends
- Exercise & rest when needed

- More exercise & watching what I eat
- Quit smoking
- Trying to get more sleep & take vitamins
- To meditate
- Wash hands more
- Check my breasts for any lumps for cancer.

Would you recommend our services to a friend?

Yes - 92

No - 0

QUALITY OF SERVICE

	Excellent	Good	Fair	Poor	NA
Level of respect you were given	90	1			
Overall experience	88	3			

Example responses to: "Other comments or suggestions?"

- Excellent service. It is good to know that as a student we are able to take advantage of this service. Even with being worth hundred & was able to be seen right away.
- Great help! It was a very comfortable, friendly environment, and very appreciated!
- The staff and service is tremendous!
- Sometimes it is very hard to get convenient appointments
- Best visit I have ever had
- Poor Practitioner could use some help very busy, but good services
- Excellent
- The RN was fantastic that gave my flu shot.
- Great care. Thanks.
- I love Pat. She's awesome and Sheri's awesome too.
- I have been using student health for the past few years and I have always received kind, courteous, knowledgeable care. This place is a huge asset to the college. They have made it possible for me to achieve my career goals!
- Best health professional service I have ever received. Refer students all the time.
- Expand hours
- This service has proven invaluable to me. I am immensely grateful that it is available.
- Enjoy talking to them about my nursing school
- Very nice, friendly, felt very comfortable
- The nurse (Linda) and the receptionist were extremely helpful and nice. Without this facility and its great staff I would never be able to afford healthcare of any kind. Simply amazing!
- Very friendly and helpful both up front and in the back

Counseling Services Student Satisfaction Survey

November 15, 2012

Gender: 20 Females 10 Males

Average Age: 32.7 years (age range 18-65 years)

How many times prior to today have you been seen in Counseling Services/Center for New Directions?

0	1-5	6-10	10+
2	16	6	4

QUALITY OF SERVICE

	Excellent	Good	Fair	Poor	NA
Helpfulness of reception staff	22	4			2
Helpfulness of the counselor	28				

How did you discover our services?

Friend	9
Student handbook	2
Faculty	7
Bookmark	
Employee	4
Sentinel	
Website	4
Other Local therapist, newspaper, visual, Mom, Dad, Girl Friend	9

How has your care in Counseling Services/Center for New Directions helped your:

	Not at all	Somewhat	Very helpful	NA
Academic performance	1	4	17	7
Ability to stay enrolled	1	1	19	8

QUALITY OF SERVICE

	Excellent	Good	Fair	Poor	NA
Quality of service today	31				
Quality of service this semester	24				7
Convenience and/or availability of service	22	6			3

Example responses to: “Describe one skill you learned that allowed you to better manage your life and relationships?”

- Writing a resume
- I can do things on my own. I don't have to rely on others to make it in life.
- Placing clear, polite expectations – “I would love to help you with that. I can be there til 3 p.m.”
- Overcoming denial in terminal cancer, managing denial

- Coping skills with all of the stress that is in my life
- Being patient, trusting others, and letting unhealthy things go.
- Phrasing of statements to fit the discussion and person
- Anxiety management
- Take time for myself
- It helps me realize real life happens to all types of people. This center makes school easier to navigate. Also they make it easy to discuss all types of problems.

Example responses to: “Name one issue of concern that you have resolved or are now able to better manage.”

- Worrying too much
- Stress
- I came to school with little knowledge of what to do and where I would go with it, but with Sara’s help I am closer than ever to my ultimate path.
- Learning to find success in school
- Anxiety
- My relationship and boundaries
- Goals and self esteem
- Certain relationships and getting closer to graduating.

Would you recommend our services to a friend?

Yes –29

No – 0

QUALITY OF SERVICE

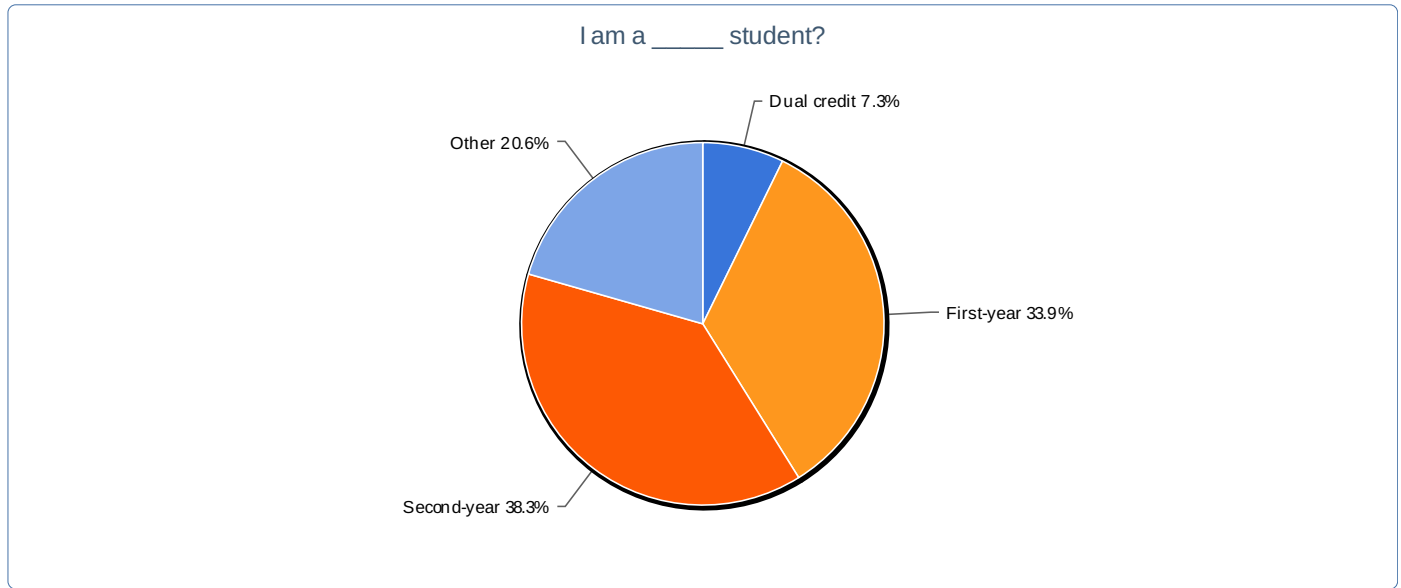
	Excellent	Good	Fair	Poor	NA
Level of respect you were given	31				
Overall experience	31				

Example responses to: “Other comments or suggestions?”

- I personally couldn’t afford to see a counselor but I need help, this service has helped me tremendously. I feel progress weekly. I don’t know here I would be without the service provided.
- I’m an A-B student with a child taking 14 credits and going through a divorce. I wouldn’t have been able to make it through school without the support that I have received.
- The receptionist—Barb is always polite and ready to help. Sara is always friendly and Dawn Saari—my counselor has greatly helped. Her advice helps greatly. I’ve learned a lot and have gotten through a lot with her help.
- This service has been valuable to me. I’m grateful that it is available.
- I have been treated well by all staff in the Center for New Directions. They keep me motivated to continue. They notice when I am low or having a bad day!
- Thank you, thank you, thank you!
- Sarah’s great!

