



North Idaho College



Year Seven Self-evaluation Report

Presented to the Northwest Commission
on Colleges and Universities

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Institutional Overview

Founded in 1933, North Idaho College (NIC or the college) is a regional community college that embraces an open door policy for all citizens. As a comprehensive community college, NIC has built a tradition of meeting the educational needs of its students and community by providing access to a broad range of programs, affordable tuition, and an environment free of barriers and discrimination. NIC fulfills its obligations as a comprehensive community college by offering courses and programs for the first two years of undergraduate education for academic transfer students and professional-technical education, and it also provides workforce training, continuing education, and developmental education.

NIC was founded as Coeur d'Alene Junior College, a private institution, in 1933. In 1939 the college became a tax-supported institution and changed its name to North Idaho Junior College. In 1949, NIC moved to its current location at the confluence of Lake Coeur d'Alene and the Spokane River, once a gathering place for the Coeur d'Alene Tribe. In 1971 the college changed its name to North Idaho College to more accurately reflect its mission as a comprehensive community college. As a place of higher learning for over 80 years, NIC has a rich history. From the time when the Coeur d'Alene Tribe used the lands as a gathering place, through the U.S. Army's use of the land for a fort, through its current use as an educational facility, this special place on the shores of Lake Coeur d'Alene is a focal point for the North Idaho region. The students, faculty, staff, and community take pride in the traditions that are an integral part of the college's academic culture.

NIC is governed by a board of trustees (the board), comprised of members who are elected for four-year terms. The board derives its authority from the Idaho Code for Community College District Law, Sections 33-2101 through 33-2144. The college president is appointed by the board. The president provides leadership and direction to students, faculty, and staff with the aid of a cabinet made up of the vice presidents for instruction, student services, resource management, and community relations, as well as the directors of human resources, information technology, athletics, and the foundation. The board and college administration are committed to encouraging meaningful participation among the college constituent groups in all decision-making processes.

The college faculty, staff, students, and administration participate in the governance of the institution. The College Senate, comprised of faculty, staff, and students, is the principal vehicle for participatory governance, providing input on policy and procedural initiation, changes, or deletions. The faculty directs the development and the quality of the curriculum, and provides substantive input to the tenure of their colleagues. In addition, faculty, students, staff, and administrators serve on a variety of other committees in order to contribute ideas and opinions from a variety of perspectives. Student government and student groups advocate for student interests and provide valuable input on college policy and procedures.

NIC was first accredited by the Northwest Association of Schools and Colleges (now the Northwest Commission on Colleges and Universities) in 1950. Its last comprehensive evaluation visit was in 2003, after which the Northwest Commission on Colleges and Universities (the Commission) reaffirmed the college's accreditation. NIC's most recent review by the Commission was its Year One Report under the newly established standards. In August 2011, the Commission informed NIC that "the accreditation of North Idaho College had been reaffirmed" based upon its spring 2011 Year One evaluation.

Institutional Context

North Idaho College (NIC) is one of only three community colleges in Idaho, each of which serves a large geographical portion of a predominately rural state. NIC serves a five-county region located within the mountainous terrain of the Idaho Panhandle—spanning more than 7,000 square miles and containing approximately 225,000 residents, almost 14 percent of the State's population. As the only higher education institution based within its five-county service area, NIC takes responsibility for providing educational opportunities and enhanced quality of life for the students and the communities it serves.

NIC subscribes to the philosophy of a comprehensive community college, including an "open-door" admissions policy. To truly reflect its role as a community college, NIC accepts the fundamental responsibility to meet the needs of individuals with widely divergent interests and abilities. At the same time, NIC seeks to respond to the needs of area businesses, industries, and governmental agencies by preparing competent, trained employees.

NIC's 75-acre main campus is located in Coeur d'Alene, Idaho. The traditional base of Coeur d'Alene's economy has been the natural resources sector, primarily the timber and mining industries. While these enterprises continue today, Coeur d'Alene's economic base has evolved and expanded to include new industries. Many of the jobs created since 2010 are higher-wage positions in advanced manufacturing, health care, financial services, and professional/scientific/technical fields. Tourism-related businesses provide 7,700 jobs in Kootenai County and it is home to 250 manufacturing businesses with over 4,700 employees. Advances in telecommunications operations have also attracted customer service call centers to the region, employing more than 2,500 people. Further, the health care sector added 700 jobs, an increase of 11 percent, from 2007 through 2010. The continual creation of new jobs by a growing variety of businesses requires that NIC remain flexible and focus its concern on providing educational opportunities in order to meet the region's evolving needs.

NIC offers associate degrees in 44 transferable academic majors, and associate of applied science degrees or certificates in 40 professional-technical programs. In fall 2012, NIC served over 6,574 students enrolled in transfer, professional-technical, and dual enrollment programs, representing 4,618 full-time equivalent students. In addition, during the 2011-2012 school year, 1,000 students were enrolled in Adult Basic Education courses and more than 6,300 students were enrolled in non-credit community education and workforce training courses. NIC also works closely with the University of Idaho, Lewis-Clark State College, Idaho State University, and Boise State University to provide transfer options for students.

NIC's mission statement identifies its responsibility to provide access to educational opportunities in the communities of the five northern counties of Idaho: Boundary, Bonner, Kootenai, Benewah, and Shoshone Counties. In addition to services on its main campus in Coeur d'Alene, services are offered in three Kootenai County locations at Workforce Training Center, Ramsey Building, and Atlas Building; at three county outreach centers located in the cities of Bonners Ferry, Kellogg, and Sandpoint; and at the Coeur d'Alene Tribal Education Center, located in Plummer. Courses at the outreach centers are delivered by interactive video conferencing (IVC), over the Internet, or in face-to-face classes at the centers. Please note: *NIC's Basic Institutional Data Form is provided as the final appendix to this report (Appendix 53).*

Preface

Update on Institutional Changes since Last Report

In Chapter One of this report, NIC updates its response to Standard One in order to further articulate its threshold for meeting its mission, to clarify its Core Themes, and to review its measures to ensure that they are assessable and that they provide direct evidence for achievements.

Substantive Changes

NIC continues to fulfill its obligations as a comprehensive community college by offering courses and programs in academic transfer education, professional-technical education, workforce training, continuing education, and developmental education. There have been no changes to the graduation requirements since the last interim report to the Commission. No new degree or certificate programs were added to the associate degrees and no programs were discontinued since the college's last report; however, there have been substantive changes to instructional programs since that time. The college submitted substantive change reports in 2010 for three programs offered at outreach locations: Welding Technology, Outdoor Power and Recreational Vehicle Technology, and Practical Nursing. In 2011, substantive changes were also requested in order to move the Graphic Design and the Law Enforcement programs from the main campus to the Kaniksu Building located at NIC's Workforce Training Center in Post Falls, Idaho. In 2012, a substantive change proposal was submitted for approval of two degree options, Welding Technology, and Business Leadership, to be offered at the Coeur d'Alene Tribe Education Center in Plummer, Idaho, and approval to deliver a Physical Therapist Assistant program on the Lewis-Clark State College campus in Lewiston, Idaho. In addition, the college requested a determination regarding the relocation of its outreach center located in Ponderay, Idaho to a new location in Sandpoint, Idaho. All of these requests were granted approval, allowing NIC to expand access to educational programs in its service region.

Changes in Leadership

Since our Year One evaluation in 2011, no changes have been made to NIC's organizational structure. However, NIC has experienced significant changes in senior leadership positions. Ron Dorn, the vice president for resource management, joined NIC in August 2010. In January 2012, Mark Browning, vice president for community relations and marketing was hired. In July 2012, the college welcomed a new president, Dr. Joseph Dunlap, following the retirement of Dr. Priscilla Bell. President Dunlap completed his cabinet by hiring a vice president for instruction, Dr. Lita Burns; a vice president for student services, Graydon Stanley; and an executive director of human resources, Laura Hill. The positions that Dr. Dunlap filled were vacancies created by those employees' movements to presidencies at other institutions or to other positions. In addition, two new members were recently elected to the NIC Board of Trustees. Although NIC has experienced major leadership changes, it has, nevertheless, maintained efforts to implement new initiatives and to sustain ongoing initiatives, and has continued to carry on with its comprehensive planning endeavors including Long-range Visioning and Planning, Strategic Planning, and recently proposed Educational Master Planning.

New Grant Initiatives

The college has worked on several initiatives with grant funding since the Year One report was submitted. The INBRE Program has existed since 2004 and has been re-funded. Its express purpose is to increase Idaho's competitiveness for federal biomedical research

funding. The INBRE program at NIC is committed to expanding biomedical internships and community education. Since its inception, the NIC INBRE Program has given opportunity to 26 Scholars, 73 Interns, and 17 Fellows. In spring 2010, NIC became a member of the Community College Consortia to Educate Information Technology Professionals in Healthcare. Through the consortia, NIC received \$625,000 in American Recovery and Reinvestment Act funding to prepare students to become health information technology professionals. NIC also recently received a \$552,000 grant through the J.A. and Kathryn Albertson Foundation to develop an Integrated Basic Education Skills Training (IBEST) program. IBEST is a student retention program that provides effective transition, remediation, and intervention supports for targeted student populations. Further, in 2011 and as part of an Idaho State consortium comprised of six institutions, NIC received a portion of a \$2.7 million U.S. Department of Labor Trade Adjustment Act, Community College and Career Training grant to develop a statewide Physical Therapist Assistant program and a summer bridge remediation program. Finally, in October 2012, NIC was awarded \$2.9 million through the Trade Adjustment Act to develop an Aerospace Center of Excellence in Aviation Maintenance and Advanced Manufacturing.

Education Corridor

NIC recently completed the purchase of the mill site property adjacent to the main campus, and after decades of dreaming and planning, the infrastructure for the [Education Corridor](#), a visionary higher education corridor, is completed. This initiative was accomplished in collaboration with Lewis-Clark State College, the University of Idaho, the city of Coeur d'Alene, and the Lake City Development Corporation and will provide room for future expansion of educational programs, along with economic development opportunities.

Revised Accreditation Process

Efforts to support the new accreditation process and to aid the college in determining its effectiveness are proceeding. These efforts include: (1) the establishment of an accreditation executive team made up of vice presidents, the director of institutional effectiveness, and the coordinator for student learning outcomes assessment and accreditation, to ensure that planning, data collection, and analysis are integrated with strategic initiatives; (2) the establishment and annual review of institutional performance measures and expectations for the accreditation core themes, the strategic plan, and other institutional reporting; and (3) a permanent college-wide accreditation steering committee structure which is updated with each accreditation report.

Response to Recommendations

NIC was first accredited by the Commission in 1950. Its last full-scale evaluation visit was in 2003, after which the Commission reaffirmed the college's accreditation. NIC's five-year interim report occurred in spring 2008. This review resulted in one recommendation: to establish a systematic method for educational assessment and for documenting results. NIC responded to this recommendation with a progress report submitted to the Commission in April 2010. On August 5, 2010, the Commission informed NIC that it was "satisfied that progress had been made" regarding Recommendation 1 of the spring 2008 Regular Interim Evaluation Report.

NIC's most recent review by the Commission was its spring 2011 Year One Report under the revised NWCCU standards. This review resulted in two recommendations for the college to address.

Recommendation 1: *It is evident NIC has made considerable progress in establishing a framework for continuous improvement centered on the assessment of how progress on indicators and objectives of its Core Themes illustrates the college's attainment of its mission. The evaluators note that NIC is using a Likert-type rating to benchmark its Core Theme objectives/indicators. The levels are color-coded to indicate areas that meet, exceed, or need attention. From this report, it was not evident what the acceptable threshold of mission fulfillment is. The evaluators recommend NIC provide further articulation of how the thresholds will suggest it is meeting its mission (1.A.2).*

NIC's Response to Recommendation 1

NIC demonstrates achievement of Mission Fulfillment by successfully meeting the objectives and measures of our core themes. The core theme measures and expectations can be found on the Institutional Effectiveness [SharePoint team site](#) that is maintained by the Office of Institutional Effectiveness. The web site is designed so that the list of measures shown is tailored to individual users. For example, if the registrar is viewing the site she will see only those items that are important to her and what she sees will likely be very different than what a librarian might see. This critical factor allows reporting and monitoring that is relevant to the user. The site also provides a visual gauge with drill down capability so that the user can see more detailed information about each measure. To ensure that the college is meeting the core theme objectives, selected measures are made available to the appropriate administration and are regularly monitored for acceptable levels.

There are many Common Campus Measures (CCMs) managed by the Office of Institutional Effectiveness, although not all are chosen for the purpose of accreditation. Measures are used for other reporting purposes such as state performance measurement reports, strategic planning, or to document a trend as it relates to a particular goal. The measures used for accreditation are reviewed each year for applicability and to ensure proper goals are set. This annual review allows the college to focus on its successes and to also focus on initiatives that may need additional attention or resources. The 'NIC Planning Calendar' has a category set up for the measures and is used by the President's Cabinet as their guide to planning and budgeting processes at NIC. See *Appendix 1, NIC Planning Calendar*.

Each measure has a rank assigned to it. The data source for ranking each measure is taken from one of the following: Integrated Postsecondary Education Data System (IPEDS) a part of National Center for Education Statistics (NCES), The National Community College Benchmark Project (NCCBP), and 'NIC Trends' when no data from comparative institutions is available. Expectations are set for each measure by the appropriate administrator. Expectations provide targets for improvement even if a measure is ranked as healthy. Figure 1 (below) illustrates how the measures lead to mission fulfillment.

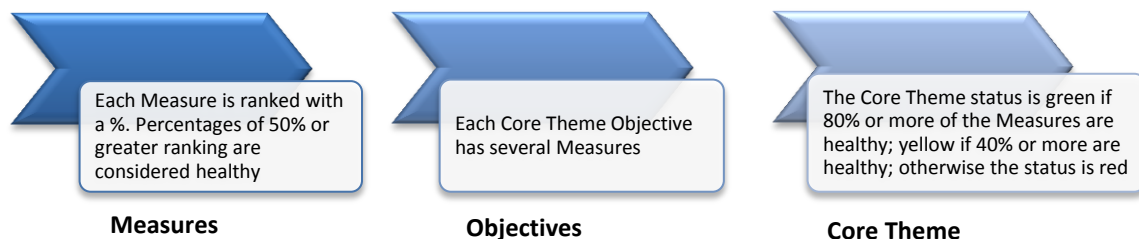


Figure 1.1

Mission Fulfillment

NIC's mission is fulfilled when the status for all Core Themes is either green or yellow. The status indicator would indicate if a Core Theme is not met and needs attention. Each Measure is ranked, and percentages of 50 percent or greater ranking are considered healthy. The status of a core theme is green if 80 percent or more of the measures are healthy; the status of a core theme is yellow if 40 percent or more of the measures are healthy; the status of a core theme is red if 39 percent or less of the measures rank below 50 percent. A status of red for a Core Theme would indicate that a portion of NIC's mission is unfulfilled when compared to the established comparator data sets.

***Recommendation 2:** NIC established through its rationales that its indicators of achievement are meaningful to the continuous improvement of the college. While NIC suggests the use of direct indicators, it appears to be in the process of establishing many indirect indicators that will require substantive development to provide the degree of evidence needed to benchmark and assess related objectives and outcomes. The Evaluation Team recommends that NIC review its indicators to ensure they are assessable and can provide direct evidence of intended achievements (1.B.2).*

NIC's Response to Recommendation 2

In fall 2011, the President's Cabinet and the Accreditation Executive Committee revisited the core themes, outcomes, indicators and measures included in the Year One report. Refinement of each theme began by eliminating the category of outcomes to reduce redundancy between the outcomes and indicators for each objective. At that point in time, in order to align wording used in the college's other reporting processes, the accreditation executive committee decided to use the term "measures" in place of "indicators," and to use the term "expectations" to reflect its desired performance levels. These terms are used throughout this report. A focused process followed to select and define the measures and expectations that related directly to the institutional mission. Some of the original measures were removed if a current initiative was not in place that supported progress toward achieving the objective. The resulting reduced set of measures and expectations are reflected in the updated Core Theme Tables in Chapter 1 of this report.

As indicated in the response to Recommendation 1, comparative institutions are used for setting expectations where possible. The result of this clarifying process is summarized below:

- 1) Objectives and measures reflect the strategic priorities of the institution and are represented in a set of measures tied to the annual Strategic Plan and the proposed Educational Master Plan.
- 2) Objectives and measures that are met are monitored annually to ensure that management decisions support the continued success of these measures.
- 3) Objectives and measures that are not met are identified and incorporated into the institutional and departmental decision-making processes to ensure that initiatives are in place to support improvement of those measures and resources are in place to support those initiatives.

These refinements are helping NIC to focus its attention on a reduced set of objectives and measures that make clear how the accreditation measures are tied to strategic priorities and educational planning, and to create a better picture of mission fulfillment and continuous improvements.

Most Recent Review of Mission and Core Themes

When the Year One Report was submitted in spring 2011, the NIC mission had remained constant for over 10 years, and the current goals of the institution were part of the 2008-2013 strategic plan. In spring 2011, the NIC Board directed the college to establish a Long Range Visioning and Planning Committee (LRVP) to review the Mission, Vision, and Values for the college, and to create a new strategic plan. The board directive cited rapid enrollment increases over the past several years, the recent purchase of additional properties for college expansion, and the significant changes in the local economy as driving factors for reviewing the mission and creating a new plan.

In July 2011, a committee co-chaired by two community members was convened to undertake a six-month review of the college's mission, vision, and values. One important step in the LRVP process was conducting research to gather perceptions of the college from students, the community, other educational entities, and regional businesses. After several months of meetings and discussions, the committee recommended, and the board approved, the following Mission, Vision, and Values statements for the college.

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.

Strategic Plan

Following the Long Range Visioning and Planning process, a Strategic Planning committee convened to develop a new strategic plan framework. The NIC 2012-2016 Strategic Plan framework ([see Appendix 2, 2012-2016 Strategic Plan Framework](#)) is the

result of a collective effort that includes the work of the LRVP Committee, Strategic Planning Committee/Sub-Committees, and input from campus and community members through public forums offered both on and off campus. In creating the framework, special care was taken to be mindful of key campus efforts such as long-range planning, performance measurement reporting, and institution-wide accreditation.

The strategic plan is comprised of two parts, the framework and yearly versions. The strategic plan framework outlines the college's themes/goals and objectives. The framework is designed to remain static throughout the five-year plan but will be reviewed annually allowing for significant changes as needed. Each year a version of the strategic plan that is specific to the current year will be created and published. Strategic plan updates will occur annually in January prior to the annual budgeting process. The yearly version will include the strategic plan framework, along with performance measures for each objective and benchmarks for each performance measure.

The strategic planning process and the accreditation review process come together in this report. The new Mission, Vision, and Values, and the 2012-2016 Strategic Plan framework were developed during the past year with input from the local communities served, and with input from across the institution. The Strategic Planning process occurred in 2012 concurrently with the writing of this report. Although it was challenging to tackle LRVP and strategic planning during this short, three-year accreditation cycle, it resulted in the integration of the processes and the synthesis needed to complete the Year Seven report, and allowed the college to begin to move forward with the next seven-year accreditation cycle.

Educational Master Plan

In fall 2012, under the direction of the new president, the college developed a proposed educational master plan. The purpose of this proposed plan is to communicate a vision for the expansion of programming and facilities at NIC into the future. The plan is consistent with the college strategic plan, accreditation core themes, and institutional priorities and includes data highlighting growth trends in order to inform decision making. The data is collected from a variety of sources and stakeholders. This document analyzes programmatic needs including facilities, equipment and new curricula; facility needs based on enrollment growth, existing capacity, and facility condition; student services structures and facilities, student fees, tuition structure as well as auxiliary enterprise operations; funding strategies for tuition, general fund and facilities capital construction options; and enrollment growth strategies that promote sustainable operations to include dual enrollment, eLearning, and outreach. See *Appendix 3, Proposed Educational Master Plan Executive Summary*. The full proposed Educational Master Plan will be provided as *Exhibit A*. Also see *Appendix 4, 2008-2012 Enrollment Report*.

Core Themes

The Core Themes were reviewed by the Accreditation Executive Committee (AEC), the LRVP Committee, and the Strategic Planning Committee and, with the exception of changing Instructional Excellence to Educational Excellence, remain the same. The core themes of Student Success, Educational Excellence, and Community Engagement intentionally align with three of the five Strategic Plan priorities. Refinement of the objectives, measures, and expectations has occurred as described in NIC's response to the Year One Report recommendations (above). A detailed description of the Core Theme planning process is included in the Year Five Report.

Chapter One: Mission, Core Themes, and Expectations



Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2. Authority

NIC addresses Eligibility Requirement 2 (Authority) in the introduction to this self-study, stating NIC is governed by a board of trustees (the board), comprised of members who are elected for four-year terms. The board derives its authority from the Idaho Code for Community College District Law, Sections 33-2101 through 33-2144. The college president is appointed by the board.

Eligibility Requirement 3. Mission and Core Themes

NIC addresses Eligibility Requirement 3 (Mission and Core Themes) in the body of this report related to its response to Standard 1. NIC's mission statement was recently reviewed and approved by the board in March 2012. NIC completed the process of reviewing its Core Themes with the preparation of this report.

Standard 1.A: Mission

Mission Statement

NIC's mission statement reads: "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."

In spring 2011, the NIC Board directed the college to establish a Long Range Visioning and Planning Committee to review the Mission, Vision, and Values for the college, and to create a new strategic plan (see Most Recent Review of Mission and Core Themes, above). The college's new mission statement continues to reflect commitment to its core themes: student success, educational excellence, and community engagement. NIC publishes its mission in the college catalog, on the college website, in its program guides, and in numerous college publications. The mission and vision statements are posted in nearly every building on campus, and in most classrooms.

Definition of Mission Fulfillment

NIC demonstrates achievement of mission fulfillment by successfully meeting the objectives of our Core Themes. NIC's definition for mission fulfillment is reflected in the response to Recommendation 1 above.

Accomplishments that Define Mission Fulfillment

The Core Theme objectives are representative of NIC's mission. These objectives are met through the successful accomplishment of the Core Theme measures and expectations, and through the successful operation of programs and services related to the Core

Themes. After NIC's initial evaluation of its Year One report, the Core Theme objectives, measures, and expectations were refined, resulting in a new set of objectives. Please see NIC's response to Recommendation 2 (above) for an in-depth explanation of this process. The Core Theme objectives are:

- Objective 1: To help individuals become North Idaho College students.
- Objective 2: To help students reach their educational goals.
- Objective 3: To offer educational programs that meet diverse needs.
- Objective 4: To promote innovation, excellence, and diversity.
- Objective 5: To establish and maintain collaborative community partnerships.

This framework provides NIC with a means for identifying its institutional strengths and challenges. Regular reflection on these Core Theme objectives, measures, and expectations by administration, staff, and faculty will help to inform planning and promote practices focused on continuous improvement.

Standard 1.B: Core Themes and Expectations

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

Mission Alignment

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.

Strategic Plan Alignment

Strategic 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.

Description of Core Theme I – Student Success

Woven throughout the fabric of NIC's mission, vision, and values, its Core Theme objectives, measures and expectations, and its program and service goals is a common thread of purpose – student success. NIC is a comprehensive, student-centered institution, committed to student success, to expanding students' potential, and to helping students grow and learn. This is not only demonstrated through teaching and learning, but is also demonstrated through recruitment, enrollment processes, support services, facilities, student programs, recreational opportunities, athletics, performing arts, and extra-curricular activities. The college recognizes that student success is possible by providing access to education and by promoting persistence and progress in studies until a student's educational goals are achieved. The college also recognizes that student success is enhanced by engaging students in college and community activities that provide complementary skills which reinforce learning. The Student Success Core Theme is focused on providing students access to educational opportunities, and on helping students achieve their educational goals.

Objectives, Measures, Expectations, and Rationales

Objective 1: To help individuals become North Idaho College students

Common Campus Measure (CCM)	Threshold Rationale	Expectation
Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population.	NCCBP	3.60%
Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population.	NCCBP	3.70%
NIC ABE and NIC GED students who enroll at NIC as postsecondary students [CCI]	NIC Trends	Increase the number of NIC ABE and NIC GED students who enroll at NIC as postsecondary students by 10% each fiscal year.
Number of TechPrep students who enroll at NIC in Professional Technical programs [CCI]	NIC Trends	Increase by 10% annually. Recruiting plan put into place.
Dual Credit students who enroll at NIC as postsecondary students	NIC Trends	Increase by 5%
Tuition and Fees per Credit Hour for full-time, in-district students [CCI]	NCCBP	Maintain current levels
Overall score of students who would choose to attend NIC if they were to start college over. Average score on a scale of 1 to 5 on ACT Student Opinion Survey.	NCCBP	Average score of 4.1 on a 5.0 scale

[CCI] indicates the measure supports Complete College Idaho goals

Table 1.1. Core Theme I, Objective 1

Rationale: *Market, transition, and enrollment rates help* NIC determine whether it is providing sufficient levels of access, particularly to segments of the population that have historically been underserved by higher education. This data validates the value of transitional programs such as ABE, GED, Dual Credit, and Tech Prep, as well as targeted outreach services to the college, students, and the community.

Rationale: *Tuition and Fees.* It is important to monitor and consider the rising cost of college tuition. The majority of students at NIC are from low-income families. Research shows that the increasing cost of college in conjunction with a high level of poverty is a significant barrier to education. Completion rates that are matched with student/family income show that young people from high-income families complete college at a much higher rate than those from low-income families (60 percent vs. 7 percent respectively). This measure directly supports the Idaho State Board of Education's Complete College Idaho plan.

Rationale: *Student satisfaction with services.* Support services are critical to student success. NIC has developed targeted and innovative support mechanisms to enhance access to a college education and to complement a full range of student development activities. Soliciting student satisfaction with services provides validation for existing programs and allows NIC to improve or add services as necessary.

Objective 2: To help students reach their educational goals

Common Campus Measure (CCM)	Threshold Rationale	Expectation
Fall to Spring Persistence Rate, credit students	NCCBP	Maintain current levels
First-time, full-time, student retention rates	IPEDS	63%
First-time, part-time, student retention rates	IPEDS	45%
Associate Degrees Awarded per Fall FTE [CCI]	IPEDS	14%
Certificates Awarded per Fall FTE [CCI]	IPEDS	6%
Full-time, first-time degree seeking, percent that completed or transferred in three years [CCI]	NCCBP	50%
Part-time, first-time degree seeking, percent that completed or transferred in three years [CCI]	NCCBP	25%
Career Program Completers, percent employed in related field	NCCBP	75% employed
Career Program Completers, percent pursuing additional education	NCCBP	25% pursue additional education
Overall impression of the quality of education at NIC. Average score on a scale of 1 to 5 on ACT Student Opinion Survey.	NCCBP	Average score of 4.0 out of 5.0
Overall student satisfaction with the ease of use of the MyNIC system. Average score on a scale of 1 to 5 on ACT Student Opinion Survey	NIC Trends	70%
Student services units implement program review	NIC Trends	At least 50% of Student Services units reviewed

[CCI] indicates the measure supports Complete College Idaho goals

Table 1.2. Core Theme I, Objective 2

Rationale: Retention and persistence rates. Students who return to college after their first year are more likely to meet their educational goals. Examining the rate of retention by subgroups provides opportunity for more focused attention on specific portions of NIC’s student population.

Rationale: Degree/Certificate attainment rates are standard measures used to track students’ educational progress and achievement of educational goals. IPEDS tracks a cohort of full-time, first time degree/certificate-seeking students which provides baseline data for comparing completion rates from year to year. Information about completion contributes to a fuller understanding of how well the college helps students sustain success throughout their degree program.

Rationale: Transfer rates. NIC regularly reviews degree requirements to align its curriculum with the four-year institutions’ curriculum in the state of Idaho. NIC monitors rates of transfer to not only show trends and progress over time, but to show that students are successfully transferring to other institutions of higher learning.

Rationale: Career Program Completers Employment or Continuing Education rates. Professional-technical education (PTE) students enroll in programs that prepare them to enter the workforce upon graduation. By tracking successful placement in related employment, we ensure that NIC’s programs are aligned with industry skills and that they

reflect market demand. Although NIC is most interested in employment placement rates for PTE students, NIC also monitors those students who choose to continue their education to help measure the success of PTE programs.

Rationale: *Overall student satisfaction with the quality of education at NIC.* One of the ways NIC accomplishes providing high quality education and services is to continuously collect student satisfaction data. Research shows that student satisfaction tends to have a positive impact on student motivation, student retention, and academic performance. Measuring student satisfaction is important for managing enrollment, and for managing attrition and retention problems.

Rationale: *Student satisfaction with the MyNIC system.* The MyNIC system is designed to provide students a customized online system that meets their individual needs. This system is also integral to outreach services and for the online student. Soliciting student satisfaction with this specific service provides validation for existing online services and technology and allows NIC to improve or add services and technology infrastructure as necessary. *Note: MyNIC is the college portal site. The term MyNIC is used interchangeably with the terms “portal site,” “SharePoint site,” and “SharePoint team site.” SharePoint team sites are sites available on the portal for staff, faculty, and students.*

Rationale: *Implementation of non-instructional program review.* NIC believes that all programs, whether instructional or support, lead to student success and student learning. Program review for non-instructional programs at NIC is new. Implementing program review in non-instructional programs will allow NIC to consider a broader set of questions such as efficiencies, use of resources, and student learning outcomes achieved through co-curricular activities. These will be measured through successful implementation over a five-year period.

Core Theme II – Educational Excellence: To provide diverse, quality educational opportunities that promote lifelong learning.

Mission Alignment

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.**

Strategic Plan Alignment

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

Description of Core Theme II – Educational Excellence

NIC fulfills its role as a comprehensive community college by offering courses and programs in five areas: transfer education, professional-technical education, basic skills education, workforce education, and community education. Programs are characterized by a curriculum that is well-ordered and diverse and by a faculty and support staff committed to teaching excellence and student success. The focus of the Educational Excellence theme encompasses two objectives aimed at evaluating what NIC views as the underpinning for achieving excellence: to provide quality educational programs that meet

diverse needs, and to promote innovation, excellence, and diversity in its faculty and staff. Maintaining a rigorous, quality curriculum, allowing students, faculty, and staff to explore their interests and capabilities, as well as maintaining a satisfied faculty and staff ensures the continued vitality of NIC.

Objectives, Measures, Expectations, and Rationales

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

Common Campus Measure (CCM)	Threshold Rationale	Expectation
Students enrolled in CSC-013 (reading) fall to spring persistence rate [CCI]	NIC Trends	80%
Programs reviewed over the next five years will implement annual reporting	NIC Trends	20% of total programs per year over five years until fully implemented.
Student Learning Outcomes Assessment Goals	NIC Trends	80% or more of the annual assessment goals are consistently met over three-year plan
Licensure pass rates at or above national pass rates	NIC Trends	Maintain current pass rates
Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers.	NCCBP	80% of the employers
Overall impression of the quality of education at NIC. Average score on a scale of 1 to 5 on ACT Student Opinion Survey.	NCCBP	Average score of 4.0 out of 5.0
Percentage of training and community education course student evaluations that score a 4 or higher per class average	NIC Trends	85% of the total number score 4 or higher

[CCI] indicates the measure supports Complete College Idaho goals

Table 1.3. Core Theme II, Objective 1

Rationale: *Success rates in college skills classes.* The majority of NIC students enter at a pre-college academic level in at least one area. One facet of creating access to education and promoting student achievement of educational goals is to provide courses which equip students with the skills needed to perform college level coursework. Tracking success rates in college skills classes provides a means for tracking college-readiness and ensuring that students are prepared to move to the next level, thereby ensuring that students can reach their educational goals.

Rationale: *Successful implementation of program review action plans and advisory committee recommendations.* The review of programs is intended to improve the overall quality of existing instructional programs offered to NIC students. Its purpose is to assist the faculty in conducting a self-study of their programs to assure that the educational programs are responsive to the needs of our students. Currently, programs are reviewed every five years. Implementing an annual reporting process will ensure continuous monitoring of programs and will provide a seamless method for tying program goals to strategic initiatives and budget planning.

Rationale: *Student Learning Outcomes Assessment reports.* Student performance is the most direct measure of the Educational Excellence Core Theme. Student Learning Outcomes (SLOs) demonstrate what students know and are able to do as a result of their education at NIC. Identifying common outcomes for courses, programs, and general education ensures that NIC’s curriculum is rigorous, that it provides depth and breadth, and that it aligns with transfer institutions and potential avenues of employment. Assessment of SLOs provides a means for analyzing the curriculum in order to continuously improve teaching and learning.

Rationale: *Licensure examination results* are critical measures of success for many professional programs. Licensure examination results are measures of success for specific programs in fields that require certification for employment and practice.

Rationale: *Employer satisfaction.* The primary goal of professional-technical education is to provide individuals with the skills and abilities required in the workplace. Ensuring the satisfaction of employers who hire our students is essential to maintaining current, healthy professional-technical education programs.

Rationale: *Student impression of quality of education.* Measuring students’ impressions regarding the quality of their educational experiences is a qualitative measure that indicates student satisfaction. Many factors can influence student satisfaction, but measuring it from year to year provides insight into the overall quality of NIC’s educational programs.

Rationale: *Customer/student evaluation of training and community education courses.* Student and employer satisfaction with community education and with workforce and customized training courses is assessed through a consistent evaluation process. Participant feedback is collected at the end of each course/program and is used in decisions related to curriculum, instructor selection and retention, scheduling, and marketing.

Objective 2: To promote innovation, excellence, and diversity

Common Campus Measure (CCM)	Threshold Rationale	Expectation
Full-time to Part-time faculty ratio	NIC Trends	1.3 to 1 ratio
NIC is responsive to faculty and staff professional development needs	NIC Trends	Maintain or increase funding levels available for professional development
Rates of participation in the NIC Wellness program	NIC Trends	75% of benefits eligible employees participate
Overall employee satisfaction with internal communications on the Employee Opinion Survey.	NIC Trends	70%

Table 1.4. Core Theme II, Objective 2

Rationale: *Full-time to part-time faculty ratio.* NIC is characterized by teaching in scholarly disciplines and service to its community. The employment arrangement for part-time faculty often means less availability and thus less time to spend with students outside the classroom. It is difficult for part-time faculty to be flexible and responsive to

students' interests and abilities when they lack class preparation time and often, due to low wages, must hold additional employment. It is the professional involvement of faculty in academic disciplines that ensures quality, currency, and depth of content. To maintain quality educational experiences for students, it is important to maintain or increase the current proportion of full-time faculty to part-time faculty.

Rationale: *Faculty and staff professional development.* NIC has experienced recent reductions in funding for tuition waivers which has necessitated developing other resources to support professional development activities. Professional development is necessary to enhance the expertise of faculty, support staff, and administrators and to improve programs, functions, and ultimately the success of students.

Rationale: *Employee participation in wellness events.* Employee participation in wellness events supports a healthy and productive work environment. Participation in programs that promote wellness creates a staff that is likely to contribute more readily to the college and continue in their employment.

Rationale: *Impression of internal communications by NIC employees.* The Employee Opinion survey provides a means to produce useful feedback which the college can use to improve the campus environment and overall campus communication.

Core Theme III - Community Engagement: To meet the diverse educational needs of employers and the communities we serve.

Mission Alignment

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.

Strategic Plan Alignment

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

Description of Core Theme III – Community Engagement

Healthy community interaction, both internal and external, are vital to NIC's continued success. As a community college, part of NIC's mission is to meet the needs of the communities it serves. This requires institutional involvement with the community through education, scholarship, outreach, and partnerships. Core Theme III focuses on the benefits of engaging community. NIC offers a wide variety of programs that promote learning and diversity, that provide a place for social dialogue, as well as access to artistic performances and athletics. Resources are dedicated to creating partnerships with business, industry, government, and other educational entities.

Objectives, Measures, Expectations and Rationales

Objective 1: To establish and maintain collaborative community partnerships

Common Campus Measure (CCM)	Threshold Rationale	Expectation
Annual score on community engagement rubrics	NIC Trends	70% of total points for engagement activities are met or exceeded annually
Distance learning proportion of credit hours	NCCBP	Increase annually by 5%
Dual credit total annual credit hours [CCI]	NIC Trends	Increase annually by 10%
Number of course offerings at the NIC Outreach Centers and other off-campus sites	NIC Trends	Maintain current level
Dollars secured through the Development Department via private donations and grants	NIC Trends	\$2 Million

[CCI] indicates the measure supports Complete College Idaho goals

Table 1.5. Core Theme III, Objective 1

Rationale: *Community engagement rubrics.* Engagement with, and support from, area business, industry, educational institutions, and community entities creates partnerships that are mutually beneficial to the college and to the various businesses, agencies, and educational entities with which NIC links. Partnerships build capacity within the college and the community, and result in recognition by the community and other entities. This community engagement rubric focuses on significant partnerships and it ultimately aims for growth in significant partnerships. *See Appendix 5 – Community Engagement Rubric.*

Rationale: *Dual credit, distance learning, and NIC Outreach Center offerings.* High quality distance learning can add to the success of students by providing access, convenience and a satisfying learning experience. The geographic region served by NIC covers over 7,000 square miles with a total population of only 210,000. Driving distances for students from these communities range from 40 to 80 miles one-way. One solution to these challenges is outreach, eLearning, and dual credit programs.

Rationale: *Dollars secured through the Development Office.* The NIC Grant's Office sets annual fundraising goals. Although achievement of these goals can be difficult to predict, this measure supports the NIC Grants Office fundraising efforts which are vital to the success of NIC's programs, services, and students.