Summary Report - May 14-TOTAL, 2012

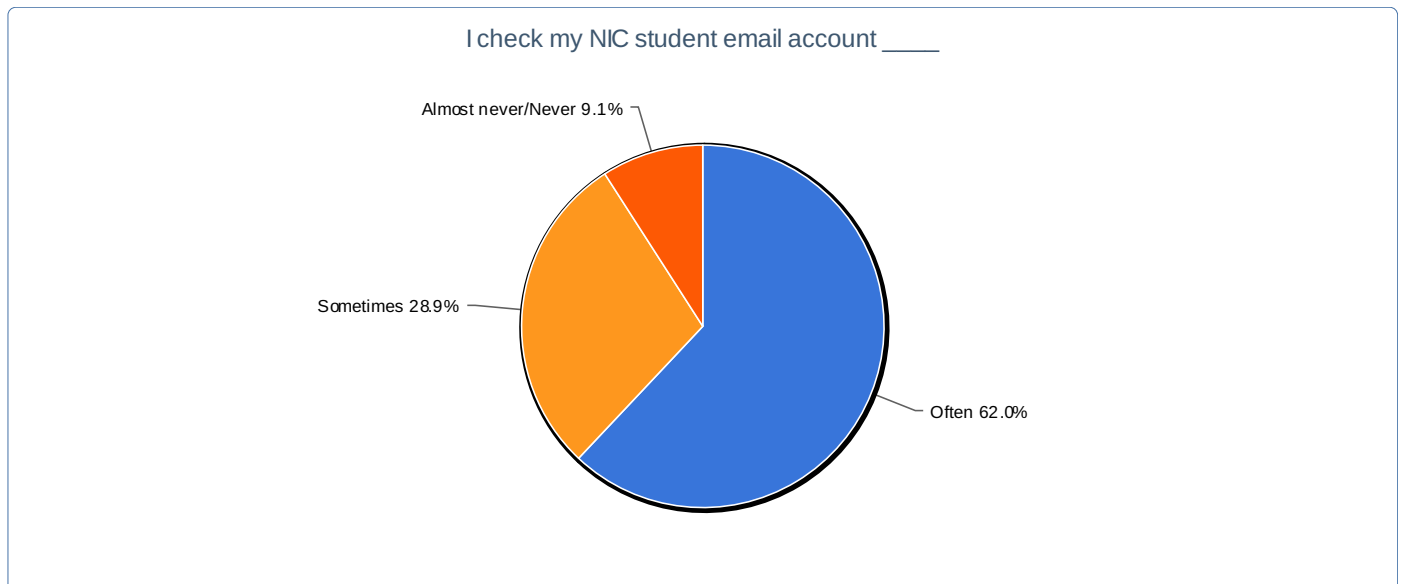
Survey: Survey for Student Communications



1. I am a _____ student?

Value	Count	Percent %
Dual credit	36	7.3%
First-year	168	33.9%
Second-year	190	38.3%
Other	102	20.6%

Statistics	
Total Responses	496

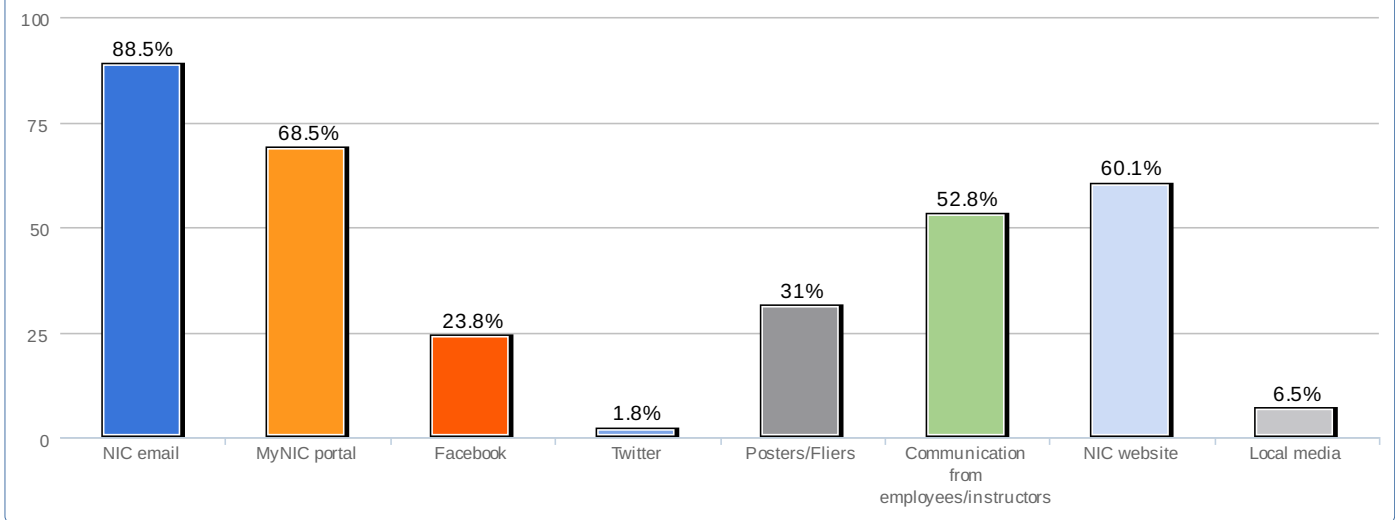


2. I check my NIC student email account _____

Value	Count	Percent %
Often	307	62%
Sometimes	143	28.9%
Almost never/Never	45	9.1%

Statistics	
Total Responses	495

Check all the following ways you currently receive NIC information

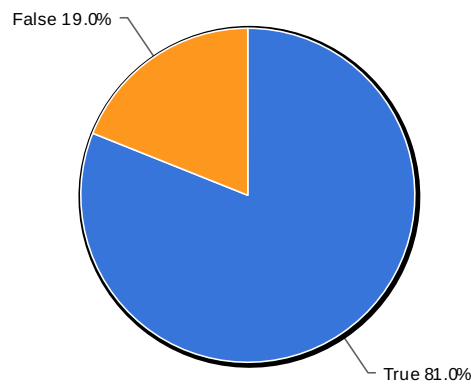


3. Check all the following ways you currently receive NIC information

Value	Count	Percent %
NIC email	439	88.5%
MyNIC portal	340	68.5%
Facebook	118	23.8%
Twitter	9	1.8%
Posters/Fliers	154	31%
Communication from employees/instructors	262	52.8%
NIC website	298	60.1%
Local media	32	6.5%

Statistics	
Total Responses	496

As a student, I feel that I receive the information I need regarding NIC admissions and registration procedures?

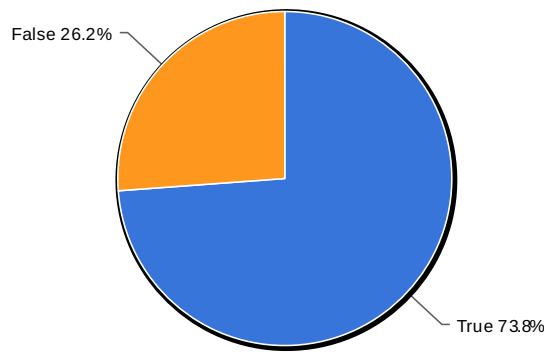


4. As a student, I feel that I receive the information I need regarding NIC admissions and registration procedures?

Value	Count	Percent %
True	402	81%
False	94	19%

Statistics	
Total Responses	496

As a student, I feel that I receive the information I need regarding student life and college news and events?

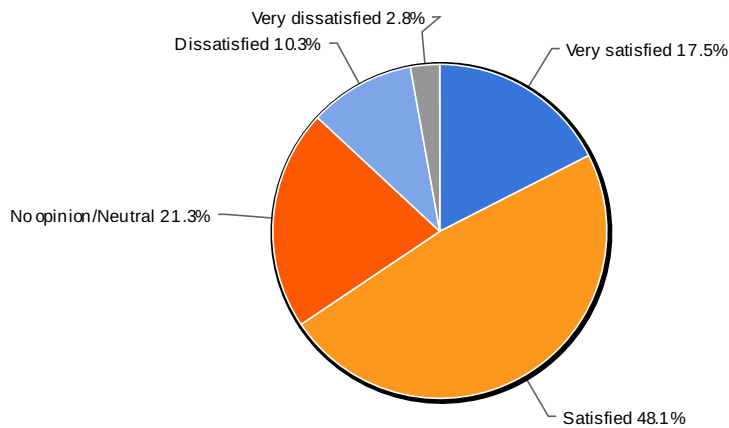


5. As a student, I feel that I receive the information I need regarding student life and college news and events?

Value	Count	Percent %
True	364	73.8%
False	129	26.2%

Statistics	
Total Responses	493

How would you rank the effectiveness of communications you've received from North Idaho College?