Chapter Two: Resources and Capacity



Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4. Operational Focus and Independence

NIC is one of three comprehensive community colleges in the state of Idaho. NIC's programs and services are predominantly concerned with higher education and the college operates in accordance with policies established by its board of trustees and by the Idaho State Board of Education (SBOE). *See response to Standard 2.A.2.*

Eligibility Requirement 5. Non-discrimination

NIC is governed and administered with respect for individual rights in a fair and nondiscriminatory manner as reflected in its mission, vision, and values. [See Appendix 6, NIC Mission, Vision, and Values.](#) Also see response to Standards 2.A.22, 2.A.27, 2.A.28, and 2.A.29.

Eligibility Requirement 6. Institutional Integrity

NIC adheres to ethical standards in all of its operations and relationships, ensuring institutional integrity. *See response to Standard 2.A.22.*

Eligibility Requirement 7. Governing Board

NIC's Governing Board derives its authority from Chapter 21, Sections 33-2101 through 33-2144 of Idaho Code. The board consists of five volunteer members. *See response to Standards 2.A.4 through 2.A.8.*

Eligibility Requirement 8. Chief Executive Officer

NIC employs a president to act as the chief executive officer. The president is appointed and delegated to by the board by its authority and responsibility to administer the college in accordance with applicable laws, policies, rules, and regulations. *See response to Standard 2.A.7.*

Eligibility Requirement 9. Administration

NIC employs a sufficient number of qualified administrators who provide leadership to support its operational functions. *See response to Standards 2.A.9 and 2.A.10.* NIC Administrators work collaboratively to foster fulfillment of the institution's mission and achievement of its core themes. *See response to Standard 2.A.11.*

Eligibility Requirement 10. Faculty

NIC employs a sufficient qualified faculty to achieve its educational objectives and regularly evaluates their performance. *See response to Standard 2.B.4.*

Eligibility Requirement 11. Educational Programs

NIC provides educational programs which include appropriate content and rigor consistent with its mission and core themes. All of NIC's educational programs contain clearly identified student learning outcomes, and lead to collegiate-level degrees consistent with the first two years of an undergraduate program in the state of Idaho or employment. *See response to Standard 2.C.1.*

Eligibility Requirement 12. General Education and Related Instruction

NIC's transfer associate degree programs require a substantial and coherent component of general education. NIC's applied degrees and certificate programs of 30 semester credits or more contain a recognizable core of general education in the areas of communication, computation, and human relations. *See response to Standard 2.C.9.*

Eligibility Requirement 13. Library and Information Resources

NIC maintains access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services. *See response to Standards 2.E.1 through 2.E.4.*

Eligibility Requirement 14. Physical and Technological Infrastructure

NIC provides the physical and technological infrastructure necessary to achieve its mission and core themes. *See response to Standards 2.G.1 through 2.G.8.*

Eligibility Requirement 15. Academic Freedom

In keeping with its mission, core themes, and values, NIC demonstrates its commitment to the free pursuit and dissemination of knowledge through specific policies and activities. *See response to Standards 2.A.28 and 2.A.29.*

Eligibility Requirement 16. Admissions

NIC's adheres to an open door admission policy which reflects its commitment to access to higher education for all individuals who can benefit from college coursework. *See response to Standard 2.D.3.*

NIC publishes, in a catalog and/or on a website, current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. *See response to Standard 2.D.5.*

Eligibility Requirement 17. Public Information

NIC represents itself accurately and consistently to its constituencies, the public and prospective students through its catalog publications, official statements and the college website. *See response to Standard 2.D.5.*

Eligibility Requirement 18. Financial Resources

The institution demonstrates financial stability and participates in responsible financial planning. *See response to Standards 2F.1 through 2.F3.*

Eligibility Requirement 19. Financial Accountability

NIC participates in regular and appropriate financial audits and addresses audit results in a timely and appropriate manner. *See response to Standard 2.F.7.*

Eligibility Requirement 20. Disclosure

NIC accurately discloses all information the Commission may require to carry out its evaluation and accreditation functions as reflected in its previous and current self-studies.

Eligibility Requirement 21. Relationship with the Commission

NIC meets the standards set by the Northwest Commission on Colleges and Universities concerning the nature and effectiveness of its mission and educational programs. *See response to Standard 2.A.3.*

Standards 2.A.1 – 2.A.3: Governance and Policies

Standard 2.A.1 – System of Governance

Founded in 1933, NIC is one of three public community colleges in the state of Idaho serving Region I which includes Benewah, Bonner, Boundary, Kootenai, and Shoshone Counties. Within the district, institutional governance is delivered by the NIC Board of Trustees (the board). The college president is appointed by the board. The president provides leadership and direction to students, faculty, and staff with the aid of a cabinet made up of the vice presidents for instruction, student services, resource management, and community relations and marketing; and the directors of human resources, information technology, athletics, and the foundation. The President's Cabinet, the College Senate, Faculty Assembly, Staff Assembly, ASNIC and other committees report to the board through the president. The president, with input from President's Cabinet and other administrators, determines the administrative structure of the college.

Guided by the board and the college president, the college operates through a participatory governance model. The board is committed to fostering timely and meaningful participation of the college constituent groups, including faculty, staff, and students, in decision-making processes. The board recognizes that such participation enhances the quality of college decision making and will improve the communication between the board, the administration, the students, staff, and faculty ([NIC Policy Manual Section II: Administration](#)). *The complete [North Idaho College Policy Manual](#) is available online and will be provided as Exhibit B.*

The committee structure of NIC exists to promote participatory governance and collaborative management of specific college processes. The College Senate, as the principal vehicle for participatory governance, provides timely input on policy and procedural initiation, changes, or deletions. Standing committees focus on strategic issues and key processes vital to the operations of the college and its future direction. Through these committees, constituent groups exchange information, deliberate, reach consensus, and make recommendations to the college administration and through the president to the board. Faculty, students, staff, and administrators serve on ad hoc committees to contribute ideas and opinions from a variety of perspectives. In doing so, members participate in collaborative decision making and build consensus for positive change within the institution. The current committee structure, charges, and membership are maintained by the president's office and are available on the NIC website. [See Appendix 7, 2012-2013 NIC Committee Structure and Members.](#)

Standard 2.A.2 – Defined System of Governance

The three community colleges in Idaho (NIC, 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 Idaho State Board of Education (SBOE). The North Idaho College Board of Trustees (the board), representing the local community college district, governs NIC. See [Appendix 8](#), *ISBOE Governing Policy III.A. Coverage*.

Financial support comes from a combination of state funds, Kootenai County property taxes, and student tuition and fees. State monies funnel from SBOE recommendations through the legislative process to NIC. Although the SBOE does not directly govern the activities of NIC, it is important for the college to maintain a strong relationship with SBOE. College administration, faculty, and students participate actively in SBOE committees to address topics such as academic standards, a common statewide core curriculum, placement test scores, and articulation agreements.

While the NIC Board governs the college and its academic programs, the State Division of Professional-Technical Education provides leadership and coordination for NIC's professional-technical education programs. Its general purposes are to carry out the governing policies of the SBOE and the applicable provisions of state and federal legislation. Professional-technical programs are made available at three levels in Idaho -- secondary, postsecondary, and adult education. NIC is one of six regional professional-technical schools in Idaho. See [Appendix 9](#), *ISBOE Governing Policy IV.E. Division of PTE*.

Standard 2.A.3 – Compliance with Accreditation

NIC meets the standards set by the Northwest Commission on Colleges and Universities concerning the nature and effectiveness of its mission and educational programs. NIC was first accredited by the Northwest Association of Schools and Colleges in 1950. The College's last full evaluation visit was in 2003. Its Year One Report was reviewed in 2011, after which the commission reaffirmed the college's accreditation. A faculty coordinator acts as the Accreditation Liaison Officer (ALO), monitoring compliance with the standards for accreditation.

NIC is not a member of a multi-governance system, and it does not have collective bargaining agreements. However, as a public college, the Idaho State Legislature's actions do have an impact on NIC through annual appropriations. State and federal mandates regarding academic records are monitored by the registrar and the vice president for instruction; financial actions are monitored by the vice president for resource management, the controller, and the director of financial aid; safety and security are monitored by the vice president for resource management and vice president for student services. State board policies are reviewed for applicability to the college mission. NIC does have a Meet and Confer Committee where employee groups and administration deliberate salary and benefit issues, develop proposals, and present them to the board as part of the budget process.

Standards 2.A.4 – 2.A.8: Governing Board

Standard 2.A.4 – Board Responsibilities

The NIC Board of Trustees (board) derives its authority from Chapter 21, Sections 33-2101 through 33-2144 of Idaho Code. The board consists of five volunteer members who are

elected at large from within Kootenai County for staggered, four-year terms. Board members serve without remuneration and have no contractual, employment, or personal financial interest in the institution. Board policy states that the board will determine the broad general policies that will govern the operation of the college district, approve annual budgets, and consider and act on the recommendations of the president in all matters of policy pertaining to the governance and welfare of the college and the welfare of students. See [NIC Policy 2.01.02](#).

Standard 2.A.5 – Board Authority

Board members have authority only when acting as the board legally in session. The board is not bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the board. See [NIC Policy 2.01.01](#).

Standard 2.A.6 – Establishment of Policies

The board establishes policies regarding its own organization and operation, as well as issues related to the entire college. The board's policy-making authority is established in [NIC Policy 2.01.02](#). The board oversees institutional operations including approving the institution's primary mission, policies, and budget. The board's responsibilities and duties include "determining the broad general policies that will govern the operation of the college district." NIC's Governance Policy defines the process for initiating new policy and revising current policy and procedures. See [NIC Policy 2.01.04](#).

Standard 2.A.7 – Appointment of the President

The president is appointed by the board and serves at its pleasure. The board delegates to the president its authority and responsibility to administer the college in accordance with applicable laws and the policies, rules and regulations approved and/or sanctioned by the board. The president is given the authority and discretion to make day-to-day decisions in implementing and administering the policies of the board.

The board recognizes the importance of having exceptional executive leadership and that such leadership is dependent upon constructive review of how that responsibility is exercised. The annual performance review of the president includes a written management review statement by the president and a written report on goals from the previous 12 months, as mutually agreed upon by the president and the board. It may also include proposed goals for the subsequent 12 months. See [NIC Policy 2.02.02](#).

Standard 2.A.8 – Evaluation of the Board

Board meetings are held consistent with the requirements of Idaho Code. The board acknowledges the importance of meeting its responsibilities as a body of elected officials for effective institutional governance. To this end, the board may conduct a performance review of its stewardship regularly, but no less often than every two years. The intent of this board review should be to strengthen its performance, identify and reach consensus on its goals, ensure board members have a clear grasp of their responsibilities, and clarify expectations among board members and the president. See [NIC Policy 2.01.08](#).

Standards 2.A.9 – 2.A.11: Leadership and Management

Standards 2.A.9 and 2.A.10 – Leadership

NIC's president holds primary responsibility for institutional leadership. See [NIC Policy 2.02.01](#). The President's Cabinet supports the president in this effort, meeting weekly to

manage the institution, with NIC's mission as its guiding force. The president has an annual review with the board. See [NIC Policy 2.02.02](#). This sets a standard for the college to follow that emphasizes the importance of communication, planning, and review of performance. The president conducts annual evaluations with each vice president. Each evaluation includes a review of each unit's strategic goals, a review of individual goals, and dialogue regarding performance. See [NIC Policy 3.09](#).

Under NIC's governance model, the board has primary responsibility for the mission, vision, values, and strategic priorities of the college. These are described in board policies and published on the college's website. President's Cabinet members are charged with implementing and reporting on the college's strategic plan. The director of institutional effectiveness maintains and updates the strategic plan on an ongoing basis through regular contact with various levels of leadership in charge of particular measures. Updates can be done anytime but the Office of Institutional Effectiveness publishes updates annually. The president uses the updated strategic plan (*Appendix 2*) to prepare an annual report and the board receives regular updates to the plan from President's Cabinet members.

Standard 2.A.11 – Administration and Management

The president meets monthly with a Management Team which includes deans, division chairs, directors, assistant directors, chairs of faculty assembly, staff assembly, the College Senate, vice presidents and other campus leadership. Division chairs, directors, and coordinators exercise responsibility and significant autonomy to conduct important day-to-day operations that are crucial to the success of the college mission. They assist in shaping the college's strategic direction by communicating ideas and initiatives to the President's Cabinet. The process of institutional decision making is inclusive of as many affected persons and groups as is feasible. While the president and college management hold responsibility for strategic decisions, cooperative relationships with campus constituents are facilitated through committees and work groups. Examples of these committees and work groups include the Enrollment Management Committee, the Instructional Council, the Curriculum Council, and the Technology Planning Committee. The president also meets regularly with the College Senate, Faculty Assembly, Associated Students of North Idaho College (ASNIC) President, and Staff Assembly officers. See [Appendix 10](#), *NIC Organizational Chart*.

Standards 2.A.12 – 2.A.14 – Policies on Academics

Standard 2.A.12 – Teaching, Service, Scholarship, and Artistic Creation

NIC's academic policies are outlined in the [NIC Policy Manual](#). Academic policies are outlined in the manual under Section III: Employees, Section IV: Curriculum, and Section V: Students. Policies include academic freedom, tenure, faculty employment, instructional professional improvement, faculty evaluation, teaching focus (faculty workload), academic freedom, professional ethics, program evaluation, and grading. NIC is currently developing a credit hour policy. Faculty members are made aware of NIC's academic policies related to teaching, service, scholarship, research, and artistic creation through the policy manual. Students are made aware of academic policies primarily through the college website, the college catalog, course syllabi, and the [student handbook](#). *The complete North Idaho College Student Handbook will be provided as Exhibit C*. New policies are developed by the College Senate and administration and sent to the president before being presented for board approval.

Standard 2.A.13 – Library and Information Resources

NIC's Molstead Library provides the highest level of service to all library users through the acquisition and organization of appropriate resources and the implementation of fair and comprehensive policies. The library provides equitable access to resources and accurate, unbiased, and courteous responses to all information requests.

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced. Access to library policies is provided on the library website as well as in the library through publications and signage. Copyright, intellectual property rights, and use policies are available on the library policies and procedures webpage. Policies are also explained to students in library research sessions. Library policies are written and approved by the Library Management Team. All library policies are available on a [library policies and procedures webpage](#).

Standard 2.A.14 – Transfer

NIC publishes a transfer policy [NIC Policy 5.04.06](#) in the NIC Policy Manual and in the college catalog. NIC honors the terms of a statewide articulation policy with all Idaho public institutions, and specific articulation agreements with other four year colleges and universities. Under the statewide articulation policy, students who complete the State Board of Education's general education core for an associate's degree will be considered as satisfying the lower division general education core requirements; however, it is not intended to meet specific course requirements of unique or professional programs. Other articulation takes the form of specific preparation for a major or general education, and course-to-course agreements. A student or advisor can log in and have immediate access to degree audit to run a "what if" scenario for any degree/certificate. The Registrar's Office will provide an official evaluation of course work for graduation requirements. Transfer evaluations for incoming credits are completed through the Admissions Office. Additionally, NIC publishes an [Advising Services for Transfer Students](#) web page and a [Transfer Center](#) webpage to support both incoming transfer students and those students who intend to transfer for further education. Students are regularly provided with transfer information and tools from staff advisors and instructional faculty members throughout their educational program at NIC.

Standards 2.A.15 – 2.A.17 – Policies on Students

Standard 2.A.15 – Rights and Responsibilities

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and published in the [NIC Policy Manual](#), [the student handbook](#), [the college catalog](#), and all course syllabi. All course syllabi are available online by searching on a faculty member's name through the [NIC Directory](#), or by searching on a course name through [Syllabus Search](#). *The complete college catalog is available online. Example syllabi will also be provided as Exhibit D.*

Standard 2.A.16 – Admissions and Continuation

The NIC Admissions Office provides fair, accurate, and timely services to potential and returning students. The Admissions Office provides information through applications, catalogs, brochures, and financial aid information. NIC's mission, admissions policies, tuition and fees, program and degree requirements, and other items pertinent to admissions are stated clearly in the NIC Catalog, in program brochures, and on the college

web pages. In handling and disseminating student data, the Admissions staff members follow the guidelines of the Family Educational Rights and Privacy Act (FERPA). Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—is clearly defined and published in the policy manual, on the college web pages, in the college catalog, and in the student handbook. See [Policy 5.01](#); [Policy 5.02](#).

Standard 2.A.17 – Co-curricular Activities

Information concerning student organizations and co-curricular activities is available on the [Current Students](#) page of the college website and in [the student handbook](#). The relationship of students to the college as a whole is directly addressed in [NIC Policy 5.06](#) and [NIC Policy 5.14](#).

Standards 2.A.18 – 2.A.20 – Policies on Human Resources

Standard 2.A.18 – Human Resources

NIC maintains and publishes its human resources (HR) policies and procedures publicly through the college's website. The policies and procedures pertaining to employment and other areas related to human resources are found in [Section III: Employees](#) of the policy manual. Individuals may access the policies and procedures in PDF format. NIC employment policies are reviewed to ensure that they are consistent, fair, and equitably applied to all employees, including student workers. In 2010-2011, a number of modifications to policies and procedures were reviewed by the College Senate and approved by the board to improve employment practices relating to staff and faculty. This review process continued into 2012. With several legislative changes, many policies must be reviewed and updated on an ongoing basis to ensure they reflect current federal and state law. By the end of 2013, the HR office will publish an employee handbook available to all employees, which will be an easy way to access information about NIC employment practices. This handbook will be available on-line for ease of access.

Concerns have been voiced by NIC outreach center faculty and staff regarding the college's inability to apply its policies equitably for faculty and staff who do not work on the main campus. In particular, concerns have been expressed regarding the access to NIC's Wellness Program activities and incentives at distant locations. It is difficult, if not impossible, for outreach faculty and staff to drive an hour or more to access these activities due to time constraints and lack of mileage reimbursement. In addition, activities are sometimes announced last-minute, which may work for employees on the main campus but not for those at distant locations. This concern was recently brought to the attention of the new HR director. The HR director and staff have met with a member of the Outreach Committee and have agreed that enhancements to the program for outreach locations are needed. The HR staff will visit each location in spring 2013 to discuss options for improving the availability of wellness events. The HR Office does maintain a comprehensive Wellness program information page on its public web pages and a new [Wellness program team site](#) through the employee portal with up-to-date information and a calendar of events.

Standard 2.A.19 – Conditions of Employment

Employees are apprised of their conditions of employment through both college policy and through annual employment contracts. NIC policies outline specific terms and conditions of employment including, but not limited to, work assignments, rights and

responsibilities, criteria and procedures for evaluation, retention, promotion, and termination.

Additional information is also provided to employees through the [NIC Human Resources](#) website. Information pertaining to compensation, benefits, and other rewards pertaining to employment are communicated clearly through this website. In addition, printed materials are provided to each employee regarding benefits provided as a matter of employment. These publications are available both through the website and in print form and are mailed to each eligible employee's address.

Specific terms and conditions of employment may also be found in the annual contract provided to all full-time and regular employees, including both full-time faculty and full-time staff. The annual contracts are sent to the home of each employee prior to the beginning of the contract year. Contracts are signed and collected by the HR Office for appropriate processing and archiving. Within the annual contracts are terms and conditions of employment, as well as reference to policies that provide greater detail regarding the terms and conditions of employment.

Standard 2.A.20 – Confidentiality of Records

Employee confidentiality is of the utmost importance and is always a priority. Internal procedures, practices, software, and physical safeguards are established to provide the greatest protection of record confidentiality for employees. Policies have been established to ensure the confidentiality of such records. As per [NIC Policy 3.07](#) and [Policy 3.11](#), all sensitive employment records for faculty and staff are maintained in the HR Office in locked files. Strict guidelines are maintained as to what information is managed and maintained and who has access to information provided within those files. Employees may access their own personnel file. Otherwise, access to personnel files is strictly limited to supervisors within the immediate chain of command for employees and to HR and appropriate business office staff.

Confidentiality of personal information is outlined within NIC Policy 3.11. All information that is personal and sensitive in nature is securely managed. Physical files are maintained in locked files within the HR Office. Electronic files are maintained through the college's enterprise resource planning (ERP) system, Colleague. Specific controls are in place to ensure limited access to sensitive employee information which may contain personal information.

Additionally, practices are established to ensure the privacy of health information as governed by HIPAA (the Health Insurance Portability and Accountability Act). [Policy 3.11.01](#): Privacy of Health Information outlines several procedures used by the college administration (including human resources and business office personnel) to ensure the safety and security of personal health information. Separate physical files are maintained for information pertaining to personal health which may include, but not be limited to, information pertaining to health insurance, family information, personal health records, workers' compensation, disability status, etc. These health-related files are maintained in a locked file cabinet specifically managed by the HR Benefits Specialist.

Regarding the management of physical files, all personnel-related files are maintained in fireproof and secure file cabinets. Only HR personnel have access to the keys to those files. Business office personnel may request information within those personnel files as

needed for management of payroll and benefits. No other employees have access to the keys to these files to ensure consistent security of the information therein.

Regarding the management of electronic files, information technology personnel have built the appropriate safeguards, firewalls, restrictions to access, etc. as needed to ensure proper and effective security of electronic data. All personnel information maintained in electronic format is held through the ERP system, Colleague, and on local secure drives which are secured through online logins and passwords. Only HR personnel and business office personnel (as appropriate) have access to this personal information.

Standards 2.A.21 – 26 – Policies on Institutional Integrity

Standard 2.A.21 – Accurate Representation

NIC represents itself clearly, accurately, and consistently through a variety of publications and regularly reviews its publications to ensure integrity in all representations about its mission, programs, and services. Examples of those publications include the [college catalog](#); the website [Current Students](#) pages; the website [Employee Resources](#) pages; the [Administrative Services Operational Guidelines Manual](#); and the [NIC Policy Manual \(Exhibit B\)](#). *The complete Administrative Services Operational Guidelines Manual is available online and will be provided as Exhibit E.*

Standard 2.A.22 – Ethical Standards

To maintain an environment on campus that reflects integrity, the college has instituted and follows ethical standards in the management and operations of the college, and in its interactions with faculty, staff, students, the public, organizations, and external agencies. The college adheres to applicable federal and state laws, adopting appropriate policies and procedures as necessary. In addition to federal and state statutes, NIC has adopted, maintained, and widely published campus policies which outline the expectations and ethical behavior of faculty, staff, students, administrators, and the board. NIC is committed to integrity and high ethical standards in every aspect of its operation and in all its relationships. NIC publishes policies to ensure complaints and grievances are addressed in a fair and timely manner. See [NIC Policy 3.02.23](#).

Standard 2.A.23 – Conflict of Interest

NIC adheres to a clearly defined policy that prohibits conflict of interest. See [NIC Policy 3.02.15](#).

Standard 2.A.24 – Intellectual Property

The NIC library supports the principles of intellectual freedom and resists all efforts to censor library resources by supporting the American Library Association's (ALA) *Library Bill of Rights*, *Freedom to Read*, *Freedom to View*, *Intellectual Freedom Principles for Academic Libraries: an Interpretation of the Library Bill of Rights*, and *Access to Electronic Information, Services, and Networks: an Interpretation of the Library Bill of Rights*. The NIC Molstead Library complies with the provisions of the U.S. Copyright Law (17 U.S.C. 107) and its amendments. It also supports the Fair Use section of the Copyright Law (17 U.S.C. 107) which permits and protects citizens' rights to reproduce and make use of copyrighted works for the purposes of teaching, scholarship, and research. The library provides guidance and advice on copyright as it pertains to instructional "fair use" issues and course reserves. A link to the campus copyright guidelines developed by library staff is posted on the [library's website](#). The library upholds and protects patrons' rights to privacy and confidentiality with respect to information sought, borrowed, acquired,

and/or transmitted. The library complies with the federal law Family Educational Rights and Privacy Act (FERPA) when handling student information.

Standard 2.A.25 – Accreditation

NIC accurately represents its current accreditation status in the college catalog (p. 8) and publishes its most recent self-studies and status on the college's web pages. See [North Idaho College Accreditation webpages](#).

Standard 2.A.26 – Contractual Agreements

Contractual agreements with external entities are governed by written agreements. Such agreements are reviewed by the vice president for resource management for adherence to NIC's mission, programs, services, and financial viability. The vice president for resource management collaborates with the Business Office in monitoring fiscal transactions and records related to the contract according to NIC policies and procedures, and agreements with vendors for the purchase of goods or services are reviewed by the controller. NIC's bidding process follows state of Idaho guidelines.

Standards 2.A.27 – 29 – Policies on Academic Freedom

Standard 2.A.27 – Policies Related to Academic Freedom

NIC publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. See [Section 3.03 Non-discrimination policies](#) in the NIC Policy Manual; and [Policy 3.05 Academic Freedom](#); [Policy 3.05.01 Professional Ethics](#); and [Policy 3.02.09 Tenure](#).

Standard 2.A.28 and 2.A.29 – Academic Freedom and Teaching Scholarship

The college demonstrates its commitment to the free pursuit and dissemination of knowledge through specific policies and activities. The college's policy on professional ethics and policy on tenure address the faculty members' obligation to their specialized discipline or profession, and faculty are encouraged to conduct scholarship and to freely pursue learning for themselves, their students, their institution, and their community. The variety of clubs and organizations under the Associated Students of North Idaho College (ASNIC) devoted to the development of knowledge and skills for continued individual growth also confirms the climate of academic freedom at the college. For example, ASNIC's Intra-club Council oversees a variety of established clubs such as the American Indian Student Alliance, CLIC (Cardinal Leaders in the Community), Gay/Straight Alliance, Latino Club, and Phi Theta Kappa.

Standard 2.A.30 – Finance

Financial planning and reporting are critical elements of the operational success of NIC. The Business Office provides for financial planning and reporting and supports the fiscal credibility of the NIC President, the board, and the vice president for resource management. Routine reports are prepared and presented to the President's Cabinet and the board that assist them with making long- and short-term plans for the college. Credibility of NIC's financial records is extremely high, and successful audits reflect the value of those records. [NIC Policy 2.03.02](#) instructs the NIC Business Office, under the guidance of the board and the president, to ensure a safe learning environment and to ensure that all assets are protected and used for their intended purposes through the maintenance and proper receipt, use and record-keeping for all funds and other assets.

These practices are codified in the [Administrative Services Operational Guidelines Manual \(Exhibit E\)](#).

The Administrative Services Operational Guidelines Manual is regularly reviewed and updated as needs arise. For example, it was recently brought to administration’s attention that NIC’s travel policy for mileage reimbursement did not include provisions for faculty and staff that must travel between outreach locations and the main campus. A revised travel policy including mileage reimbursement to outreach site employees is under review and will be implemented spring 2013.

Standards 2.B.1 – 2.B.6 – Human Resources

Standard 2.B.1 - Qualified Support Personnel

To carry out the support and operational needs of the institution, NIC employs administrative staff, exempt staff, and classified staff that has been carefully selected based upon qualifications and competencies required to perform effectively within their assigned positions. NIC receives a large number of applicants for most openings demonstrating how the college actively markets positions throughout the hiring region. See *Table 2.1, Support and Operational Staff Profile*.

Support and Operational Staff Profile	
FT Administration	5
FT Professional	136
PT Professional	27
FT Classified	212
PT Classified	126
Student	171
Work Study	95
Total	772
Student Services Staff Profile	
Staff Classification	
Professional	32
Support	24
Student	11
Gender	
Male	48
Female	19
Degrees/Certificates Obtained	
PhD/EdD	1
MD/JD/MSW	4
MA/MS	14
BA/BS	21
AA/AAS/Certificates	12
Years of Experience in Field	
Less than 5 years	21
5-10 years	14
11-15 years	9
16-20 years	6
More than 20 years	17

*Report as of December 2012

Table 2.1. Staff Profile

In 2012, HR implemented applicant tracking software program which is an efficient way for applicants to review positions and apply online. Hiring managers have been trained on how to access applicant materials and review qualifications online. HR monitors the success of this new software through feedback from applicants, the community, and hiring managers. Once managers become comfortable with the system, it will allow for expeditious review and screening of applicants. HR has adequate resources to manage its hiring functions currently, but does feel it could do more training for managers.

Administrator positions typically require a master's degree and several years of experience in higher level, responsible positions. Exempt positions typically require a minimum of a bachelor's degree and 3 to 5 years of work experience. Special emphasis is placed in the recruitment and selection process upon the combination of work experience and education to ensure that the college employs the most qualified individuals possible.

Ongoing emphasis on professional development continues to provide motivation to professional level employees to maintain certifications, expand knowledge, and obtain further levels of education as desired and needed to ensure the highest performance in their positions. See [NIC Policy Manual – Section III. Employees.](#)

Standard 2.B.2 - Administrator and Staff Evaluations

NIC promotes the use of ongoing performance management to ensure the highest level of performance and quality among employees. Administrators and staff are subject to annual reviews through the use of performance evaluations conducted by supervisors. As per [Policy and Procedure 3.02.22](#), evaluations are to be conducted on an annual basis for all full-time staff and administrators. Supervisors are encouraged to evaluate regular part-time staff members as well, but are not required to do so.

Performance evaluations are typically conducted either at the end of spring semester or at the beginning of fall semester. Supervisors can determine the best time to conduct the evaluations (either end of spring or beginning of fall semesters) so that the employees' performance is accurate and fairly evaluated. A standard form is offered to supervisors from Human Resources to ensure consistency in the approach to evaluate employee performance.

Evaluation forms have been developed by HR to ensure consistency and fairness in the evaluation process for all staff and administrators. See *Appendix 11 – Staff Evaluation Form*. The format is intended to be objective and to review specific performance of work duties and responsibilities as held by the employee. The forms are also developed as a way to identify areas of improvement, and to set goals for future performance. All forms are available to supervisors and employees through the HR website. The HR Office ensures the completion and submission of all performance evaluations for all staff and administrators.

Employees have the opportunity to complete self-evaluations and communicate to their supervisor what they have accomplished and what they are working on. Supervisors then have the opportunity to complete a coaching form to evaluate past performance, review areas of improvement, and set goals and expectations for future performance. A professional development plan is also available for the supervisor and employee to complete; this plan outlines the expected professional development activities to be completed over the next year. These forms can then serve as the basis for discussion,

expectations, and feedback throughout the year. See *Appendix 12 – Faculty/Staff Professional Improvement Plans*.

NIC also recognizes that upward evaluation gives employees a voice in the organization and that the results can serve as a powerful tool for professional development. In our last full self-study (2003), NIC reported it had formed a committee to develop an upward evaluation process that solicited employee feedback for all management personnel every two years. Since that time, [NIC Policy 3.09](#), outlining a formative evaluation process for all administrators, was approved and an upward evaluation process was implemented in some departments. Although the evaluation process is not fully implemented, the college continues to work toward the goal.

All performance evaluations are maintained in the employees' confidential personnel files in the HR Office. Supervisors are encouraged to keep a copy and to review it periodically throughout the year to use as the basis for discussions with employees. Employees have access to a copy of their performance evaluation at the time of the evaluation as well as throughout the year. Employees may request a copy of their performance evaluation from Human Resources at any time.

Standard 2.B.3 - Professional Development

NIC promotes professional development among its faculty, staff, and administrators. Substantial resources have been identified and set aside to support employees in their endeavors to achieve further professional development. Promoting the need for lifelong learning and ongoing performance development, several programs and resources are available to all employees to support their personal efforts. A number of these opportunities are identified below:

- **Faculty Sabbaticals:** Each year the college awards sabbaticals to faculty members who seek to conduct personal research and development. Funding for the sabbaticals is contingent upon the board of trustee's approval of the annual budget. The board may award as many as four semesters of sabbaticals each year. [See NIC Policy 3.04.08](#).
- **Staff Sabbaticals:** The college recently implemented a staff sabbatical policy. Staff sabbatical leave is available to all benefit-eligible staff members who have been employed continuously at NIC for at least seven years. The sabbaticals are granted to staff in order to augment their professional development and to improve their ability to discharge their professional duties. The decision to authorize sabbatical leaves and the determination of the number of sabbatical leaves is within the discretion of the NIC President. See [NIC Policy 3.04.08.01](#).
- **External Training and Development Opportunities:** At the department level, each division and department has established funds within their maintenance and operational budgets to provide training and development to individuals, as appropriate. Each budget manager is in charge of establishing the training budget and managing its use throughout the year. These funds are available to pay for conferences, workshops, seminars, and related expenditures for individuals as approved by the appropriate President's Cabinet member.
- **In-house Training and Development Opportunities:** Several in-house training and development opportunities are provided to faculty and staff to improve their personal and professional skills and capabilities. Courses are offered regularly by Information Technology, eLearning, HR, Instruction, and other divisions to

provide skills enhancement for employees. These opportunities are offered at no cost to employees and are offered throughout the year.

- **Employee Day:** Of special note is the annual Employee Day wherein the college closes and several workshops and seminars are offered to staff and faculty as a means of professional development. Both in-house and external speakers and presenters offer workshops throughout the day; these workshops are designed to allow staff and faculty members to engage in dialogue, learning, and development opportunities. Having just completed the third annual Employee Day in 2012, survey feedback indicates strong satisfaction and acceptance of the opportunity.
- **Professional Improvement Plan Funds:** Both faculty and staff have established individual funds which allow employees in those groups to seek professional development opportunities. Employees can request up to \$750 every two years for the attainment of personal and/or professional development activities. This money may be used for conferences, workshops, books and materials, and other resources as needed for their personal development. See [NIC Policy 3.02.20](#).
- **Professional Development Fund:** NIC recently established a professional development fund for all employees separate from faculty and staff professional improvement plan funds. The funds are available to all benefit-eligible employees who have been employed continuously for one year or more. An approval committee that includes the four vice presidents reviews the applications and prioritizes fund distribution. The established criteria are to fund those activities most closely aligned with NIC's mission and goals, with at least 40 percent of the funds to be utilized specifically for tuition and fees assistance for courses taken through an institution of higher education. The fund may also be used for non-credit courses, conferences, seminars, and learning materials.
- **Tuition Waivers:** Both faculty and staff have access to tuition waivers for any and all courses available through NIC. These waivers cover 100 percent of the tuition costs associated with the course(s) taken. In addition, agreements with other Idaho higher education institutions (e.g., Idaho State University, Lewis-Clark State College) allow for a significant reduction in tuition to attend those schools to pursue advanced degrees.
- **Faculty Salary Schedule:** The faculty compensation schedule provides an incentive to employees who continue to enhance their learning and formal education. As employees earn additional degrees and/or earn professional development unit credits, they may move to higher columns which would make them eligible for additional compensation as a result of gaining further education. See [Appendix 13 – Faculty Compensation Schedule](#).

Although NIC provides many professional growth activities, outreach faculty, staff, and administrators have indicated accessing these activities can be problematic. Many professional development activities are held during convocation week and on employee day, but most often they occur throughout the year as training needs are identified. While one aspect of this issue may relate to resources available for funding professional development, another aspect relates to time and travel constraints for outreach faculty, staff, and administrators. The recent increase in student enrollment, and the resulting resources allocated to meet the enrollment needs, is also viewed by some as an impediment to time for developing effective teaching strategies. NIC's administration is aware of these deficiencies and several initiatives are underway to review the best way to provide training to outreach faculty and staff. One method currently used for outreach faculty training is through NIC's online eLearning environment. The college recently created an advisory committee for eLearning made up of administrators, faculty, and staff.

The charge of this committee is to play an important advisory role in recommending eLearning initiatives and policies, and recommending services that should be provided to students and faculty. As part of its focus, the council will review methods for better faculty and student support and academic services. Additionally, instructional leadership is currently reviewing faculty workloads and NIC will continue this review and identify methods for improvement.

Standard 2.B.4 - Qualified Faculty Staffing

To carry out the instructional needs of the institution, NIC employs an appropriate number of both full- and part-time qualified faculty. Full-time faculty positions in academic transfer departments are normally required to hold a master's degree in the subject area for which they instruct. Full-time faculty positions in the professional/technical areas are encouraged to have degrees commensurate with the needs of the program within which they instruct and at least eight years of appropriate industry experience. See *Table 2.2, Faculty Profile and the Basic Institutional Data Form*. In all cases, faculty members are encouraged to pursue both formal and informal ongoing professional development opportunities. The faculty compensation structure rewards those individuals who continue to pursue ongoing formal education as measured by professional development units (PDUs). See [Policy 3.02.08](#).

Faculty Profile	
Rank	
Full-time Tenured or Tenure-track Instructors	148
Full-time Special Appointment Instructors	14
Adjunct Instructors	358
Gender	
Full-time Male	84
Full-time Female	78
Degrees/Certificates Obtained (Full-time Faculty)	
PhD/EdD	21
Masters	116
Bachelors	12
AA/AAS/Certificates	13
Years of Teaching Experience (Full-time Faculty)	
Less than 5 years	64
5-10 years	41
11-15 years	22
16-20 years	10
More than 20 years	25

*Report as of December, 2012

Table 2.2. Faculty Profile

NIC's hiring practices are thorough and the college has excellent success in hiring qualified candidates. NIC attracts a large number of candidates for the majority of its faculty positions with the exception of some of its difficult to fill positions in the nursing and the professional-technical education programs. Candidates for faculty positions are screened and interviewed by committees that typically consist of the division chair and division faculty. The candidate pool is first screened by human resources staff and then by the hiring committee. The candidate pool is narrowed to provide a reasonable number of candidates to be interviewed. Those who move on to the interview process receive a telephone and/or on-campus interview and must also provide a teaching demonstration.

The search committee then selects and prioritizes the candidates who they believe will be the most successful in contributing to student learning. The names are then forwarded to the dean and vice president for instruction for approval.

Although NIC follows its hiring policies closely, irregularities have occurred. For example, in 2008, a number of special appointment faculty positions were converted to full-time tenure track positions. All of the faculty members hired to the tenure track positions had previously served in special appointment positions. Three of those faculty members were hired for the tenure track positions without formal interviews or teaching demonstrations. However, each faculty member's application materials and evaluation materials were reviewed as a part of the decision-making process to hire. Additionally, the three faculty members hired without formal interviews or teaching demonstrations had gone through that process when they were hired to the special appointment positions. NIC will reexamine this practice to ensure appropriate processes are followed in the future.