6. How would you rank the effectiveness of communications you've received from North Idaho College?

Value	Count	Percent %
Very satisfied	87	17.5%
Satisfied	239	48.1%
No opinion/Neutral	106	21.3%
Dissatisfied	51	10.3%
Very dissatisfied	14	2.8%

Statistics	
Total Responses	497



2012-2013 SLOA/GEN ED Committee

Committee Members:

Cynthia Sielaff	College Skills
Dale Arrington	Natural Sciences
Gail Ballard	Social and Behavioral Sciences
Jim DeMoss	Library
Josh Misner	Communication
Kathleen Czurda-Page	Business and Professional Programs
Kathleen Miller-Green	Social and Behavioral Sciences
<i>Laura Godfrey</i>	<i>English and Modern Languages, Assistant Chair</i>
Paula Lambert	Health Professions and Nursing
Ryan Hayes	PE and Resort Recreation Management
Susanne Bromley	Math, Engineering and Computer Science
William Long	Math, Engineering and Computer Science
Terry Jones	Fine Arts and Humanities
Shane Stockham	Trades & Humanities
Ann Lewis	Institutional Effectiveness
<i>Karen Ruppel</i>	<i>Faculty Coordinator/Chair</i>

Ex-officio Members:

Pam Claflin, Senior Administrative Assistant, Office of Instruction
Lita Burns, Vice President for Instruction
Bob Murray, Dean of General Studies
Mike Mires, Dean of Professional-Technical and Workforce Education
Christy Doyle, Dean of Health Professions and Nursing

General Studies Divisions 2012 Assessment Report

College Skills

Learning outcomes are clearly articulated in all course syllabi. English 045 students do an in-class writing sample and a final paper. CSC 100 students have a final exam. CSC 105 students have a final paper and a final exam. CSC 013 students complete the Nelson Denny to compare their beginning reading test score with the end of semester reading score. In Math 015 students complete a common final that counts toward their final grade.

The department collects data with the help of Office of Institutional Effectiveness. We then make decisions based on success ratios. For instance, we compare different course delivery systems in our Math 015 class. If there is a large discrepancy between sections of a face-to-face or internet class, we meet and discuss changes that may need to be made. After changes are made we continue to gather data to monitor results for needed future changes. Program review every five years is another way to incorporate improvements in the program.

Communication, Fine Arts & Humanities Division

Theatre

Intro to Theatre (Thea 101): objective tests and a group project are used. The group project requires students to prepare a production plan for a play, along with written play reviews. Play review require to students to describe their responses to seeing plays.

Play Analysis (Thea 271): All assignments are an analysis of plays and are written. The assignments repeat basic concepts, adding in more complex concepts as the semester progresses. The final requires students to address a combination of basic and complex concepts.

Basics of Performance I and II (Thea 105 and 106), Intermediate Acting (Thea 272), Stage Makeup (Thea 102), and Stagecraft I and II (Thea 103 and 104): These courses are skill and technique based. Student work is a demonstration of practical application of skills and technique.

The department reviews assessment results over the course of a few semesters to analyze whether assessments are effective or require adjustment, or whether the course structure must be altered for students to succeed in demonstrating the course outcomes. Course outcomes are taken into consideration when buying tools and makeup supplies so that students have access to high quality, safe, equipment that meets professional standards.

The department uses assessment results as a tool to refine lessons, assignment design, and testing questions, along with looking for innovative ways to engage students so that their participation in the course activities result in their achieving success in demonstrating the learning outcomes. Adjustments are made nearly every semester based on the results of class assessments. We use the outcome of

assessments to not only measure student success, we use the outcome to measure our success as educators.

Art

The art department assesses student achievement through the completion of individual assignments, critiques and exams that are tied to course outcomes.

Planning, decision-making and allocation of resources are impacted by student enrollment as well as assessment.

Based on the level of success students achieve through individual assignments, critiques and exams, instructors modify, transform or maintain the design of their course content.

Communication

The Communication department has developed and implemented an assessment for COMM 101 – Introduction to Speech Communication. This course is required general education core for both the AA and AS degree requirements. Students are given both a pre- and post-test which helps measure learning throughout the semester. Students are also involved in peer evaluation, self evaluation, and instructor evaluation. These measures not only help the students learn and meet the course outcomes but they also help the instructors ensure that the outcomes are being properly taught.

The assessment has created dialogue among instructors which has helped them to hone in on what makes for an effective public speaker and class. The results from the assessment have also showed that each delivery method is achieving the same outcomes which is key for an online public speaking class. We have participated in norming, where instructors come together and grade the same speech and then discuss the scores. This has helped ensure consistency between each section of COMM 101.

English/Modern Languages

The composition program meets Core Theme II's first objective by sustaining an assessment process that serves as an instrument to report, evaluate, and revise our instructional processes and practices. Likewise, our language programs offer beginning to intermediate language instruction in ASL, Spanish, and French. Each language meets NIC's objective to promote cultural diversity. Competency at the intermediate level in each language meets the AA Degree's Cultural Diversity requirement and the AS Degree's Humanities requirement.

In our composition program, we have developed an assessment process for our "end of program" course, English 102. We give students an "Entrance" and "Exit" assessment essays. We use these to inform us as to whether students are meeting our outcomes. We are in the

process of developing an assessment tool for our English 101 courses as we have instituted a “Freshman Experience” unit into the 101 curriculum.

Language courses are developing “end of program” assessments to ensure that students are meeting the program outcomes. For instance, our ASL program incorporates an end of program “interview” to assess student proficiency in target language base on a specific rubric.

In our composition program, we use the data to evaluate our course outcomes and revise them, if necessary. We also use them as a springboard to discussions about curriculum. This process also helps instructors choose workshops and graduate coursework in order to increase their knowledge. While this process has not been used in addressing financial resource allocations, it has been used to evaluate how/when our personnel are used to teach specific courses.

We collect the data, hold a department-wide retreat each year to review the data, report the data, analyze the data, hold a department-wide discussion of the findings, make recommendations, review recommendations, and finally implement those we see are needed.

Natural Sciences Division

The chemistry courses administer the common American Chemical Society standard exam, which compares the performance of our students with the rest of the Nation. Our students consistently perform above the 50th percentile. The ACS exam is very objective in nature. If assessment data were to indicate that there is a problem, the chemistry faculty would meet as a group to decide how to modify course content and/or delivery. We have not had to implement problem recovery. The results of the ACS are reviewed by the lead instructor and then the group teaching that course meet to discuss the outcomes.

While other science courses do not administer a National standard exam, we follow the lead instructor concept in which a single senior faculty member sets the course content for all sections. All science courses use a common text and materials. Labs may be taught by up to 6 different lab instructors, but the lead lab instructor ensures that all are standardized. A student can literally miss one lab and attend any other section and be at exactly the same point in the course. Typically the lead lecture or lead lab instructor will periodically hold meetings with all faculty to assess progress, troubleshoot, and keep all instructors on track. For instance, we have 5 lab instructors in A&P. The lead lab instructor conducts weekly meetings to ensure that everyone is on the same page. While the lead instructor makes the final decision on course structure and content, constructive input is solicited from all faculty. The result of full implementation of the lead instructor model is that grade averages and retention in our more difficult courses has steadily improved over the time when we did not use the lead instructor model.

While we have not developed a common method for measuring outcomes in most of the science courses (other than chemistry), we can say with confidence that all students in any particular course will leave with a common experience. We have close ties with the science faculty at the University of Idaho. One U of I senior faculty recently visited with us. He was impressed with our facilities and indicated that we prepare the first two years of a science education better than they do at the U of I.

Mathematics

Faculty are responsible for the curriculum and learning experiences that allow students to earn the degrees they seek. Faculty remaining current and knowledgeable in their discipline and using what they know combined with their assessments to improve teaching strategies and student learning. Professional development initiatives can be used as measures.

Course outcomes are included in all course syllabi. The syllabi also identify activities that support assessment of those outcomes.

Mathematics in general is charged with enhancing the student's general education primarily through Mathematical, Scientific, and Symbolic Reasoning. Students practice and master discerning patterns, making and testing conjectures, formulating counter examples, identifying the logical path of arguments or proofs, and constructing simple valid arguments. Assessment measures require students to be able to extract relevant data from given contextual situations, select known models to organize data into spreadsheet, graphical or equation formats, obtain correct mathematical results and to state those results appropriately.

The Mathematics department uses a common general education assessment for all college level classes for the associate degrees with the exception of Math 13, Contemporary Mathematics. The relevant classes are:

- Math 123 Contemporary Mathematics
- Math 130 Finite Mathematics
- Math 143 College Algebra
- Math 144 Analytic Trigonometry
- Math 147 Precalculus

For the other courses listed above the process works as follows:

1. Instructors place common questions on their final exams. For Finite Mathematics, the same problems appear on all exams. For the other courses, the problems on exams are not identical, but are quite similar. In either case, the actual problems are changed periodically to insure the integrity of exams.
2. Instructors grade the common questions using a common rubric. Results are tallied and sent to the division representative for the General Education committee.
3. The data is summarized and a report is generated.