Standard 2.B.5 - Faculty Responsibilities and Workloads

To achieve the student success and teaching excellence commitments of NIC's mission statement, the college recognizes that keeping faculty focused on their primary responsibility of teaching is vital to the college's success. Accordingly, teaching thirty-credit hour equivalence per academic year, teaching development, and other activities that directly advance student learning comprise the foremost responsibilities and the predominant focus of faculty time and effort. College service, including student advising and committee duties, is limited so as not to interfere with this primary focus. Should additional college service be required, adjustments to the faculty member's contract may be made, subject to approval by the faculty member, the appropriate division chair, dean, and the vice president for instruction.

NIC faculty workload is defined in [Policy 3.02.34](#) and summarized on the annual faculty contract. Faculty members are required to hold five office hours per week, and to spend an additional 10 hours per week on campus for committee assignments, office work, and/or divisional responsibilities. Faculty contracts permit faculty members, with the agreement of their division chair and the vice president for instruction, to modify their contracts. Approved release time is used for such things as performing assistant chair duties; working on special projects such as accreditation; and numerous other projects that provide service to the college.

All full-time faculty employees are subject to a professional development requirement. This requirement is defined in the annual faculty contract language to include "maintaining current knowledge" in one's field. [Policy 3.02.20](#) details this workload requirement and acknowledges the college's responsibility to facilitate professional improvement for all full-time faculty members. The college also supports faculty professional development through sabbatical leaves, as outlined in [Policy 3.04.08](#). In addition, full-time faculty must demonstrate that they have met their professional development requirement to achieve tenure ([Policy 3.02.09](#)). NIC faculty are required to "keep pace with new developments in their field" through research, continuing education, attendance at conferences, or applicable work experience.

In addition to teaching and advising, full-time faculty help in developing curricula and instructional programs, operating professional study centers, and managing learning

resources. They also help in the creation and establishment of standards and policies related to instruction and pertaining to working conditions. Faculty Assembly, the College Senate, and a variety of committees provide the formal avenues through which faculty members share their voices regarding college policy, curricular decisions and issues, budget issues, and workload concerns.

Librarians at NIC are also ranked under the faculty employment category. Like faculty, their contracts require service on one or more campus committees. However, librarians do not typically have instructional duties inside the classroom, though “instruction” does often happen in a more informal fashion. They perform duties related to their position as determined by their supervisor and/or the vice president for instruction. These duties equal an equivalent of 15 credit hours per semester. Similar to the librarian positions, counselors were previously hired on faculty contracts. One full-time counselor continues to hold a tenured faculty position. This counselor serves as the counselor/advisor for the nursing programs.

NIC needs to continue to evaluate faculty work load and responsibilities to ensure there is adequate time to fulfill the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation. For example, many instructors in the English Division teach five composition classes during a typical semester. Because these classes are writing intensive, instructors must spend considerable time grading student essays. For many faculty members, this means not only working evenings and weekends, but it also leaves no time for professional growth activities. An additional concern is faculty burn-out and subsequent employment termination. Many two-year colleges nationwide (including two in nearby Spokane, Washington) have already made workload policy changes in their English divisions. NIC will continue to work toward improved workloads for its faculty.

Standard 2.B.6 – Faculty Evaluation

Per [NIC Policy 3.02.21](#), all full-time tenured faculty members are evaluated every three years using multiple data sources in accordance with defined evaluation rights and responsibilities. The purpose of evaluation of faculty at NIC is to maintain and enhance instructional excellence, to assist in making sound personnel decisions, and to make tenure recommendations by providing information on the performance of faculty in their major areas of responsibility. All full-time non-tenured faculty members are evaluated every semester using the same evaluation methods. See [Appendix 14](#), *Faculty Classroom Observation Form*, and [Exhibit F](#), *Example Faculty Evaluation Notebooks*.

Faculty members are evaluated based on the following criteria:

1. Academic or technical preparation; [NIC Policy 3.02.8](#).
2. Teaching effectiveness; [NIC Policy 3.02.21](#) and [3.02.9](#). Performance effectiveness may also be used as criteria for faculty whose primary responsibility is non-classroom in nature.
3. Dependability in meeting contractual responsibilities (duties and responsibilities of NIC faculty); [NIC Policy 3.02.34](#) and [Procedure 3.02.34](#).
4. Professional growth; [NIC Policy 3.02.20](#).
5. Professional ethics; [NIC Policy 3.05](#) and [3.05.01](#).

Standards 2.C.1 – 2.C.8 – Education Resources

Standard 2.C.1 – Content and Rigor

Educational programs at NIC are designed to fulfill the college's mission as a comprehensive community college. Programs are characterized by a curriculum that is well-ordered and diverse and by a faculty that is committed to teaching excellence. Programs fulfill the mission through the objectives and goals for Core Theme II – Educational Excellence, and Strategic Theme I – Programs. Core Theme I objectives are to promote educational opportunities for a diverse population, to create a student-centered learning environment, and to promote innovation and excellence in teaching. Strategic Goals 1 and 2 address improving and expanding educational opportunities, programs, and courses and expanding and improving alternative delivery of education.

All [degrees and certificates](#) offered by the college contain appropriate content and rigor and are designated following generally accepted titles and in accordance with the program approval policies defined by the Idaho State Board of Education. The four-year colleges and universities in the state of Idaho identify the lower-division general education requirements for the baccalaureate degree that are equivalent to the associate of arts and associate of science degree requirements. Students who complete requirements for the associate of arts or associate of science degree at an accredited institution in Idaho will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho. The associate of applied science degree is designed to provide education in specialized skills connected to employment opportunities. It contains the appropriate amount of general education credit as defined by the State of Idaho Division of Professional-Technical Education. Consistent with the Idaho State Board of Education policies, a certificate or degree conferred upon a student is done so under the authority of the publicly elected NIC Board of Trustees. See [Appendix 15](#), *Associate of Science degree requirements*; [Appendix 16](#), *Associate of Arts degree requirements*; and [Appendix 17](#), *Associate of Applied Science degree requirements*.

NIC course content culminates in clearly identified student learning outcomes and is consistent with the requirements for similar degrees and certificates at peer institutions. Additionally, academic credits earned at NIC are recognized by a number of colleges and universities through articulation agreements including Eastern Washington University, Washington State University, the University of Montana, Montana State University, Gonzaga University, and Whitworth University. Several certificates offered at NIC are accredited through programmatic entities to ensure that graduates are well prepared for employment in their fields. Numerous degree programs, particularly in the health professions, have national program accreditation that ensures content rigor and professional standards.

Standard 2.C.2 – Identified and Published Learning Outcomes

NIC has identified and publishes expected course, program, and general education learning outcomes. All syllabi contain clearly published course learning outcomes which are currently entered by division assistants into the college's online syllabus platform. Learning outcomes for courses in which there are multiple sections taught by both full- and part-time faculty are consistent among sections. The college recently transitioned to new syllabus creation software. All syllabi are created using the new software and published in the college's public directory, making them fully available to students online. The nine general education abilities and outcomes are included on the NIC website and

published in the college catalog. Course level outcomes are provided in the syllabus for each course and given to each student in printed form or made available on the college website. Program level outcomes are maintained for Professional-technical programs within their division. See *Exhibit D, Example Syllabi*.

Standard 2.C.3 – Documented Achievement of Learning Outcomes

Documented achievement is measured by award of degrees or certificates (associate of arts, associate of science, and associate of applied science degrees and advanced technical, technical, postsecondary certificates) within the areas of emphasis or program within each division. The college also has a large population of students that transfer before earning a degree. Credit and degrees for all modes of class delivery adhere to the same content and rigor and expected learning outcomes. All courses are subject to the same curriculum approval processes and norms for the awarding of credits.

A three-year assessment plan is in place to ensure assessment of the general education abilities and to support course and program assessment through the program review process. In response to a 2008 accreditation recommendation, a continuous and holistic approach to assessment that is driven by faculty was implemented. At that time, the Student Learning Outcomes Assessment Committee (SLOA Committee) became a standing committee and a faculty coordinator was appointed to act as a resource for the instructional divisions. The SLOA Committee is comprised of sixteen members representing all of the academic and technical divisions, as well as a faculty librarian and the director of institutional effectiveness. The SLOA Committee's mission is to promote a consistent outcomes assessment program (See *Appendix 18 – 2012 – 2015 Student Learning Outcomes Assessment Plan*).

The three-year assessment plan was implemented by the SLOA Committee in 2009 and revised in 2012. The plan is intended to assist in developing systematic assessment of the general education outcomes and course learning outcomes at NIC. The committee consulted with departments, program faculty, division chairs, and deans in the creation of this assessment plan. Consultation took the form of direct meetings with faculty, participation in division meetings and e-mail discussions, and work with the Instructional Council and division chairs. These discussions became the basis for the assessment plan and action plan.

To ensure that general education courses are designed around an appropriate set of student learning outcomes and that assessment of the abilities is consistent, the SLOA Committee also works with the college's Curriculum Council to ensure appropriate criteria is met when proposing a new general education course. NIC has made significant progress in measuring and systematically incorporating the assessment of student learning outcomes into its curricular approval, revision, and improvement process. SLOA activities are summarized in the SLOA Committee's annual report and described further in Chapter IV of this report. (See *Appendix 19, 2011-2012 Annual Evaluation of SLOA Goals*).

Standard 2.C.4 – Breadth, Depth and Sequencing of Courses

All NIC certificate and degree programs demonstrate coherent design with appropriate breadth, depth, sequencing of courses and synthesis of learning. The associate of science and the associate of arts transfer degrees are clearly distributed across the disciplines of oral and written communication, mathematics, natural sciences, social and behavioral sciences, the humanities, fine arts, and physical education (*Appendices 15 and 16*). Minimum and maximum credit requirements and clearly published guidelines ensure that

students complete a balanced schedule of classes. A degree audit program is completed prior to graduation, ensuring that appropriate breadth and depth in the disciplines is met. Synthesis of learning occurs through a progression from pre-college courses as necessary, to 100- and 200-level courses.

Professional-technical courses and programs are developed in partnership with business and industry that provide input via advisory committees. Each program has an advisory committee that meets at least two times per year. Advisory committee members contribute information on skills, employment needs, and industry standards to ensure that the curriculum is up-to-date. All programs are competency-based and are aligned with industry skills standards. General education core courses are included in all certificates and degrees and include writing, communication or human relations courses, and mathematics (*Appendix 17*).

Degree designators are consistent with program content. Specific requirements including the expected general education course requirements (p.44) and the general education learning outcomes (p. 47) for all degrees and certificates are published in the [NIC Catalog](#). Admissions information (p. 17) and graduation requirements (pp. 32-36) are defined in the college catalog; this information is also accessible through the college website. Some professional-technical programs have limited enrollment or selective entry requirements; these are widely available through the catalog and website and targeted advising is provided to students interested in and already participating in these programs.

Standard 2.C.5 – Faculty Role in Curriculum and Assessment

College processes and governance structures clearly define the faculty's role in the design, approval, and implementation of the curriculum and in the selection of new faculty. Curriculum for all programs at NIC is developed by faculty and approved by the college's Curriculum Council, division chairs, deans, and the vice president for instruction. Curriculum Council at NIC serves as the governing body that approves proposals for new courses and programs, approves modification or deletion of courses or programs, and approves changes in general education requirements. The primary goal of Curriculum Council is to promote quality and excellence in the design and implementation of curricula at NIC. There are specific procedures that must be followed in order to successfully implement changes in the curricula. Faculty members initiate all proposals for changes or additions to the curriculum. The proposals are brought before Curriculum Council after they have received support by the division and have been reviewed by the division chair and dean. The division chair and dean have the opportunity to support or deny support for the proposal offered by the faculty; the proposal is then moved forward to the Curriculum Council for consideration. The vice president for instruction is the last step in the approval process and reserves the right to accept or reject the recommendation of the Curriculum Council. After final approval from the vice president for instruction, the proposal is submitted to the registrar for inclusion in the college catalog.

Curriculum Council's voting membership consists of a faculty representative from 11 designated instructional areas. The council's ex-officio members are from seven divisions or departments that represent various areas of student support and college administration, and one student representative. Curriculum Council may also consider changes in the Curriculum Council bylaws related to the implementation of curricula and other matters related to instruction at the request of the vice president for instruction.

Curricular changes proposed by faculty in transfer programs must use the procedure described above. The proposal submitted to Curriculum Council includes a section that requires the faculty to document how the proposed course will articulate with regional four-year institutions and universities. The documentation required specifies the transferability of the course and how the course will be accepted by the receiving institution (i.e. transferring course for course). In addition to the college's requirements regarding curriculum, programs in the Professional-Technical Education Division must also have all proposals approved by the State Department of Education. The State Division of Professional-Technical Education has established specific competency guidelines for all programs in the division. Curricula in this area must be developed to ensure that all students can successfully master the specific competencies at the completion of a professional-technical program. Through the program review process, program evaluators provide recommendations for curriculum development and changes. See [Appendix 20](#), *NIC Curriculum Council Guidelines* and online [NIC Curriculum Council Forms](#)).

Although Curriculum Council has operated efficiently for many years, recently some irregularities in the committee makeup have been identified by a tenured faculty member. According to the Curriculum Council bylaws that have been in effect since 2000, all Curriculum Council members are required to be tenured faculty. Recent voting members in the 2011-12 and 2012-13 Curriculum Council were not tenured. This identified irregularity prompted the Curriculum Council to review the bylaws. The bylaw review resulted in several changes that will help to ensure consistency in future practices. One of the changes made to the bylaws provides for an annual evaluation of the Curriculum Council by the vice president for instruction and four voting members appointed by the council chairperson to review council design, operation, membership, and guidelines, as well as other relevant matters. The new annual review will help to create a check and balance system to ensure that the Curriculum Council membership is balanced, and that the appropriate processes are used when making curricular decisions.

The faculty is also instrumental in the assessment of student learning outcomes. The SLOA Committee is charged with promoting college-wide awareness of assessment, with determining to what extent assessment improves student learning, and 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. See *Standard 2.C.3, above*.

Standard 2.C.6 – Integrated Library and Information Resources

Teaching faculty work collaboratively with the NIC librarians to ensure that instruction on use of the library and information resources is integrated into the learning process. All instructors can take advantage of class tours of the facilities and resources, and a library orientation for specific courses can be arranged to address specific curricular issues. Librarians provide faculty with instructional support in whatever format or forum is desired, from information for faculty members to use in their classes, to electronic research guides, to librarian-led instruction sessions tailored to student assignments. An introduction to library resources is also integrated into Student Orientation, Advising, and Registration Sessions (OARS) for first-time students.

The SLOA Committee assists in providing faculty input into library resources for instructional needs. For example, every AA/AS degree-seeking student is required to enroll in English 102, English Composition. This class emphasizes the research process

throughout the semester. The SLOA Committee, library faculty and English faculty worked together to design an Information Literacy Survey to assess students' understanding of research based upon the ACRL National Library Standards. The survey is a post-assessment and is being piloted in all sections of English 102. See *Appendix 21 - Information Literacy Survey*.

Standard 2.C.7 – Credit for Experiential Learning

NIC does not offer credit for experiential learning at this time.

Standard 2.C.8 – Transfer Credit

Guidelines for acceptance and articulation of transfer credit are outlined in the [NIC Catalog](#) (p. 44). As part of the application package, students who have earned college credit at another institution are required to submit an official transcript from that institution. The Admissions Office has the responsibility to review transcripts, and to evaluate and approve credit for similar courses taught at accredited institutions.

NIC follows the Idaho State Board of Education's Common Course List for the general education core. The Idaho State Board of Education has established a statewide articulation policy with the public four-year institutions in Idaho to which NIC students transfer. Under this policy, a student who completes the Idaho State Board of Education's general education core for an associate's degree can transfer having satisfied the lower division general education core requirements. It is not intended to meet specific course requirements for unique or professional programs. NIC also maintains specific transfer agreements with other four-year colleges and universities. The criteria for acceptance of Advanced Placement and CLEP credits are outlined in the catalog (p.35).

The four-year transfer institutions, to a large extent, determine the specific major course requirements. Students are encouraged to select a transfer institution as soon as possible and to consult with an advisor for assistance in developing an education plan. The education plan helps students achieve a solid base of subject matter knowledge related to their majors. Students wishing to pursue intellectual interests outside their areas of study may select from a wide variety of elective courses.

When a curricular change is suggested or recommended for a course used as an approved transfer course, the Curriculum Council Guidelines outline a clear set of instructions to be followed. As part of the analysis of a new course, the criteria require that the course will transfer as part of a college or university parallel degree program. Since a change in general education core requirements affects numerous degree programs, care is taken in making such changes. The criteria for considering changes to core requirements are published in the Curriculum Council Guidelines (*Appendix 20*) and Curriculum Council Form 6 (*Appendix 22*), and are reviewed and approved by Curriculum Council, division chairs, deans, and the vice president for instruction.

Standard 2.C.9 – 2.C.11 – Undergraduate Programs

Standard 2.C.9 - General Education and Applied Degree Components

Transfer Associate Degrees: The depth, breadth, and integration of the general education program are addressed in the Idaho State Board of Education Governing Policies and Procedures, which establishes general requirements for all NIC degrees. NIC offers collegiate-level associate of arts (A.A.) and associate of science (A.S.) degrees designed for the student planning to transfer to a four-year college or university. Both of these degrees

are transferable to any of Idaho's baccalaureate institutions. To qualify for an associate of arts degree and/or an associate of science degree, a student completes a minimum of 64 semester credits of 100- and 200-level courses with a grade point average of 2.0 (C) or better in all work attempted, and satisfies distribution requirements with a grade of C- or better in each course. *See Standards 2.C.1 and 2.C.4 above.*

Distribution requirements are designed to give the student an exposure to broad domains of knowledge—arts and humanities, written and oral communication, natural sciences, mathematics, and social sciences. Distribution credits for both the A.A. and A.S. degrees include six credits of English composition; eight credits of laboratory science; three credits of oral communication; three to five credits of Math 123 or higher or BUSA 271, Statistical Inference and Decision Analysis; and two credits of physical education or dance activities. The A.A. degree further requires two to three credits in computer science; three credits in critical thinking; three to four credits in cultural diversity; six credits in each of two different areas in fine arts and humanities; and three credits in each of four different areas in the social sciences (12 credits total). The A.S. degree requires 15 credits in the social science and arts and humanities distributed as follows: at least six credits from two different social science disciplines, and at least six credits from two different arts and humanities disciplines including foreign languages. The distribution requirements and a listing of the courses that fall under each heading are identified in the college catalog and can be found on the college web pages. Both of these degrees address the three areas of the recommended structure for associate degree programs: general education, coursework in the major area of study, and electives. *See Appendices 15 and 16.*

Applied Degrees and Certificates: NIC's professional-technical programs are designed to provide courses of instruction from the certificate level through the associate of applied science degree level. NIC offers an associate of applied science degree (A.A.S.), advanced technical certificate, a technical certificate, and a postsecondary certificate. As stated in the college catalog, the A.A.S. degree is designed to provide training in specialized skills that can connect with immediate employment opportunities. The A.A.S. degree has specific general education requirements. To ensure breadth and depth in the A.A.S. degree, students are required to take distribution credits in English, speech, mathematics, and social science/human relations/interpersonal communications. Some programs require distribution credits in the natural sciences. In addition, graduates must master competencies and have a specific knowledge unique to their field of study. The A.A.S. degree requirements are published in the college catalog and available on the college website. *See Appendix 17.*

Professional-technical instruction is offered through three college divisions: Trades and Industry, Business and Professional Programs, and Health Professions and Nursing. These divisions recognize that achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the divisions recognize that evaluation of professional-technical programs and their continuous improvement is an ongoing responsibility. Some programs have separate national accreditation, some are certified to offer specific industry-standard instruction, but all are evaluated and reviewed on a rotational basis through the program review process. Each program has an assembled advisory board of industry or clinical community experts that guide technical content and offer feedback regarding the changing challenges and requirements in each field. All programs have identified and implemented a state-approved end of program technical skills assessment.

Standard 2.C.10 – Assessable Learning Outcomes-Associate Degrees

The general education components of NIC's transfer associate degrees are appropriate for the mission of the college and the learning outcomes for those degrees. In transfer degrees, academic departments (e.g. humanities, social science, natural sciences) are considered a program, and learning outcomes are articulated through the general education outcomes and course-level outcomes. Thus, students will achieve program-level outcomes through the general education abilities regardless of the combination of courses they take to meet the distribution requirements within a program.

The general education degree components contribute to articulation of NIC's general education abilities, which provide a framework for understanding, interpreting, and evaluating what students will encounter in the world. *See Appendix 23 for an expanded set of NIC's General Education Abilities.* The nine abilities are:

1. Aesthetic Response
2. Communication
3. Critical/Creative Thinking and Problem Solving
4. Historical, Cultural, Environmental, and Global Awareness
5. Information Literacy
6. Mathematical, Scientific and Symbolic Reasoning
7. Social Responsibility/Citizenship
8. Valuing/Ethical Reasoning
9. Wellness

Assessment at the institutional level is accomplished through a variety of data sets. These data sets are part of the new measures under Core Theme II – Educational Excellence. The SLOA Committee's three-year assessment plan (*Appendix 18*) identifies program-level assessments through the program review process and the general education abilities framework outlined above. Program review is one of the key elements in the college's educational assessment plan. Each instructional program at NIC goes through the program review process on a five-year cycle, following a rotation schedule published by the Office of Instruction (*See Appendix 24, Instructional Program Review Template, and Appendix 25, Instructional Program Review Rotation Schedule*). Section 7.0 of the Common Program Review Template ties student learning outcomes assessment to the program review process. This evaluative process allows both outside reviewers and faculty members to provide feedback leading to improvement of programs. NIC is also in the process of implementing an annual reporting tool that will make better use of the results and action plans from program review (*Educational Excellence Core Theme, Objective 1 Measure*).

Examples of ongoing general education assessment activities at NIC include entry and exit essays normed and scored against common rubrics in English Composition, an information literacy survey, census mathematics assessment for college-level algebra and finite math courses, oral communication assessment in all Introduction to Speech courses, a scientific reasoning test, and early pilots for assessing critical thinking in the social sciences. For a summary of recent assessment results see *the Accreditation SharePoint team site, SLOA tab and Exhibit G, SLOA Report Notebook*.

Standard 2.C.11 – Assessable Learning Outcomes-Applied Degrees and Certificates

Professional/technical programs have identified outcomes specific to the industry as well as outcomes for related instruction in communications, computation, and human

relations. Related instruction outcomes are identical or parallel to those identified in academic distribution areas as students can choose from a variety of courses to fulfill related instruction requirements.

Examples of regular and systematic assessment exist beyond the scope of general education. The College's Health Professions and Nursing programs, for example, have used nationally "normed" exams for over five years. The Registered Nursing and Radiography Technology programs are nationally accredited and have established outcomes which are measured on an ongoing basis. Yearly student focus groups are held in these programs which provide opportunity for student feedback on curriculum and instruction. Assessment in the Registered Nursing (RN) and Practical Nursing (PN) programs includes taking nationally normed predictor tests in preparation for the NCLEX Examination. *See the Accreditation SharePoint team site, [SLOA tab](#) and Appendix 26, Health Professions and Nursing Licensure Exam Results.*

In response to guidelines under Federal Perkins funding, the Idaho State Division of Professional-Technical Education has identified Technical Skills Assessments (TSAs) in all programs in order to aggregate state data. Currently, NIC has identified industry certification examinations in all of professional-technical programs and is in the early stages of documenting results from these assessments. *See Appendix 27, Inventory of Professional-technical Programs Technical Skills Assessments.* As stated above, all NIC programs participate in program review every five years. All NIC programs use an electronic common program review template. Currently, the professional-technical division is working on annual reporting that will be linked to program review (*Educational Excellence Core Theme, Objective 1 Measure*). NIC also relies on industry, area agencies, area K-12 school districts, labor organizations, program advisory committees, community members, and four-year institutions for assistance with development and evaluation of its professional-technical programs. Program advisory committees are actively involved in setting the direction of the professional-technical programs. The Idaho State Division of Professional-Technical Education requires an advisory committee for each professional-technical program. NIC program advisory committees meet each semester of the school year.

Student outcomes measures such as transfer and graduation rates, feedback from alumni, and job placement rates for career-oriented programs are also methods for evaluating programs. NIC also uses of a student satisfaction survey, student course evaluations, and an employee opinion survey of the college environment as part of its institutional level assessment. The results of these surveys are reported back to the college community on a regular basis. *See the Accreditation SharePoint team site, [SLOA tab](#) for survey results. Also see Exhibit H, Student Satisfaction Survey; Exhibit I, example student course evaluations; and Exhibit J, Employee Opinion Survey.*

Standards 2.C.12 – 2.C.15 – Graduate Programs

NIC does not offer graduate programs.

Standards 2.C.16 – 2.C.19 – Continuing Education and Non-credit Programs

Standard 2.C.16 – Compatible with Mission

As an integral part of NIC’s mission as a comprehensive community college, the Workforce Training Center provides non-credit skills enhancement and lifelong learning courses. Workforce Training Center staff members strive to increase the economic self-sufficiency, business productivity, and quality of life for the citizens of northern Idaho. The NIC Workforce Training Center is considered a “self-supporting” entity of the college. Aside from a small annual allocation (less than \$80,000) from the state Professional-Technical Education division, revenues collected from course registrations must cover the cost of programs as well as administrative personnel at the center.

The Workforce Training Center is located in Post Falls, about 14 miles from the main campus in Coeur d’Alene. The center has a full complement of classrooms and labs in which classes are held year round. The center is open six days a week and is fully staffed to provide customer service and support of its mission. Classes are held during the day, at night, on weekends and online. In addition to classes held in the Post Falls location, classes are also offered at other NIC outreach centers, on the Coeur d’Alene campus, and at local businesses. In addition, as described in the Preface to this report, NIC recently leased additional space adjacent to the Workforce Training Center (Kaniksu Building) and has relocated two credit programs (Law Enforcement and Graphic Design) to this location.

Although classes start every week, year round, the Workforce Training Center publishes its own catalog of classes three times yearly—fall, spring, and summer. Approximately 71,000 catalogs are mailed to residents in Kootenai County. An additional 1,500 are distributed to local business and social service organizations. The Workforce Training Center maintains its own Learning Management System that allows individuals to self-enroll online 24/7, and the system provides class information, schedules, reports, and financial data. See the most recent Workforce Training and Community Education [catalog online](#) and *example catalogs which are provided as Exhibit K*.

Standard 2.C.17 – Responsibility for Academic Quality

Courses offered through the Workforce Training Center include short-term professional development and personal interest subjects. Professional development offerings include courses in health professions, emergency services, business, computers and technology, real estate, industrial and technical skills. Personal interest classes include offerings in crafts and hobbies, creative and performing arts, healthy living, language and culture, money matters and recreation. Instructors are subject matter experts with hands-on experience in their fields and a passion to teach.

The NIC Workforce Training Center contracts with the Idaho Department of Labor to provide a Workforce Investment Act adult program at the center, called the Qualified Worker Retraining Program. This federally-funded program assists individuals who are at “poverty level” to gain skills training leading to employment. The program is currently in its ninth year and consistently exceeds outcome measures, receiving high marks on its program review.

The Workforce Training Center also offers apprentice-related instruction, required by the Idaho Division of Building Safety for apprentices working in the electrical, plumbing and HVAC fields. Apprenticeship is a licensed trade in Idaho that requires on-the-job training

and four years of related instruction in order to test for a journeymen's license. Classes are taught by licensed journeymen with years of experience in the field.

Customized Training is another service offered by the Workforce Training Center that allows business and industry to develop their incumbent workers. The Workforce Training Center's Customized Training Department works directly with business and industry to design, develop, and deliver training to meet a business' immediate needs. Courses are developed with the assistance of subject matter experts working directly with the business, and are often held on a business's own site.

The Idaho Small Business Development Center (ISBDC) provides direct consulting and coaching services to individual small businesses in Idaho through a higher education network. The ISBDC links the resources of higher education, the private business community, and the federal, state and local governments. It also provides consulting, entrepreneurial skill development, and information research for small businesses in the area.

Standard 2.C.18 – Continuing Education Units

NIC awards continuing education units (CEUs) to participants of approved non-credit programs. Each participant satisfactorily completing approved continuing education courses, seminars, conferences, or workshops is awarded CEUs in recognition of their involvement. The college adheres to nationally recognized units of measure defined as “10 contact hours of participation in an organized continuing education experience under responsible sponsorship, direction, or qualified instruction equivalent to one unit.”

Standard 2.C.19 – Record of Non-credit Course and Programs

The Workforce Training Center brings in over \$1 million in revenue annually. In fiscal year 2011, unduplicated headcount of individuals taking classes through the Workforce Training Center was 6,298. Demographic research showed that the majority (nearly 58 percent) of students taking classes through the Workforce Training Center are female, with nearly 25 percent of students in the age group 22-34. Over two-thirds of registrations came from residents of Kootenai County. *See Appendix 28, 2011-2012 Workforce Training Center Enrollment Report.*

Standards 2.D.1 – 2.D.14: Student Support Resources

Standard 2.D.1 - Student Learning Needs

NIC's students come with a broad blend of educational, financial, and geographic experiences. Different family situations, different ages, different expectations, and different life experiences demand that NIC employ resources and people to make student success a priority. Student success is taken very seriously at NIC. In fact, it is prominently placed in our mission statement which reads, "...through its commitment to student success, educational excellence, community engagement, and lifelong learning." Student success is also reflected in NIC's Core Themes and its Strategic Themes. Services to support student learning needs are available through many departments and resource information is published in the student handbook, on the NIC web pages and in a variety of other brochures and publications.

[*The College Skills Division*](#) was created to provide high quality instruction and support to students to help them be as successful as possible during their time at NIC. Simply put, it exists to give NIC students the skills they need to attain their education and training goals.

The two major components of the College Skills Center are the academic classes offered to bring students up to college-level work, and the peer tutoring program. Students voluntarily sign up for these courses or they are directed to them because their scores on the college placement test indicate a need for skill building in reading, writing, or math. Classes offered include Basic Mathematics, College Study Skills, College Transition, College Internet Skills, and several levels of Reading Skills. These courses are presented by four full-time and 15 adjunct faculty members. The courses are designed to enhance a student's current skill level and raise it to the level needed to successfully complete college-level work.

[The Peer Tutoring Program](#), another integral part of the College Skills Division, provides small group tutoring for any student attending an NIC class. The tutoring is provided free of charge and students may receive two hours of tutoring per subject each week. This service has seen a steady increase in use over the last several years as a result of increased enrollment, and also as a result of continued improvement in the quality of the service and a greater number of underprepared and non-traditional students. Almost 500 students a semester use the program, and in spring 2011 there were more than 4,000 hours of tutoring delivered.

[The Writing Center](#) provides a student-centered environment that stresses the relationship between strong written and oral communication skills and success both in and beyond college. In the early 1990s, NIC made a commitment to do more to help our students succeed in writing. NIC established a Writing Center as an integral part of writing instruction campus wide. The Writing Center began modestly, and as its popularity and use increased, has moved and expanded several times. Currently, the Center has 20 stand-alone computers, space for students to use their personal laptops, and serves approximately 7,000 students each semester. The real success of the Center is provided by the writing consultants who give the personal help and attention the students need. NIC's writing consultants are faculty members who provide their time to help students in the center. The consultants work one-on-one with the students through the entire writing process. Students benefit by getting help with a specific assignment while learning how to approach future assignments on their own. Recently, NIC expanded the reach of the center through agreements with both Lewis-Clark State College and the University of Idaho, to provide services to students from those institutions who are taking courses locally.

[The Math Study Center](#) is available to students enrolled in an NIC math class. The center is coordinated through the College Skills Division and staffed by NIC math faculty members. Students may obtain help with class material on a drop-in basis.

[The Center for Educational Access](#) is dedicated to assisting students with achieving their educational goals by facilitating accommodation requests for students who are experiencing classroom and programmatic barriers due to a documented disability. The center helps students manage their accommodations, proctors exams, consults with faculty and departments, and provides assistive technology both in and out of the classroom.

[The Adult Basic Education Program](#) (ABE) provides quality, sustained instruction in reading, writing, math, and the English language. To help students set and reach achievable learning goals, students are provided recruitment activities, assessments to determine learner skills, instruction in different modalities, advising and goal setting, and

support services. Instruction delivery is provided in a variety of methods (multi-level, individualized, distance learning and computer-based.) ABE students also have access to additional resources (child care, transportation, counseling, health services). ABE's goal is for students to leave the program prepared for postsecondary education, training, or employment and with the foundational skills necessary to function in the 21st century. Academic progress of participating students is carefully monitored and measured to ensure learning gains and personal growth.

[The Testing Center](#) provides a secure, quiet environment to facilitate test-taking for students. The center provides four flexible-use rooms with computer/web access for individual testing and a computer lab that can seat up to 22 for group testing. The center accommodates computer generated as well as paper-and-pencil exams.

[Technical Support Services](#) exist across the NIC Campus including general purpose computer labs for student work or where instructors may schedule drop-in sessions, and special instructional labs to support various disciplines and tutoring centers. In addition, web browser support is available through MyNIC, online courses, the NIC.edu website, online library resources, wireless access across campus, and kiosks which provide access to enrollment management services. *See Standard 2.G – Technological Infrastructure for further details.*

Although NIC has worked to provide equitable student support services to the outreach centers and for its online student populations, it is evident through feedback from both students and faculty that “distance” students’ needs have not fully been met. Two possible solutions to this problem would be to 1) provide better online access to resources, allowing students to utilize them from any location (for example, the English Division is piloting online access to its Writing Center during spring semester 2013), and 2) to make some of these resources available at distant locations. Some attempts have been made to do this, but the limited schedule for available resources still makes it difficult for many students to access them. NIC has applied for a Title III grant twice to secure funding to support students at the outreach centers and students receiving online instruction. NIC plans to submit a Title III grant application in 2013 for this identified need.

Standard 2.D.2 – Safe and Secure Campus

NIC is committed to a safe and secure campus setting. NIC takes responsibility for providing highly qualified security officers and support staff that meet the expectations of providing for students, faculty and staff, a safe and healthy environment which enhances student success. All crime statistics, campus security policies and other campus safety and security disclosures continue to be updated and made available to the campus community as required under state and federal regulations. Emergency booklets are provided to the NIC campus community and all outreach centers in four counties each school year, and are available on the NIC Security website. *See [Campus Security booklet](#) online and also provided as Exhibit L.* Security and Facilities Operations updates its main Emergency Response and Crisis Protocol Plan each August, and provides emergency preparedness training and round table exercises to the Emergency Operations Group. *See [Emergency Response and Crisis Protocol Plan](#) online and also provided as Exhibit M.* NIC continues to subscribe to an Emergency Alert phone system, which is available to all students and employees. NIC Security continues to investigate other ways to provide proactive security and safety for the campus community it serves.

NIC security has been successful in working cooperatively with city, county and state law enforcement agencies, fire departments, and the Kootenai County Office of Emergency Management, which gives NIC and emergency responders good communications for sharing of information, coordinated responses, and to review current and future campus security needs and preparedness. Security is in the process of updating its emergency response materials and is exploring ways to offer training for staff, faculty, and students on emergency response procedures. Employee training can be a challenge due to limited resources and constrained schedules, particularly at outreach centers. While NIC security has been adequately funded and staffed in the past to meet the needs of the community it serves, rapid growth necessitates a future assessment of staff, budget, and emergency operations to properly maintain the commitment to a safe campus environment. The college intends to develop a COOP plan (Continuity of Operations plan). In the event of a major incident on campus, this plan will instruct how to keep the college operational.

Standard 2.D.3 – Admissions

NIC's open door admission policy reflects a commitment of access to higher education for all individuals who can benefit from college coursework. To be admitted, students must meet minimum age and education requirements. NIC recruits locally and regionally. Much of the recruitment effort is the responsibility of the Admissions recruiters; however, college personnel participate in various organizations, groups, and events that generate awareness of the educational opportunities available at NIC.

New students attend a mandatory student orientation session prior to beginning their first semester at NIC. Student Orientation, Advising, and Registration Sessions (OARS) provide standardized information by trained faculty and staff to ensure that new students have a good understanding of college processes. To ensure that appropriate education plans are developed, advisors utilize test scores (COMPASS, ACT, SAT) and information provided by the student regarding their program of interest. To facilitate degree completion, integrated academic support services, including Advising, Career Services, and TRIO Services are available to help students explore career areas, develop academic plans, and determine appropriate transfer institutions.

Student academic performance is reviewed at the conclusion of each semester. [Academic standards](#) are published in the NIC Catalog (pp. 32-35) and on the college's website. Students not meeting standards receive written notification and are encouraged to meet with their academic advisor. Students who continue to not meet requirements are placed on academic suspension and ultimately academic disqualification. Reinstatement from suspension requires the student to sit out for a semester or appeal to the Admissions and Academic Standards Committee. Reinstatement from disqualification can only be granted through successfully appealing to the Admissions and Academic Standards Committee.

Standard 2.D.4 - Program Elimination

Because the college views the representation of programs in its catalog as a contract with students, it schedules major program closures and changes in order to minimize student disruption. In the rare event that a program is eliminated or requirements are changed significantly, the college makes every effort to provide all instruction necessary for students enrolled in such a program to meet the necessary requirements and complete the program in a timely manner. Administration, faculty, and staff work with affected students to substitute appropriate courses or use directed study options if needed for program completion.