Nursing

NIC's program includes both classroom and clinical instruction. Students articulate to other colleges and universities should they wish to complete their bachelor of science in nursing.

Nursing graduates are eligible to sit for NCLEX-RN exam. The NCLEX-RN success rate has been over 95% for 11 years and the last two classes achieved 100%. Other forms of program and course assessments include:

- Student focus groups where students are selected randomly for each course once per year.
- Graduate follow-up surveys and employer satisfaction surveys are sent out each year.
- Individual course assessment of student performance such as testing, written assignments, and clinical performance. Specific criteria for clinical learning is used to assess formally on a weekly basis by clinical instructor.

At the conclusion of each semester, each course team evaluates how the course as a whole performed in meeting student learning outcomes. Students evaluate clinical facilities on at least an annual basis. Course evaluation results are used by faculty. Teams discuss the results and changes are made in the course for the next semester if possible. The evaluation of adjunct instructors is considered when making rehiring decisions. Facility evaluations are discussed with entire faculty. Monthly nursing faculty meetings evaluate student progress, and update policies and procedures due to changing student demographics. Capacity is determined by availability of clinical sites.

Each course determines changes necessary to update courses. Constant evaluation of current nursing practice including participation in hospital committees keeps the program current. Course outcomes have recently been modified to reflect current trends in nursing practice. When something is not working, the department makes changes as soon as possible. For example, the department tried a new clinical site. The staff of that site communicated poorly with students and the students were unable to meet the learning outcomes at that site. The department immediately reassigned all of the students to different clinical sites. Feedback was provided to the facility and the department hopes to use that site again in the future.

PE/RRM

Learning outcomes are clearly articulated in all course syllabi with identified activities that support assessment of outcomes. These include our attendance policy, exams, assignments/projects, and training logs.

The PE/RRM division includes the general education wellness ability and a wellness statement outcome in all activity syllabi as follows:

- Gen Ed Wellness Ability
The student will demonstrate an understanding of the factors that contribute to physical, emotional, psychological, occupational, social, and spiritual well-being, life-long learning and success.
- Wellness Outcome Statement
Through participation, the student will develop an understanding of how physical activity contributes to overall wellness.

Although individual outcomes are not commonly assessed due to the diversity of the activity classes, a departmental attendance policy for all physical activity courses is in place. The attendance policy ensures that all students will participate in at least 80% of all class sessions held.

Discussions about curriculum and assessment take place both on an individual instructor level as well as at a department level. Instructors routinely use exams, attendance, assignments, training logs, student, self- and division chair evaluations to improve their teaching and modify courses. The division (full time and part time instructors) meets at the start of each semester to review course offerings and to discuss discipline specific issues and initiatives. These are communicated to the department chair as a way to consider necessary changes in scheduling, course offerings, and budget implications. The Division's full-time faculty and administrative assistant meet once a month to discuss issues/concerns regarding the campus community and department. Program review serves as a primary tool in seeking improvement in programs.

Social and Behavioral Sciences (SBS)

The SBS Division is home to 12 departments: American Indian Studies, Anthropology, Child Development, Education, History, Military Sciences, Philosophy, Political Science, Psychology, Sociology, Social Sciences and Social Work.

Many courses from the Social and Behavioral Sciences division fulfill core requirements at NIC. 37 courses from 8 departments are offered in the core for the AA degree, and 34 courses from 8 departments are in the AS degree core.

Courses in disciplines such as psychology, sociology, philosophy, and history represent standard required courses in most 4 year programs. Availability of these at NIC eases student transferability to 4 year institutions at full junior standing.

Core courses offered in the Social and Behavioral Sciences division are evaluated each semester to determine when to add more sections of classes, as well as to respond flexibly to the need for additional time slots to meet the demands of non-traditional students.

Learning outcomes are clearly articulated in all course syllabi with identified activities that support assessment of outcomes. These include exams, papers, and projects. The Sociology department has developed and piloted a method for assessing critical thinking. It is in its second semester of the pilot. The results from the first pilot caused the department to slightly modify the rubric and change the common test question. The test question is designed around the three common theories in sociology and requires students to use three tiers of the critical thinking process to evaluate and apply their analyses of these theories. The rubric is a three-part rubric taken from WSU's widely accepted six-part critical thinking rubric. The rubric was designed to be modified and used in any discipline. The division hopes to further this model in other SBS disciplines such as philosophy and psychology.

Discussions about curriculum and assessment take place both on an individual instructor level as well as at a department level. Instructors routinely use exams, assignments, and student and peer evaluations to improve their teaching and modify courses. Departments meet each semester to review course offerings and to discuss discipline-specific issues and initiatives. These are communicated to the department chair as a way to consider necessary changes in scheduling, course offerings, and budget implications. Program review serves as a primary tool in seeking improvement in programs.

North Idaho College
Medical Assistant Program
 Criteria Assessment

Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Students in the Medical Assistant Program will be able to demonstrate operational function in the ambulatory care environment.</p>	<p>1 a. 100% of MA students will perform competently on their injections practicum.</p> <p>1 b. 100% of the MA students will demonstrate a competent performance in preparing & setting up a sterile field.</p>	<p>1 a. 2011/12 – 100% of MA students performed their injections competently. 2011/12 – 100% of the MA students performed their injections competently.</p> <p>1 b. 2011/12 – 100% of the MA students demonstrated a competent performance in preparing and setting up a sterile field. 2011/12 – 100% of the MA students demonstrated competent performance in preparing and setting up a sterile field.</p>	<p>1 a. This is a CAAHEP accreditation requirement for all MA programs. This will ensure that all graduating students have the skills required to gain and maintain employment in the field.</p> <p>1 b. This is a CAAHEP accreditation requirement for all MA programs. This will ensure that all graduating students have the skills required to gain and maintain employment in the field.</p>
<p>2. Students in the Medical Assistant Program will demonstrate accountability as a health care professional.</p>	<p>1 c. 100% of MA students will perform competently on a computer program designed for ambulatory care settings.</p> <p>2 a. Students will be held accountable for maintaining a professional appearance. Random checks in clinical and administrate courses as well as midterm at clinical sites will be performed to check for the following items:</p>	<p>1 c. 2011/12 – 100% of MA students performed competently on a computer program designed for ambulatory care settings. 2011/12 – 100% of the MA students performed competently on a computer program designed for ambulatory care setting.</p> <p>2 a. 2011/12 – 100% of students maintained a professional appearance. 2011/12 – 100% of the MA students maintained a professional appearance while at their externship sites.</p>	<p>1 c. This is a CAAHEP accreditation requirement for all MA programs. This will ensure that all graduating students have the skills required to gain and maintain employment in the field.</p> <p>2 a. Students are required to be in full uniform for every laboratory skill practice day, starting Fall semester extending through externship. They may not enter lab without the proper uniform. Two missed laboratory day's results in a grade deduction.</p>

<p>3. Student in the Medical Assistant Program will demonstrate patient care concepts.</p>	<p>1. Name tag 2. NIC Emblem 3. Uniform neat and clean 4. Hair pulled back if needed 5. Minimal jewelry/piercings.</p> <p>3 a. 100% of MA students will demonstrate competent skills while doing patient vital signs; including T, P, R, BP</p> <p>3 b. 100% of externship students will demonstrate a 100% completion of skills from the approved CAAHEP list.</p>	<p>3 a. 2011/12 – 100% of MA students demonstrated competent vital sign skills.</p> <p>3 b. 2011/12 – 100% of externship students demonstrated a minimum, of 100% completion of skills listed in the CAAHEP externship procedure skills list.</p>	<p>3 a. The ability to competently do vital signs is imperative! Students cannot pass without successfully completing the vital signs assessment.</p> <p>3 b. Externship skills list has been modified to reflect the requirements of CAAHEP accreditation. All CAAHEP MA programs will use the same form, no matter what state they operate in.</p>
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**2009 - 2010
North Idaho College Professional Technical Placement Report**