Standard 2.D.5 – Publications

The goal of the college is to represent itself accurately and consistently to its constituencies, the public and prospective students through its catalog publications and official statements. NIC's Communications and Marketing Department is responsible for the oversight and coordination of NIC's official publications, advertising, marketing materials, and the college's website. Communications and Marketing works closely with all college departments in the publication and production process for printed materials. This may include any or all facets of writing, editing, design, and layout. Official publications, including the college catalog and marketing materials, are approved by the director of communications and marketing and the vice president for community relations and marketing. *See Exhibit N, Marketing Materials.*

NIC publishes [a yearly catalog](#) online and makes a printed catalog available when requested. The [institutional mission and core themes](#) are included in the catalog (p. 3) and available on the college website. The mission is also framed and displayed in building hallways and in nearly every classroom throughout the campus and outreach centers.

The college's open door and non-discriminatory admissions policies are described on the college website on the [About NIC](#) pages and on the [Admissions](#) web pages. It is also included on page 8 of the college catalog and in the Admissions section of the college catalog on page 18. The steps for admission are published online throughout the admissions website and in various publications including the catalog, the view book, and admissions publication pieces.

Grading policies are published on the college website in the policy manual under [NIC Policy 5.04](#). In addition, they are published in the academic and registration section of the college catalog (pp.32-36) and a link to the catalog is published on the Registrar's Office webpage. All faculty members are required to include grading policies in their published syllabi each semester (*Exhibit D*).

Information on academic programs, degree requirements, and courses is published in individual sections in the college catalog (pp. 44-55) and the college website on the [Instructional Programs](#) pages. All changes to curricular content are submitted to the Registrar's Office, which tracks the changes as they occur at Curriculum Council meetings. The Registrar's Office makes edits to the catalog directly and then forwards the changes to the director of communications and marketing in digital versions for inclusion in the official published catalog. The catalog and degree requirement worksheets are published as PDFs (*Appendices 15, 16, and 17*), through the online degree audit system, and as online links in visible locations in the MyNIC portal for students, faculty, and staff. Degree worksheets are also included in the Orientation, Advising, and Registration (OARS) notebooks that are distributed to all new students and are available in the Registrar's Office, Advising Services Offices, and other offices on campus. *See Exhibit O, OARS Notebook.* They are also used during advising days when students meet with their advisors. Each degree and certificate program includes prerequisite requirements, if any, degree and program completion requirements, and a guide for required coursework. All professional-technical programs include a semester class schedule outlining program completion within a typical timeframe.

Course and program learning outcomes are published in all syllabi and available to students. All course syllabi are available to students electronically and linked to each faculty member's directory page. *See [NIC Employee Directory](#) and Exhibit D.* All NIC

programs are designed to be completed within one or two years although some programs do require prerequisite coursework. All required courses for programs are delivered within a two-year timeframe, assuring that students can complete all requirements within an appropriate timeframe.

The names, titles, degrees held, and conferring institutions for administrators and full-time faculty are available on the college website through the NIC Employee Directory.

Student rules, regulations for conduct, rights, and responsibilities are published in the college catalog (p. 36) and in the annual student handbook (pp. 134-133) (*Exhibit C*) which is distributed to students at OARS and is available through various offices and student union locations throughout the year. Information about FERPA is also included in the OARS notebooks. The student handbook is also accessible through the NIC website on the [Current Students](#) pages. Key policies for students are also organized under [Section V: Students](#) of the NIC Policy Manual.

Tuition, fees, and program costs are published and updated annually in the college catalog (pp. 18-21) and on the college website on the [Tuition and Fees](#) pages. A printed flyer of college costs is also distributed by the Admissions Office to all prospective students who request information about the college.

Information about the college's refund policy and procedures for withdrawing from enrollment are published in the academic and registration section, the tuition and fees section, and the financial aid section of the college catalog (p. 25; p.30). Tuition and fee schedules and information regarding withdrawal and refund policies are also published on the [Tuition and Fees](#) web pages.

Current and accurate information about the opportunities and requirements for financial aid are publicized in detail on the college website and in the college catalog (pp. 24-25). The Financial Aid Office maintains a thorough [financial aid web presence](#) which can be accessed from various web entry pages. The web pages include an overview of the application process, regulations, and timelines for both financial aid and scholarships. Prospective students and community members are also educated about financial aid and scholarship opportunities through advertisements and recruitment literature that encourages individuals to apply for both as an optional step in the college's application for admission process.

The college calendar is published and updated annually in the college catalog (pp. 4-7); on the college website at www.nic.edu/calendar; in the MyNIC portal; in the student handbook; and in the OARS notebooks.

Standard 2.D.6 – Publication of Eligibility Requirements, Licensure, and Employment

Where applicable, the NIC Catalog and web pages include information on special requirements and licensure associated with its programs. NIC's health professions programs, such as [Registered Nursing](#) and [Radiography Technology](#), have specific requirements that students must meet to be eligible for clinical experience and to obtain licensure. Some selective admissions programs, such as [Law Enforcement](#), require a full background check. This information is published in the catalog, on the college website, and is provided to students during special program orientation sessions. Employment requirements, such as successful performance on licensure exams or completion of

internship hours, are specified for each program as applicable. These requirements are reviewed and updated on an annual basis.

Standard 2.D.7 – Retention of Records

NIC is committed to the secure retention of student records. The college follows the retention schedule set forth by the Idaho State Board of Education. Appropriate backup systems are in place to ensure that data is not compromised and is retrievable. The college follows guidelines set forth by the Family Educational Rights and Privacy Act (FERPA) regarding the confidentiality and release of student records. These guidelines are published in the NIC Catalog (p. 14) and on the website on the [Financial Aid Consumer Information](#) page. To ensure that students' rights are maintained, the college provides FERPA training for employees, controls access to records through security levels in the ERP system, Colleague, and has procedures in place for the release of information.

Standard 2.D.8 – Financial Aid

NIC's Financial Aid Office is committed to providing students with the necessary information needed to understand and apply for federal and state aid and scholarship funds. Information regarding up-to-date regulations and consumer information, in addition to the above, is also available to students on the college's website and information for requesting hard copy information is available in the college catalog on page 14. This is consistent with the college's mission of providing students access to the funding options available for their education.

Institutional accountability is monitored and proven through a yearly audit that is conducted by an outside accounting firm. This ensures compliance in all material respects with the requirements that are applicable to each major federal program. The federal government also performs periodic audits to ensure institutional accountability. NIC regularly monitors all of its student financial aid programs and the institutional loan default rates. A Financial Aid Appeals and Scholarship Committee makes decisions on all student appeals regarding satisfactory academic progress as it pertains to financial aid, which is required by the U.S. Department of Education to ensure students are following policies and procedures.

The Financial Aid office works closely with the NIC Foundation to ensure donors' wishes are honored in the awarding of scholarships. As with other financial aid processes, the scholarship process is continually being streamlined in accordance with feedback from students and through internal review. The scholarship application is available online, and students can view their financial aid information through the MyNIC portal.

Standard 2.D.9 – Student Loans

The college regularly evaluates the loan default rate. The Financial Aid Office provides information to students that details estimated loan repayments and potential options for consolidation. With default rates increasing over the last few years, the Financial Aid Office is developing default management plans, which will include contacting students close to loan default and providing options for going forward. The college will also implement financial literacy classes in an attempt to decrease future default rates for students.

Standard 2.D.10 – Advising

NIC supports students pursuing professional/technical certification, as well as academic/transfer degree programs. In-depth advising systems have been developed and

implemented to teach students how to prepare comprehensive student education plans, and to use program and degree requirements checklists. See [online advising tools](#) and [Appendix 29, Student Academic Plan](#). Students are assigned to staff in [Advising and Career Services](#), [Professional-Technical Education Student Support Services](#), and [TRIO Student Support Services](#) (first-generation, low-income, and/or individuals with disabilities) where they work one-on-one with an academic advisor. All students assigned to Advising Services are placed with a faculty member once they have chosen an academic and/or career path. Professional-technical students are assigned to a faculty advisor upon acceptance to a particular program. An [American Indian Student Advisor](#) and [Multicultural and Veteran's Advisor](#) are also available to students. Advising Services offers two-hour blocks of time for walk-in advising Monday through Thursday and regularly makes contact with students on academic probation. Advising Services uses NIC Facebook, Twitter, and the Advising website to further communicate with students.

Career services recently merged with advising services and the TRIO program. Having all three functions within the same organizational structure has enabled staff to collaborate and to provide more comprehensive, seamless programs and services to students. The advisors work together with faculty to maintain current information about the curriculum, program requirements, graduation, and transfer. Advising information is made available to students through the web, e-mails, phone calls, and postings throughout the campus.

As identified previously, support services needs for outreach and online students is of concern; the area of advising is no exception to this identified need. Although one full-time faculty member does advise students at NIC at Sandpoint, many more outreach students are assigned to advisors on the main campus. When these students are able to connect with their main-campus advisors, the appointment typically occurs by phone or e-mail. An advisor from the main campus does visit the outreach centers once a week as needed, but the schedule does not always work well for some of outreach/online students. One possible solution is to train part-time faculty or staff as advisors and pay them a separate hourly rate to perform this function. Another recommendation made by outreach center personnel is to offer OARS each semester at outreach locations since these sessions include advising. NIC at Sandpoint has offered at least one very well-attended OARS session on site.

Standard 2.D.11 – Co-curricular Activities

NIC values the development of student potential beyond the classroom. Co-curricular programs provided at NIC focus on leadership development, social involvement, citizenship, cultural enrichment, and physical/emotional health, with the hope that students will develop lifelong learning skills in these areas. The majority of co-curricular activities are provided through [Student Activities](#) and the Associated Students North Idaho College ([ASNIC](#)). These programs include, but are not limited to, student government, student clubs and organizations, intramural competitions, outdoor programs, challenge course activities, student events programming, cultural enrichment programming, volunteer programs, and orientation and admissions ambassadors. In most cases, activities are open to students, faculty, and staff free of charge or at a minimum cost. The public is invited to attend many of these events and every effort is made to provide environments that help to foster a sense of community within these out-of-classroom experiences.

ASNIC is self-governing, but is co-advised by the coordinator of student activities. ASNIC meets weekly and represents the student body through campus-wide involvement and

policy making. ASNIC works hand-in-hand with administrators, staff, and faculty to make sure the students of NIC are represented through governance and other activities. ASNIC functions under a constitution and by-laws that lay out an official framework for their organization. This constitution clearly states that all college policies and procedures must be followed and acknowledges that the NIC Board of Trustees presides over the college and the association.

Standard 2.D.12 – Auxiliary Services

Auxiliary Services is a self-sustaining division of NIC (reporting to the vice president for student services) currently delivering products and services via the following operations: Mica Peak Exchange – [Bookstore](#), NIC Dining Services, [NIC Residence Hall](#), and [Edminster Student Union](#). In addition to supporting the college’s mission statement, each of these departments has developed their own mission statement, which is directed at supporting the NIC population, as well as maintaining financial solvency. These departments also have advisory committees comprised of students and staff which provide input regarding operational procedures and services. Auxiliary Services provides quality services and facilities to students, staff, and guests of NIC. The intent of Auxiliary Services is to remain financially solvent by maintaining a revenue generating, self-supporting operation.

Mica Peak Exchange (Bookstore) is a self-supporting operation, utilizing revenues to offset expenses of inventory, staffing, utilities, equipment, maintenance, repair, and other general expense categories. The store is a for-profit enterprise, providing goods and services to students, faculty, staff, the college, and the general public. Revenue generated by operations is utilized within the scope of the Auxiliary Services operations. In addition to these services, Mica Peak publishes all return policies for students and provides a breakdown of how all book dollars are spent so that students understand how costs are calculated.

NIC Dining Services is a self-supporting operation dedicated to the academic mission of the college by providing nutritious meals and services that reflect current culinary trends and cuisine from around the world. Dining Services is dedicated to enhancing the campus living and learning experience and complementing the academic mission of NIC by constantly striving to improve offerings and services, and by providing each student, faculty, staff, and guest an exceptional experience, not just a meal.

NIC Residence Hall (Residence Life) houses a diverse community of 198 student occupants. The Residence Life program is dedicated to providing safe and comfortable housing, and to enhancing the college experience through fun social activities, dynamic educational programs, and opportunities to become more involved with the campus living community. Residence Life strives to achieve 100 percent occupancy each academic year. This goal is achieved by providing a quality living experience that allows the residents various freedoms, while also providing a support system. This experience is unique for each resident; thus, individualized planning is necessary. During summer months (mid-May – mid-August), the NIC Residence Hall joins with Dining Services and Conferencing & Events to provide services to community entities wishing to hold a variety of summer educational programs. These programs provide an additional revenue stream.

The Edminster Student Union acts as the center of the NIC student community and strives to complement the academic processes and enrich the college experience by providing cultural, social, recreational, and intellectual experiences to be shared by the entire

community. Edminster Student Union is operated year round, hosting conferences and athletic camps during the summer and college meetings and events during the fall, winter, and spring. The Edminster Student Union (SUB) is one of the focal locations of the NIC campus and serves as an activity and event center for students, faculty /staff, community and private enterprise groups. The SUB operates seven days a week year round and serves approximately 1,800 visitors daily, hosts over 2,000 events annually, and provides room rental and equipment waivers to students, faculty, and staff that total over \$327,000 annually.

Standard 2.D.13 – Intercollegiate Athletics

Student-athletes recruited for intercollegiate athletic participation are required to adhere to all college standards for admission. In accordance with revised bylaws of the National Junior College Athletics Association (NJCAA), all NIC student-athletes are required to have a high school diploma or attain a GED prior to participation in intercollegiate athletics. Additionally, eligibility requirements of the NJCAA require a student-athlete to maintain a minimum 2.0 cumulative GPA on a degree-seeking path. NIC athletes have surpassed this requirement maintaining nearly a 3.0 cumulative GPA for all sports combined. *See Appendix 30, 2012 Student Athlete Academic Performance Report.* All Grant-in-Aid and financial aid expenses for student athletes are administered through the Financial Aid office. An independent audit of the Booster Club, which supplements financial assistance to the [Athletics Department](#), is performed on an annual basis and the report becomes an attachment of the college audit report.

Standard 2.D.14 - Verification for Online Education

NIC's learning management system (LMS), [Blackboard Learn](#), requires user authentication via input of a username and password. Course sites in Blackboard are generated for every section of every class at NIC. User accounts and enrollments are based on data feeds provided by the Registrar. The college also uses Respondus Lockdown Browser, a custom browser that locks down the testing environment within Blackboard using two-factor verification and Turnitin, a Blackboard-integrated plagiarism prevention application.

Standards 2.E.1- 2.E.4 - Library and Information Resources

The mission of the [Molstead Library](#) is to support the mission of NIC by encouraging information literacy, critical thinking, and the acquisition of knowledge by providing access to diverse materials and current information technologies; and by also providing instruction in the use and evaluation of those materials and technologies. The library selects, purchases, classifies, organizes, stores, retrieves, interprets, and teaches the use of print, audio-visual, microform, electronic, and web-based information to support NIC's curricula, to encourage life-long learning, and enhance the quality of life for students, staff, and the community served by NIC.

The Molstead Library occupies 27,500 square feet on the first floor of the Molstead Library building. In addition to providing services for the NIC community, a variety of services are provided to students at the extended campuses of the University of Idaho (UI) and Lewis-Clark State College (LCSC), and the college's broader services area of Kootenai, Shoshone, Benewah, Bonner, and Boundary counties. The library is staffed by three full-time librarians, two full-time professional staff, three full-time classified staff, and six part-time staff and students. In the recent past, the library was managed by a team of three full-time librarians and a professional staff member. Following an unsuccessful

search for a director in 2010, two remaining members of the library management team were asked to continue as administrators. A librarian and a professional staff member currently constitute this management team. Library staff report to the vice president for instruction. The office of instruction has plans to re-open the search for a director.

Standard 2.E.1 - Appropriate Library Resources

The library's collection development decisions are based on supporting the college's curricular offerings. The collection development librarian, with input from other librarians and library staff, makes purchasing decisions based on professional journal reviews and other scholarly sources. Although librarians are responsible for all collection development decisions, they do accept formal and informal faculty and student recommendations for new materials. Library faculty members have a close working relationship with classroom faculty and are frequently consulted about collection development issues and concerns. The library currently houses a collection of over 75,000 print titles as well as 6,000 audiovisual titles, and adds approximately 4,000 titles annually. The library also continues to expand its collection of Native Americans titles, in keeping with an agreement made between NIC and the Coeur d'Alene Tribe in 1998.

In addition to the collection housed in the library, a substantial array of online databases and indexes are available to students and faculty. The library currently has forty (40) EBSCOhost databases, as well as eleven other databases covering a variety of subjects. Additional online resources include Lili databases through the Idaho Commission for Libraries, Credo Reference, OED (Oxford English Dictionary) online, Encyclopedia Britannica online, Films on Demand, and Ebrary electronic books. A full list of resources is available on the [library's web pages](#). The library continues to expand online resources for distance students, in keeping with the college's strategic plan.

The library offers NIC students and faculty access to a wide variety of resources outside of its collection by offering them interlibrary loan and document delivery services free of charge, in most cases. Molstead Library is a member of OCLC and provides student access to WorldCat. It also belongs to WIN, a multi-state library consortium of academic libraries. Molstead Library shares a catalog with the University of Idaho, University of Idaho Law Library, Lewis-Clark State College, and Idaho State Law Library. Courier service arrangements between these libraries expedite the exchange of materials between institutions for library patrons.

Standard 2.E.2 - Library Planning

Collection development is done by the collection development librarian. Librarians, as members of the faculty, interact regularly with other instructors, which facilitates feedback and input about services and collections. Library faculty and staff attend conferences, workshops, and take advantage of other continuing education opportunities as they arise, both locally and nationally.

Standard 2.E.3 - Teaching Library Skills

Librarians collaborate with instructors in order to provide instruction in using the library and developing research skills. Such collaboration is typically one-on-one and aimed at providing instruction that is tailored to the course curriculum and aimed at reaching students at the "point of need." Library instruction takes place in the form of bibliographic instruction sessions where students can be face-to-face with librarians and also in the form of web accessible videos and guides designed by librarians according to the needs expressed by the instructors. A full-time librarian is needed to replace a

position that was vacated in 2010. This position will be an instruction librarian whose responsibility will be to expand and enhance bibliographic instructional services. One librarian is a representative on the campus SLOA Committee and has collaborated with English 101 and English 102 faculty to develop an assessment tool for Information Literacy skills (*Appendix 21*).

Molstead Library provides in-person, telephone, and e-mail reference services via its “Ask a Librarian” web site to any patron who requests these services. Information Services staff provide one-on-one research assistance, database use instruction, and group library tours and orientations. They also provide print and web pathfinders upon request. In addition, staff works individually with outreach students to assist them with their information and research needs.