Program	FT Enrollment	Completer	Cont. Students	Training Related	% Training Related	Continuing Education	Tng Rltd & Cont Ed Number	Percent	Not Train Related	Unemployed*	Stat Unk.*	Military	Not in Labor Force*	Positive Placement	Hourly		Avg. Wage	Annual Avg. Salary
															High	Low		
HEALTH PROFESSIONS																		
MAST		3		3	100%		3							100%	\$13.00	\$11.00	\$12.00	\$24,960.00
AAS		3		3	100%		3	100%						100%				
NURC	26	24		16	67%	5	21	88%		2	1			88%	\$20.00	\$15.00	\$17.50	\$36,400.00
PHARM	16	13		5	38%	3	8	62%	2		2		1		\$11.10	\$9.50	\$10.30	\$21,424.00
RADT	10	7		4		2	6	86%	1					100%	\$19.00	\$19.00	\$19.00	\$39,520.00
TOTALS	52	44		25	57%	10	35	80%	3	2	3	0	1	86%			\$14.70	\$30,576.00
BUSINESS AND OFFICE																		
AAS		3		1	33%	1	2	67%	1					100%	\$15.00	\$12.00	\$13.50	\$28,080.00
AAS		6		3	50%	3	6	100%						100%				
ADMA		1		0	0%	1	1	100%						100%				
CITE		8		4	50%	1	5	63%	2		1			88%	\$15.00	\$15.00	\$15.00	\$31,200.00
AAS		3		1	33%	1	2	67%	1					100%				
CULA		15		5	33%	2	7	47%	3	5				67%	\$7.25	\$16.00	\$11.63	\$24,190.00
LAWE		23		16	70%	3	19	83%	2		2			91%	\$26.00	\$16.51	\$21.26	\$44,221.00
AAS		2		2	100%		2	100%						100%				
LEGA																		
AAS																		
MDRC		2		0	0%	0	0	0%	1		1			50%				
MEDA		1		0	0%	1	1	100%						100%				
MEDB		5		3	60%	0	3	60%	2					100%	\$12.00	\$10.00	\$11.00	\$22,880.00
MEDT																		
AAS		2		2	100%	0	2	100%						100%	\$12.00	\$12.00	\$12.00	\$24,960.00
Cert		1		0	0%	1	1	100%			1			100%				
OREC		2		0	0%	2	2	100%						100%				
OTEC		2		0	0%	2	2	100%						100%				
PLEG		2		1	50%	0	1	50%			1			50%	\$12.00	\$12.00	\$12.00	\$24,960.00
RRMT																		
Cert																		
AAS		8		6	75%	1	7	88%	1					100%	\$10.00	\$10.00	\$10.00	\$20,800.00
TOTALS	0	84	0	44	52%	17	61	73%	13	5	5	0	0	88%			\$13.77	\$27,661.38
TRADES AND INDUSTRY																		
ACRR		13		9	69%	1	10	77%	1	1	1			85%	\$14.50	\$9.00	\$11.75	\$24,440.00
Cert		11													\$18.00	\$9.00	\$13.50	\$28,080.00
AAS		2																
CARP		11		3	27%	5	8	73%	2	1				91%	\$20.00	\$10.00	\$15.00	\$31,200.00
AAS		2			0%	2		0%										
DSLTL		18		6	33%	4	10	56%						56%	\$20.77	\$11.95	\$16.36	\$34,029.00
AAS		2		0	0%		0	0%			2							
CADA		5		1	20%	4	5	100%						100%				
AAS		7		4	57%	2	6	86%						86%	\$20.00	\$11.53	\$15.77	\$32,801.00
HVAC		19		12	63%	2	12	63%	1	1	5			88%	\$17.75	\$10.00	\$13.88	\$28,870.00
Cert		10		2	20%	6	8	80%		1	1			80%				
AAS		4		2	50%	1	3	75%	1					100%	\$13.50	\$10.50	\$12.00	\$24,960.00
MMEC		12		5	42%	1	6	50%		6				50%	\$24.00	\$14.00	\$19.00	\$39,520.00
OPRV		13		4	31%	4	8	62%	4	1				92%	\$11.00	\$11.00	\$11.00	\$22,880.00
WELD		22		4	18%	15	19	86%		3				86%	\$19.50	\$12.50	\$16.00	\$33,280.00
Cert		2		2	100%		2	100%						100%				
AAS		153	0	54	35%	45	97	63%	9	4	19	0	0	69%			\$14.43	\$30,006.00
TOTALS	52	518	221	221	43%	134	351	68%	47	20	51	0	1	77%			\$13.98	\$29,028.30

Do not have PT enrollment numbers for BUSO programs.
* = not included in positive placement



North Idaho College

2012-2013 Community Engagement Report

Prepared by Mindy Patterson
Office of Community Relations & Marketing

Narrative

North Idaho College's Community Engagement Core Theme focuses on the portion of the college's mission that promotes collaborative relationships both internally among all college constituencies, and externally. NIC engages with its communities through education, scholarship, outreach, and partnerships. Resources are dedicated to creating partnerships with business, industry, government, and other educational entities to support the educational needs of NIC's service region. NIC also offers a wide variety of programs that promote learning, diversity, a place for social dialogue, artistic performances, and athletics.

The Community Engagement core theme is represented through one objective and four measures and expectations. One of the measures for this Core Theme uses a rubric to measure multiple, annual community engagement events. The community engagement rubric uses a simple Likert-type scale to measure NIC's engagement with external advisory, community and business boards; student involvement in outreach activities through internships, clinical and community-based service; faculty/staff engagement in scholarly activities; faculty/staff engagement in activities that promote well-being of individuals and communities through civic/cultural engagement and knowledge transfer outside the classroom; NIC's efforts to systematically assess community needs through strategic planning, advisory groups, and community focus groups; and ultimately NIC's efforts to formally assess the impact and outcomes of engagement and outreach activities. *See Appendix A, 2011-2012 Community Engagement Rubric and Score.*

2011-2012 Inventory

- I. The institution is reciprocally engaged with diverse individuals and communities through external advisory boards, community, educational, and business boards and committees.
 1. Education Corridor collaboration between North Idaho College, the City of Coeur d'Alene, University of Idaho, Lewis Clark State College and the Fort Grounds Homeowners Association
 2. American Association of Community Colleges (AACC)
 3. Association of Community College Trustees (ACCT)
 4. Bonners Ferry Chamber
 5. Coeur d'Alene Chamber of Commerce
 6. Council for the Study of Community Colleges
 7. Hayden Chamber
 8. Historic Silver Valley Chamber
 9. Jobs Plus
 10. Mountain States Association of Community Colleges
 11. National Association of College and University Business Officers (NACUBO)
 12. National Junior College Athletic Association
 13. Northwest Commission on Colleges and Universities
 14. Post Falls Chamber
 15. Rathdrum Area Chamber
 16. Sandpoint Chamber
 17. Scenic West Athletic Conference
 18. Wallace Chamber
 19. North Idaho Consortium for Higher Education (NICHE)
 20. Kootenai Technical Education Campus (K-TEC)
 21. Idaho Small Business Development Center – located at Workforce Training Center – one of six SBDCs in the state of Idaho.
 22. North Idaho Area Agency on Aging
 23. North Idaho Head Start
 24. 9-Point Agreement with Coeur d'Alene Tribe
 25. Children's Center
 26. Coeur d'Alene Tribe Department of Education (The Child Development Program works with the Coeur d'Alene Tribal Head Start and early childhood programs in Plummer to tailor needed course offerings in supporting federal educational requirements for Head Start teachers.)
 27. Community collaboration with and provide consultation to secondary schools, chamber of commerce, Vocational Rehabilitation, IdahoGOES (NICHE), community libraries, and many other community agencies and organizations. Many of our services are designed for both current students as well as prospective students, so we reach out into the community.
 28. Nursing program - Member INCPC (Inland Northwest Clinical Placement Consortium).
 29. Nursing program - Member CNEL (Council of Nurse Education Leaders)
 30. Program member of National League for Nursing
 31. Co-developer of Idaho State Nursing Articulation Plan
 32. Professional Technical programs partner with different community entities and industry to provide facilities, expanded offerings and to acquire equipment.

33. Collaboration with other institutions to create expanded bachelor's degree options in Coeur d'Alene to better serve the students in our community. As a community college that serves the five northern counties of Idaho, North Idaho College is deeply committed to providing educational opportunities for our students who have work and family responsibilities that make schooling otherwise difficult. Many of our students are non-traditional students who cannot leave Coeur d'Alene to achieve their bachelor's degree. Currently, the English Department is working with the University of Idaho to make it easier for English majors at NIC to transfer to the University of Idaho by offering a B.A. in English on the University of Idaho's Coeur d'Alene Campus.
34. Memo of Understanding with University of Idaho, Lewis & Clark College, Northwest Tribal College, Washington State University and North Idaho College. Each University and college presidents signed a MOU with the Plateau nations which included American Indian Studies programs and student services programs for Native American Students from each institution. The MOU agreement is to work with the Plateau tribe on student services retention and recruitment plus American Indian Studies programs.
35. Association of Outdoor Recreation and Education (AORE) National Board of Directors
36. Special Olympic Area Management Team
37. Salvation Army Kroc Center Advisory Board
38. Human Rights Institute Board
39. Community Roots, a non-profit organization
40. Volunteer Support of the community Christmas for All campaign
41. Post Falls School Board
42. Idaho Association of Student Financial Aid Administrator (IASFAA)
43. National Association of Campus Activities (NACA)
44. Association of College Unions International (ACUI)
45. National Council for Marketing and Public Relations
46. ABE/GED partners with a number of agencies in NIC service region
47. ABE/GED partners with school districts to offer services
48. Kootenai County Young Professionals
49. Interagency Group Meeting
50. Partners in Business group
51. Sandpoint Forward Steering Group

- II. Students are engaged in outreach activities through internships, clinical, community-based or service learning, and volunteerism.
 1. Student activities supporting the community food bank.
 2. NIC students participating in alternative spring break trips – Habitat for Humanity.
 3. NIC students Day of Service volunteerism event.
 4. Student Internships – Professional Technical, General Studies, Health Graphic Design- Internships across the region
 5. Annual Yap-Keehn-Um Beach Cleanup
 6. Cardinals Leaders in the Community
 7. Special Olympics regional and national events
 8. ST ASNIC Tree of Sharing
 9. We Care Campaign – NIC Wrestling Team/Susan B. Komen Foundation

10. Carpentry students build Foundation Really Big Raffle house each year
11. Cecil Cardinal attends community events and parades
12. Cardinal Canine program through Kootenai Humane Society
13. Shirley Parker Reading Program in local elementary schools
14. Boys and Girls Club volunteer opportunities
15. Special Olympics
16. Community Action Partnership Food Bank

III. Faculty and staff are engaged in scholarly activities related to the institutions engagement mission (e.g. collaborative research programs; credit courses that contain community-based or service learning component; clinical, field-based or professional training programs; professional development programs which support improvements in teaching pedagogy or service to students).

1. Phi Theta Kappa honor society: scholarship projects such as Hallmark Awards Program, 2010 College Project, Honors in Action Project, 2010 Pinnacle Award.
2. Business Professionals of America (BPA) Awards – national awards (scholarly) and host area high school event annually.
3. Idaho Idea Network for Biomedical Research Excellence (INBRE) – students awarded fellowships.
4. National journalism awards for the student newspaper The Sentinel and hosting a workshop for high school students.
5. NIC annual Math Contest for area high schools and MathCounts event for middle school students.
6. Hosting the Idaho Music Association district festival and regular clinics sponsored by NIC music faculty and special guests.
7. Hosting the North Idaho Regional Spelling Bee for elementary and middle school students from Idaho’s five northern counties.
8. Women in Science event – encourages young women to enter the sciences.
9. Employee day activities.
10. Faculty and Staff Sabbaticals
11. Professional Development
12. Career Services workshops and events designed to aid students in their educational goals. For example: College to Career Showcase, Be Prepared to Get a Job event and fall and spring workshops
13. Faculty members from the nursing program have presented two poster presentations at national conferences demonstrating innovation in teaching specific nursing content.
14. One nursing faculty member has published in the Journal of Nursing Education on an innovative teaching strategy.
15. The nursing program faculty offer outreach teaching in rural hospital sites regarding diversity, skills, and updated nursing practice.
16. Nursing faculty are members of various Kootenai Medical Center committees, offering expertise and dialogue.
17. ABE/GED outside of NIC centers at six different locations
18. ABE volunteer tutoring program; 25 members provide tutoring in five communities
19. Re-Toll Box Project (ABE) teaching computer classes at Coeur d’Alene Library

20. The College supports community arts activities that take place in Schuler Auditorium such as Coeur d'Alene Summer Theatre, ...

IV. Faculty, staff, and students are engaged in creative, civic, cultural, or wellness activities that promote the well-being of its communities (e.g. activities that promote social, economic, physical, or environmental well-being; activities that promote civic/cultural engagement; activities involving creative/artistic engagement, activities involving technology and/or knowledge transfer outside the classroom).

1. Individual awards of distinction such as Mikki Steven's award from Soroptimist International for work in the comedic arts and community service.
2. Michael Horswill and Max Mendez' awards for distinguished contribution to the arts.
3. Journalism students and The Sentinel – various national honors. Informs not only the NIC community but North Idaho.
4. Staff activities supporting the community food bank.
5. Wellness activities open to the community.
6. Susan G Komen run
7. Cardinal Connections (Max Mendez can provide information)
8. Diversity Committee Activities (Alan Lamb can provide information)
9. Phi Theta Kappa honor society
10. Annual American Indian Heritage Week
11. Visiting Author Readings: free and open to the public, held each semester at NIC's Writing Center. This reading series, begun in the 2011-2012 academic year, has become a popular event each semester. Nationally-known and award-winning authors read from their publications to an audience of students, faculty, and community members.
12. Music- "Gathering of the Bands" - Middle School Band Festival held annually. In 2012, 12 different middle schools were involved.
13. Band and Choirs are a mixture of students and community members.
14. Music concerts, art gallery, and theatre productions are open to the public and free.
15. Communication- Students judge local speech and debate contests.
16. Communication- Hosts public forums and debates for political topics and candidates.
17. Art- Boswell Corner Gallery. Brings in a few regional artists each semester. Free, open to public
18. Art- Annual public pottery sale.
19. Faculty, staff and students referee, officiate, and coach a variety of youth and high school activities
20. The Physical Education and Resort Recreation Management division collaborates with community partners such as Peak Fitness, Coeur d'Alene Athletic Club, Dance Tales Studios, Salvation Army Kroc Center, Sunset Bowling Lanes, Idaho State forest Service, and Idaho State Parks to expand course offerings.

V. Systematic efforts are made to assess community needs (e.g. strategic planning input from community; advisory committee input; focus groups involving community; mechanisms for community input into initiatives).

1. Presidential hire and recent VP hires

2. Long Range Visioning and Planning (LRVP) chaired by and made up of community members
3. Formal survey last spring to investigate a capital campaign.
4. Survey and focus groups for LRVP process.
5. Strategic Plan
6. Economic Impact Study
7. All Professional Technical Advisory Committees (we have 39 PT programs and they all have active advisory boards).
8. Culinary Arts Students volunteered to prepare and provide food for a number of community events
9. Culinary Arts Student volunteer to prepare and provide food for a number of on campus events

VI. The impact and outcomes of engagement and outreach activities are formally assessed (e.g. economic impact; educational impact for example workforce education and training course assessment; reporting requirements/performance standards for documenting effectiveness; community and educational partners' satisfaction surveyed).

1. Qwest Foundation dual credit scholarship created for students in rural areas.
2. INBRE Grant
3. I-BEST Grant and program.
4. Digital Medical Records programs grant through the American Recovery and Reinvestment Act.
5. Workforce Training Center Advisory Committee
6. WFT and Customized Training courses are formally evaluated.
7. Program changes made based upon Advisory Committees for PT programs. Specific grants are formally evaluated such as the EBSCO Grant (technology) – Rayelle can provide lots of information.
8. Aerospace Grant
9. Federal and State Adult Basic Education Grants
10. Math Boot Camp – Idaho Department of Labor TAACCT (Idaho Ladder to Success/C3T) Grant
11. ABE/GED programs

Qualitative Rubrics for Community Engagement

Indicators	3 - Outstanding	2 – Satisfactory	1 – Needs Improvement	Score
I. The institution is reciprocally engaged with diverse individuals and communities through external advisory boards, community, educational, and business boards and committees.	Identified at least 15 external boards or committees annually	Identified at least 11 external boards or committees annually	Less than 11	3
II. Students are engaged in outreach activities through internships, clinical, community-based or service learning, and volunteerism.	Identified at least 10 activities annually	Identified at least 7 activities annually	Less than 7	3
III. Faculty and staff are engaged in scholarly activities related to the institutions engagement mission (e.g. collaborative research programs; credit courses that contain community-based or service learning component; clinical, field-based or professional training programs; professional development programs which support improvements in teaching pedagogy or service to students).	Identified at least 15 activities annually	Identified at least 11 activities annually	Less than 11	3
IV. Faculty, staff, and students are engaged in creative, civic, cultural, or wellness activities that promote the well-being of its communities (e.g. activities that promote social, economic, physical, or environmental well-being; activities that promote civic/cultural engagement; activities involving creative/artistic engagement, activities involving technology and/or knowledge transfer outside the classroom).	Identified at least 20 activities annually	Identified at least 14 activities annually	Less than 14	3
V. Systematic efforts are made to assess community needs (e.g. strategic planning input from community; advisory committee input; focus groups involving community; mechanisms for community input into initiatives).	Identified at least 10 activities annually	Identified at least 7 activities annually	Less than 7	2
VI. The impact and outcomes of engagement and outreach activities are formally assessed (e.g. economic impact; educational impact for example workforce education and training course assessment; reporting requirements/performance standards for documenting effectiveness; community and educational partners' satisfaction surveyed).	Identified at least 10 activities annually	Identified at least 7 activities annually	Less than 7	2
Total Score				16

Scale

16 - 18 Outstanding
 13 - 15 Satisfactory
 Less than 13 Needs Improvement

2011/2012 NIC Legislative Reception Attendance Results

Measurement: Attendance of elected officials is counted, then benchmarked from year to year. There are five (5) legislative districts which represent areas found within the NIC service area. Each district has one (1) senator and two (2) representatives for a total of fifteen (15) possible attendees to the Reception. A successful benchmark of ten (10) or 66.6% is the expectation used.

2012 NIC Legislative Reception

Elected Officials	District 1	District 2	District 3	District 4	District 6	Total
# of Representatives	1	2	2	2	1	8
# of Senators	0	1	1	1	0	3
						11/15

2011 NIC Legislative Reception

Elected Officials	District 1	District 2	District 3	District 4	District 5*	Total
# of Representatives	1	0	0	1	2	4
# of Senators	0	1	0	1	1	3
						7/15

* Redistricting occurred in 2012, resulting in the formation of new legislative districts. Legislative District #5 does now, currently, not include any immediate area serviced by North Idaho College. District 6 however, does include areas of the Silver Valley and Bonner County.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: North Idaho College

Address: 1000 West Garden Avenue

City, State, ZIP: Coeur d'Alene, Idaho 83814

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other (Certificate)

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Registered Nursing	Associate of Science	National League for Nursing Accrediting Commission	Fall 2006
Radiography Technology	Associate of Applied Science	Joint Review Committee on Education in Radiologic Technology	July 2011
Medical Assistant Technology	Associate of Applied Science	Commission on Accreditation of Allied Health Education Programs	Recommended November 2012; Pending

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: per NWCCU Annual Report 2012 Definitions.

Full-time enrollment + calculated value of Part-time enrollment multiplied x .335737)

Official Fall (most recent year) FTE Student Enrollments

Classification	Current Year Fall 2012	One Year Prior Fall 2011	Two Years Prior Fall 2010
Undergraduate	3,552	3,548	3,537
Graduate			
Professional			
Unclassified *	1,012	1,020	930
Total all levels	4,564	4,568	4,467

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall (most recent year) Student Headcount Enrollments

Classification	Current Year Fall 2012	One Year Prior Fall 2011	Two Years Prior Fall 2010
Undergraduate	5,073	5,160	4,943
Graduate			
Professional			
Unclassified *	1,501	1,591	1,404
Total all levels	6,574	6,751	6,347

* Unclassified students (per NWCCU 2012 Annual Report Definitions): Students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit.

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	162	358	8	5	12	116		21
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$54,116	9.41
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 to June 30

Reporting of income: Accrual Basis Yes

Reporting of expenses: Accrual Basis Yes

BALANCE SHEET DATA

See Addendum, attached

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

See Addendum, attached

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 7/1/11 to 6/30/12	One Year Prior to Last Completed FY Dates: 7/1/10 to 6/30/11	Two Years Prior to Last Completed FY Dates: 7/1/09 to 6/30/10
For Capital Outlay	7,161,140	13,680,305	9,281,729
For Operations	1,108,523	307,916	344,088

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (headcount) of students currently enrolled in programs (*courses*) at the site.

Faculty Headcount – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES
Used Fall 2012 data (October 15 Census Date)

Location of Site Name, City, State, Zip	Degree Programs	Academic Credit Courses (& total sections)	Student Headcount (unduplicated)	Faculty Headcount (unduplicated)
Avondale Golf Course Hayden Lake, Idaho 83835		04	13	01
Bonnors Ferry High School Bonnors Ferry, Idaho 83805		02	27	02
Boundary Community Hospital Bonnors Ferry, Idaho 83805		01	10	01
Clark Fork Jr-Sr High School Clark Fork, Idaho 83811		01	01	01
Coeur d'Alene High School Coeur d'Alene, ID 83815		06 (8 sections)	77	05

Coeur d'Alene Industrial Park Coeur d'Alene, ID 83815	Welding Technology [Technical Certificate, Advanced Technical Certificate, A.A.S. Degree	04 (7 sections)	40	03
Coeur d'Alene Tribal Center Plummer, Idaho 83851	Business Leadership [A.A.S. Degree]; Welding Technology [Technical Certificate]	07	31	03
Crossfit Lake City Coeur d'Alene, Idaho 83814		01	14	01
Dancetales Coeur d'Alene, Idaho 83814		03 (5 sections)	33	01
Diver's West Coeur d'Alene, Idaho 83815		01	11	01
ID Distance Ed Academy Boise IVC Receiving Site Boise, Idaho 83704		01	06	01
Ironwood Athletic Club Coeur d'Alene, Idaho 83814		01 (2 sections)	20	02
KROC Center Coeur d'Alene, Idaho 83815		04	51	03
Lake City High School Coeur d'Alene, Idaho 83815		03	28	02
Lakeland High School Rathdrum, Idaho 83858		05 (6 sections)	74	06
Lakeside High School Plummer, Idaho 83851		06	13	01
Memorial Field Coeur d'Alene, ID 83814		02	11	01
NIC Bonners Ferry Center Bonners Ferry, Idaho 83805		16	63	12
NIC at Sandpoint Sandpoint, Idaho 83864	Practical Nursing [Technical Certificate]; General Studies Associate of Science degree may be obtained via online and face-to-face	27 courses (33 sections)	239	24
NIC Silver Valley Center Kellogg, Idaho 83837	Practical Nursing [Technical Certificate]	15 (17 sections)	77	14
Priest River Lamanna High School Priest River, Idaho 83856		02	14	01
Ramsey Technical Building Coeur d'Alene, ID 83815	Outdoor Power/Recreational Vehicle Repair Technology [Technical Certificate]	05	10	01
Salmon Valley Business Center IVC Receiving Site Salmon, Idaho 83467		03	04	02
Sandpoint Charter Academy Sandpoint, Idaho 83864		01	09	01
St. Maries High School Saint Maries, Idaho 83861		03	22	02
Sunset Bowling Alley Coeur d'Alene, ID 83815		01 (2 sections)	45	01

Timberlake High School Spirit Lake, Idaho 83869		02	18	02
Workforce Training Center Kaniksu Building Post Falls, ID 83854	Graphic Design/Web Design [Technical Certificate, A.A.S Degree]; Law Enforcement [Technical Certificate, A.A.S. Degree]	23 (24 sections)	91	7

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

North Idaho College
NWCCU Basic Institutional Data Form Addendum
Financial Information

Balance Sheet Data			
ASSETS	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 7/1/11 to 6/30/12	Dates: 7/1/10 to 6/30/11	Dates: 7/1/09 to 6/30/10
Current Funds			
Unrestricted			
Cash	6,619,075	2,734,719	2,351,073
Investments	4,162,626	2,487,141	4,585,149
Accounts receivable gross	9,502,170	7,846,736	6,938,166
Less allowance for bad debts	(1,625,016)	(477,475)	(596,716)
Inventories	705,288	594,495	642,674
Prepaid expenses and deferred charges	71,500		
Property Tax Receivable	5,766,347	5,752,718	5,079,332
Other Receivables	2,127,389	6,673,809	2,449,409
Due from	3,926,250	4,554,668	2,918,816
Total Unrestricted	31,255,629	30,166,811	24,367,903
Restricted			
Cash	926,181	259,629	250,737
Investments			
Other (identify) - Receivables		1,119	1,369
Due from		65,768	
Total Restricted	926,181	326,516	252,106
Total Current Funds	32,181,810	30,493,327	24,620,009
Endowment and Similar Funds			
Cash	2,332,596	2,515,626	3,475,488
Investments	14,107,701	13,596,438	9,338,069
Other (identify)	737,316	1,525,707	7,014,336
Due from			
Total Endowment and Similar Funds	17,177,613	17,637,771	19,827,893
Plant Fund			
Unexpended			
Cash	8,047	10,125	5,325
Investments			
Other (identify) - Bond Issue Discount	95,140	201,766	221,040
Total unexpended	103,187	211,891	226,365
Investment in Plant			
Land	15,465,014	14,733,014	14,733,014
Buildings	45,029,932	43,991,906	39,176,798
Construction in Progress	276,250	47,811	
Equipment	10,883,955	10,306,094	10,037,906
Grounds Improvement	2,181,506	1,737,612	1,716,703
Infrastructure	5,133,129	5,052,664	4,845,141
Other (identify) Leased Property under capital lease	546,169	537,501	521,838
Total investments in plant	79,515,955	76,406,602	71,031,400
Due from	1,836,928	1,762,066	1,574,379
Other plant funds (identify) Retirement of Indebtedness	728,251	726,280	723,761
Total Plant Funds	82,184,321	79,106,839	73,555,905

Other Assets (identify)			
Loan Funds Cash	715,170	483,252	318,952
Loan Funds Loans Receivable	1,056,414	1,581,426	1,772,740
Agency Funds Cash	38,726	73,246	22,165
Agency Funds other assets	33,612	32,183	33,932
Total Other Assets	1,843,922	2,170,107	2,147,789
Total Assets	133,387,666	129,408,044	120,151,596
Balance Sheet Data (continued)			
LIABILITIES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 7/1/11 to 6/30/12	Dates: 7/1/10 to 6/30/11	Dates: 7/1/09 to 6/30/10
Current Funds			
Unrestricted			
Accounts payable	1,189,284	799,127	756,805
Salaries payable	4,158,321	3,681,436	3,980,481
Accrued Expenses	928,999	1,112,185	367,007
Deposits	28,602	33,050	40,425
Deferred Revenue	2,299,195	1,906,138	1,679,397
Due to	8,392,118	7,895,972	6,913,901
Fund balance designated for capital projects			2,050,000
Fund balance designated for recruitment and retention	750,000	750,000	750,000
Fund balance	13,509,110	13,988,903	7,829,887
Total Unrestricted	31,255,629	30,166,811	24,367,903
Restricted			
Accounts payable	426,133	622	
Other (identify)			
Due to	11,664		10,000
Fund balance	488,384	325,894	242,106
Total Restricted	926,181	326,516	252,106
Total Current Funds	32,181,810	30,493,327	24,620,009
Endowment and Similar Funds			
Deferred Revenue	428,600	425,800	477,200
Current portion of long term debt		195,896	2,130,512
Long Term Liabilities (debt)		599,235	3,890,839
Other Liabilities (identify)	40,543	68,846	106,975
Unrestricted Net Assets	2,711,438	2,435,225	1,923,827
Temporarily Restricted Net Assets	3,866,151	4,205,753	2,585,223
Restricted Net Assets	10,130,881	9,707,016	8,713,317
Fund balance			
Total Endowment and Similar Funds	17,177,613	17,637,771	19,827,893
Plant Fund			
Unexpended			
Due to	179,095	179,095	179,095
Fund Balance - Unexpended	(79,629)	31,775	46,249
Fund Balance - Renewal and Replacement	1,840,649	1,763,087	1,575,400
Retirement of Indebtedness	728,251	726,280	723,761
Total unexpended	2,668,366	2,700,237	2,524,505

Investment in Plant			
Lease Obligations	199,122	1,108,523	6,354,704
Bonds payable	6,635,000	7,075,000	7,530,000
Accrued Interest Payable			85,663
Note Payable	70,513	86,140	103,517
Investment in - Plant College	58,991,024	54,135,617	45,243,643
Dormitory Housing Commission	5,454,656	5,014,656	4,559,656
State Professional Technical	3,673,766	3,487,729	3,343,298
Head Start	1,166,662	1,151,035	1,133,658
Area Agency on Aging	50,374	50,374	50,374
Due to	3,274,841	4,297,529	2,626,897
Other plant fund liabilities (identify)			
Total Investments in Plant Fund	79,515,958	76,406,603	71,031,410
Other Liabilities (identify)			
Fund balance Loan Fund - NIC	502,533	502,533	502,533
Fund balance Loan Fund - US Government	1,269,051	1,562,145	1,589,159
Agency Fund Liabilites (deposits)	72,335	105,428	56,087
Total Other Liabilities	1,843,919	2,170,106	2,147,779
Total Liabilities	133,387,666	129,408,044	120,151,596
Fund Balance (Amounts included in above categories)	-	-	-

Current Funds, Revenues, Expenditures, and Other Changes

REVENUES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 7/1/11 to 6/30/12	Dates: 7/1/10 to 6/30/11	Dates: 7/1/09 to 6/30/10
Tuition and fees	7,544,318.00	7,994,378.00	6,411,767.00
Federal appropriations			
State appropriations	12,891,509.00	15,011,310.00	13,735,187.00
Property Taxes	14,794,483.00	13,397,902.00	12,362,339.00
Grants and contracts	21,436,991.00	21,053,679.00	19,294,334.00
Endowment income			
Auxiliary enterprises	5,701,225.00	5,314,581.00	4,895,456.00
Other (identify) -	2,567,841.00	1,893,594.00	2,285,919.00
Total Revenues	64,936,367	64,665,444	58,985,002
Expenditure & Mandatory Transfers			
Educational and General			
Instruction	20,876,283.00	19,229,785.00	18,505,303.00
Research	-	-	-
Public services	5,718,857.00	5,769,601.00	6,456,342.00
Academic support	3,334,091.00	3,343,497.00	3,583,069.00
Student services	3,943,937.00	3,636,204.00	3,418,874.00
Institutional support	9,348,609.00	7,189,911.00	6,654,442.00
Operation and maintenance of plant	3,677,581.00	3,509,019.00	3,432,484.00
Scholarships and fellowships	6,987,918.00	7,183,217.00	5,512,781.00
Other (identify) - Athletic Support	1,391,708.00	1,258,898.00	1,249,399.00
State Stabilization Expenditures	-	155,561.00	642,674.00
Increase in OPEB Obligation	108,716.00	138,263.00	520,943.00
Mandatory transfers for:			
Principal and interest			
Renewal and replacements	1,832,348.00	1,876,369.00	1,921,461.00
Loan fund matching grants			
Other (identify)			
Total Educational and General	57,220,048	53,290,325	51,897,772

Auxiliary Enterprises			
Expenditures	5,278,000.00	4,542,615.00	4,122,630.00
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises	5,278,000	4,542,615	4,122,630
Total Expenditure & Mandatory Transfers	62,498,048	57,832,940	56,020,402
Other Transfers and Additions/Deletions	1,298,325	4,943,870	741,155
Capital Contributions			
Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	3,736,644	11,776,374	3,705,755

** All figures were pulled from the NIC annual audit reports. Figures used include entire institution including grants.

Reported by Sarah Garcia, Controller
Business Office and Resource Management
January 4, 2013