Standard 2.E.4 - Library Resources Evaluation and Protection

The most recent use survey taken by the Library was in fall 2005. The results of the survey indicated that of the 33 percent who responded, the majority were very satisfied with the library’s services and collections. On a Likert Scale of 1 (not satisfied) to 5 (very satisfied), library services were rated 4.73 and library collections 4.25. Overall Library satisfaction was rated 4.55. In 2011, a college-wide Student Opinion Survey was conducted. The library was ranked the second most used service on campus and received a rating of 4.34 on a scale from 1 to 5 with 5 being very satisfied.

Standards 2.F.1-2.F.8 – Financial Resources

Standard 2.F.1 – Financial Stability and Planning

NIC has seen an enrollment growth of approximately 16.3 percent over the last three years. The college will budget for enrollment growth of 3 percent for the next fiscal year. *See Figure 2.1, Spring 2012 Enrollment Report.* Even with reductions in state appropriations over the last two years, the college has managed to end each fiscal year with a surplus in operating funds. The college has managed over the past few fiscal years to manage its cash flow situation well enough that it has not needed to borrow funds for operating purposes at any time throughout the fiscal year. As reported in the audit for FY2012, the college has an unrestricted reserve equal to 25 percent of its operating expenses. The minimum unrestricted reserve recommended by the Government Finance Officers Association (GFOA) is 15 percent. *See Appendix 31, FY12-FY13 NIC Operating Budget and the Basic Institutional Data Form Addendum, Financial Information.*

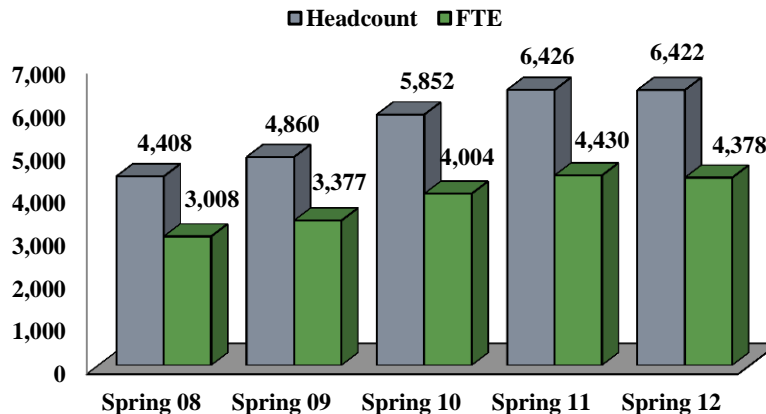


Figure 2.1. Spring 2012 Enrollment Report

The college has set aside some of the tax revenue it collects each year to fund future capital projects, such as anticipated expansion to the recently purchased mill site property adjacent to the college. Future set aside tax revenues will be used to further develop this property according to Strategic Plan and Educational Master Plan initiatives. These monies have also been used for deferred maintenance items and equipment purchases.

The college has two outstanding bond issues, one of which expires in 2014. The college has refinanced the longer term bond issue, saving the institution approximately \$2.2 million over the life of the refinanced bond. The current student fee that is assessed students (\$93 per student per semester) generates more revenue than is needed to pay these bonds because of our increase in enrollments. Thus we are able to set aside some of these funds for future contingencies, such as a drop in enrollment, to meet our obligations.

Non-equipment leases have short-term termination clauses and the college has centralized the purchase of copiers to provide better fiscal control. The college has established a centralized purchasing department for the campus for other large purchases such as furniture and equipment, which will allow us greater fiscal control over expenditures and greater flexibility in negotiating favorable purchase pricing agreements for the college. Additional planning continues for the centralization of campus purchasing.

The college works closely with the NIC Foundation to raise funds for scholarships and other purchases for which there are no funds. The foundation played a key role in the college's purchase of the mill site property for future expansion. In addition, the college is exploring grant opportunities to further enhance its revenue stream and to provide flexibility in new program development and in support of strategic plan initiatives.

Standard 2.F.2 – Resource Planning and Development

Three years ago the college used a zero based budgeting process to assess the competency of its budgeted revenues and expenditures, to align its revenue and expenditures streams and to better align spending with strategic initiatives. During the current budget cycle (FY2013) the college is using a modified zero base budgeting concept which funds budget-appropriate support services. Budget managers are looking at reallocating resources to areas that better support the college's mission in addition to requesting additional resources to support our increased enrollments. The requests for reallocations and new funds must have the appropriate strategic goal and goal objective listed that is affected by the reallocation, reduction, or request for additional funds. Budget management accountability is being stressed in this budget cycle. As part of the budgeting process, the college is also discussing the impact of its open enrollment policy on available resources, on the quality of education, and how this growth and strain on resources will impact the strategic planning process.

The college is seeking new revenue opportunities to support operations and for new program development. To support these efforts, the college has also added a part-time administrative assistant to support the grants coordinator position in the development office. Indirect costs generated by these grant opportunities will be used to support this position and will be used strategically by the administration to improve support services to the campus community.

Standard 2.F.3 – Policies for Financial Planning

The FY12 budgeting was revised from past years to be more inclusive regarding all budget categories (i.e. local funds; general funds; fee based funds; auxiliaries, and grant funds) and to be more participative. Budget managers and vice presidents are now more directly involved in supplying information with which to build the budget, and actually review all iterations of the budget and participate in decision making regarding what goes into the budget that is above the current year budget base. Additions and deletions to the FY12 base budget are required to have an explanation on how they support one or more themes/goals in the strategic plan and the objective/objectives affected by the budget action and the outcomes of such actions. See *Appendix 32, FY 2013 Budget Data Entry Templates*. President's Cabinet meets each week to review and comment on the latest budget iteration with goals of having the final budget ready for presentation to the board of trustees by the end of April.

A budget calendar is developed and distributed to President's Cabinet to help guide the budgeting process. See *Appendix 33, 2013 Budget Calendar*. Meetings are then held with each cabinet member to review their FY12 base budget to ensure they, and the budget office, understand what is in the base budget and that they approve that base before beginning to develop the FY13 budget. Following this process, the President's Cabinet members are provided a document that lists the information the budget office will need from them and a list of information that will be provided by the budget office in preparation for the development of the FY13 budget. The budget office then develops revenue estimates based on property tax information from the county, enrollment projections, increases in tuition and fees and miscellaneous revenues such as parking fees. The revenue information is combined with expense information collected from the various sources (described above) to develop the projected budget. With input from the budget managers and President's Cabinet, the budget goes through several iterations until the final product is ready for board presentation.

Standard 2.F.4 – Accounting

NIC began using the ERP system, Colleague, for financial and human resource functions in 1997 and became fully integrated with the student portion of the system in 2005. The controller closes each month of a fiscal year normally within ten days of the close of each month at which time financial reports are updated. Financial reports are available on-line to all budget managers and senior leadership members. Colleague is in use throughout many educational institutions and appears to be a solid system for NIC. Based on the information derived from the system that is used in the preparation of our financial audit, the system follows generally accepted accounting principles and provides the college with the opportunity to use an effective array of internal controls. The college has a business office staff that utilizes many of the system's internal controls to monitor the college's use of its financial resources in accordance with federal, state, and internal policies and guidelines. The college has had unqualified audits for the past few years with few if any recommendations.

Standard 2.F.5 – Capital Outlay

The college has been reviewing capital outlay debt load during FY12 as it discusses whether or not to build an addition to its current residence hall. All current capital debt which financed the construction of the current residence hall and the student center is funded by a student fee which, because of the current growth in enrollment, is more than adequate to fund current debt service payments. With a current outstanding debt service load of approximately \$4.5 million the college feels that it has adequate room for

additional borrowing for future projects. In addition, within the next five years the debt service payment will drop by approximately 50 percent as the student center bond is paid off. The college recently, with direction from the board, set aside approximately \$2.4 million of its property tax revenue for future capital acquisitions. The first purchase with this fund was 17 acres of property adjoining the college (the mill site) to be used for future expansion. The \$10 million purchase price was paid off in FY11. The college has proposed using a portion of this fund for expansion of the science building and for future development of two other sites in the surrounding area that the college has acquired. The capital budgets and funds set aside in the plant fund to support future projects align with the strategic plan goals and were recently updated to also reflect the needs in the proposed educational master plan.

2.F.6 – Relationship between Auxiliary Enterprises

As part of the budgeting process, the college defines the funds that go to support fee based activities such as athletics and health services. In addition, the budget discussion also looks at revenue-supported services such as our Auxiliary Services, the Child Care Center, and the Performing Arts Center. The amount of general funds transferred to support athletics and Student Health Services appears on budget documents as a reduction from gross revenues received. The child care budget is currently part of the general fund budget because of its relationship to our teacher education program, but will be broken out as a separate department for budgeting in the future to allow for a proper analysis of the use of general fund transfers to support it. The performing arts facility budget is set to become self-supporting as a part of our on-going review of our facilities rental policy to both campus constituents and the local community and the related waivers and charges for the use of our facilities for the whole campus. There are currently issues being discussed relating to the appropriate place to house salaries for those people working in non-general fund areas of the college as currently some salaries are paid from both general fund and non-general funds sources. Also under discussion is whether or not departments funded from general fund resources should pay to use auxiliary facilities. The college needs to continue its discussion regarding the relationship between auxiliaries and general fund operations to come to a broad understanding on the relationships and how these relationships will be handled relative to the financial operations of the college.

Standard 2.F.7 – Auditing

The audit is conducted by Magnuson, McHugh & Company, P.A. which is a regional CPA/consulting firm with offices in Coeur d' Alene, Idaho. The audit begins in June and is normally presented to the board of trustees at their November meeting. See *Exhibit P, November 2012 Audit Presentation and Financial Statements*. The college's response to audit recommendations is included with the audit presentation and is usually implemented immediately pending staff and resource availability.

Standard 2.F.8 – Fundraising

Advancement activities for NIC are primarily coordinated through the Development Department, which encompasses Alumni Relations, Grants, and the NIC Foundation, Inc. The department reports directly to the college president through the director of development, who also serves as executive director of the NIC Foundation, Inc.

Fundraising activities are conducted in a professional and ethical manner and comply with governmental and Council for Resource Development (CRD) fundraising requirements. The development director has over 19 years of experience as a development officer, possesses the Certified Fund Raising Executive (CFRE) International certification, and has

been actively engaged at the regional and national level of CRD. NIC [Policy 7.03](#) guides fundraising and the relationship with the NIC Foundation, Inc.

The Development Department is not responsible for the efforts of the NIC Booster Club; however, the college president directly oversees both efforts to ensure enhanced coordination and non-duplication of efforts.

Standards 2.G.1 – 2.G.8: Physical and Technical Infrastructure

Standard 2.G. 1 - Physical Infrastructure

Although the college has experienced incredible student growth, it has been able to maintain its physical facilities in a safe, secure and accessible manner at all times. Most buildings are adequate to support the delivery of NIC's programs, and are maintained by physical plant personnel in maintenance, custodial and landscaping departments. Campus grounds continue to be kept in a near park-like setting. The recent remodel of Seiter Hall has greatly increased classroom, office, and lab space to support the teaching and learning needs of the college. A new maintenance building funded by the Idaho Department of Public Works has allowed the physical plant to move their operations to the outskirts of campus. This move has reduced the need for personnel and vehicle movement through campus, and increased efficiency and safety for the physical plant employees and the campus community. It has also provided for safe and orderly storage of supplies and chemicals.

The college is compliant with requirements of the Americans with Disabilities Act (ADA), and has gone to great lengths the past few years to make sure all building construction, remodel, repairs and sidewalks follow ADA guidelines. The Center for Educational Access works with Facilities Operations to address any access needs for individuals. See *Appendix 34, ADA Current Project Summary and 2014 Funding Request*.

The college has had the great opportunity to expand its physical facilities and parking areas with the addition of the recently acquired 17 acre mill site north of the main campus. New roads, sidewalks, lighting and traffic signals have been installed. This acquisition has allowed for the expansion of parking lots, as well as more access points into and out of campus for better traffic flow. The college has appropriately planned for the future growth of this area, but any construction of buildings will be delayed due to funding. The college is also currently addressing deferred maintenance needs of its facilities for budget year 2012-2013, which will have a positive effect on student learning and the staff environment by keeping buildings repaired, updated, and safe.

Standard 2.G.2 – Safety

The Facilities Operations departments: maintenance, custodial, landscaping, fleet services, and copy center, follow all procedures and requirements as mandated by federal, state and local regulations, for hazardous materials compliance, warning labels, Material Safety Data Sheets, storage and hazardous waste disposal. The Facilities Operations group provides internal safety and training programs dealing with hazardous or toxic materials, and custodial practices and chemical use are being reviewed to utilize more non-toxic cleaning products.

While the college has a designated safety officer housed in the health and science division, the college should consider creating a safety committee chaired by a safety officer that would monitor college compliance with EPA regulations, industry standards, and

educating college staff on safety issues. This committee would propose policies and procedures, assess risks, audit compliance, and interact with NIC's Human Resources office to meet safety expectations. The college currently does have a Loss Control Committee that meets monthly and interacts with the campus safety officer.

Standard 2.G.3 – Facilities

NIC maintains a facilities master plan for campus physical development and program needs that is consistent with its mission, core themes and long-range educational and financial plans. The latest master plan was developed in 2009 by Knapp Architecture Design & Development (KADD) to address facilities priorities and program needs. See [*Facilities Master Plan*](#) online and also provided as *Exhibit Q*. Space needs were developed for the main campus, Post Falls campus, the proposed Rathdrum campus, and the Outreach Centers. The process was highly collaborative and participatory with scheduled meetings and workshops seeking input from vice presidents, deans, division chairs, faculty, and staff. A college-wide presentation was open to everyone including students and the community. The current master plan has formed a solid foundation to address student enrollment and student needs, academic programs, quantity of space, and a vision for campus facilities. The master plan is prepared approximately every 10 years, and reviewed every three to five years, and progress is reported to the board of trustees.

Facilities/Maintenance uses an online work order system to prioritize safety issues, student needs, and faculty/staff needs. In addition to developing this work order system, several other efficiencies have improved facilities/maintenance processes. For example, measures have been established for the life cycle of building equipment. Energy consumption has been lowered by creating efficiencies through the use of an energy management program. Mail/Copy services recently participated as part of a review team that evaluated print services across campus. This team is charged with implementing strategies that will save the campus as much as \$100,000 annually. Other initiatives have been implemented by Mail/Copy services such as leasing copy equipment instead of purchasing which expedites trading for newer, more productive equipment and more flexible services, and the implementation of an online copy request system for employees through the NIC portal that creates greater efficiencies and tracking mechanisms.

A change in leadership has allowed for increased participation by facilities staff in planning, decision making, and future goals. The level of experience of the staff has increased through professional development in order to implement technologies that help create greater efficiencies. A deferred maintenance line item added to the budget has aided maintenance in making repairs on aging buildings and equipment. Facilities operations consider all operations with the following priorities in mind: 1) safety of all visitors on NIC property, 2) student needs, 3) instructional needs, 4) community needs, and 5) staff needs.

Standard 2.G.4 - Equipment

Campus equipment is adequate in quantity and quality to support fulfillment of the college's institutional functions and mission. A lack of funding does complicate NIC's ability to ensure adequacy into the future and can have an effect on a particular department's quality of equipment in any given year. Special equipment funding has been granted through the Office of Resource Management, which has allowed for the replacement of 15 passenger vans, and a snowplow truck, but there is no equipment replacement schedule in place for facilities operations.

Standard 2.G.5 - Technology Systems & Infrastructure

Information Technology (IT) and the shared infrastructure that supports it has enabled NIC business services, educational programs and support to students to keep pace with increased needs and opportunities. The current college network serves 1,500 computers available to students and employees in computer labs (650), classrooms (150), and offices (700). Internet speed is 50 mbps burstable to 100 mbps from the primary source with a secondary source for redundancy. The network covers the main campus and six other locations in five cities via a private IP-based voice, data, and video network. Wireless service is available in all college facilities except the residence hall and is managed for both guest and registered user access. These networks connect authenticated users to both college site-based and hosted information resources.

More than 100 virtual servers, running on 30 physical servers using VMWare, UNIX, and the Windows Server operating systems provide information for the portal, website, databases, communications, and applications programs used by all college departments. The college operates three larger computing and communications rooms with adequate HVAC and uninterruptible power backup to maximize uptime. Communications efficiency is provided via unified IP telephony, voicemail and email systems connecting staff in all buildings attached to the network. Currently there are approximately 650 IP telephones, 150 analog telephone lines serving alarms, elevators, and emergency telephones, and 70 fax machines attached to the system.

Information security is provided by devices covering anti-malware protection, intrusion detection, firewall, network access control and file management and control. Student and employee records are used to authorize information use via a network directory system. Information backups are performed to onsite storage resources and key information is stored offsite via nightly backups over the private network. An experienced IT staff of six employees engineer and manage the network and systems infrastructure whether onsite or hosted, supporting the institution's educational and business needs.

NIC's public facing web pages are located at www.nic.edu and include both marketing information for prospective students and general information for taxpayers and other constituent groups. A branded college portal, MyNIC, provides individualized information services for each student and employee and organizes links, forms, news and events and other information. Notifications about college advising, registration, payment and other obligations flow through MyNIC.

These key business functions depend upon student, curricular, employee, and financial records held in an ERP system from Ellucian. The *Colleague* database is the heart of operational data and nightly extracts populate the NIC DataMarts used by the Office of Institutional Effectiveness and trained report authors in college departments for decision support. Document imaging is currently being tied to the *Colleague* database for increased efficiency as is a room scheduling system. Workforce training and other non-credit enrollments utilize the *Lumens* system, hosted by Auguste Systems. Information summarized from this system also updates the DataMart. The ERP and interfaced applications and databases are the responsibility of a six-employee software development team.

Facilities management information and work orders flow through a database hosted by *SchoolDude*, while requests for IT assistance are handled by Microsoft System Center via onsite systems. Official student communications flow via provided email from *Microsoft*

Live@edu while staff members utilize an onsite Outlook/Exchange system to organize email and calendar information.

Residence Hall students have access to a campus ID card for dining, door access, and other services via the CBORD Odyssey permission control system. This system is being combined with the college ID card system from *Lenel On Guard* to broaden services available to students and employees under a single, campus ID card concept.

Academic programs are strongly supported by the technical infrastructure and there is room for growth on most systems. Site licenses with Microsoft, Blackboard, Adobe, Apple and other companies form the basis for a standardized set of software tools. Hardware components are also standardized for face-to-face and interactive video instructional delivery and more capability is being added as enrollment grows.

Three campus support departments provide principal support to infrastructure used by college instructors and students:

- [eLearning](#) – Online education systems support including the Learning Management System (LMS) design and operation as well as the operation of the Interactive Video Classroom (IVC) system. An experienced staff of six serves faculty and student systems users.
- Instructional Technology Services – Design and support of presentation and IVC classrooms, computer classrooms and labs and operation of the generally accessible main computer lab. An experienced staff of four provides services with eight student assistants during the academic year.
- [HelpDesk](#) – Assistance to students, instructors and staff with hardware and software, including access issues and first level problems support. Personal computer implementations and restoration of service are conducted by an experienced staff of four and a similar number of half-time students typically enrolled in college IT programs.

A rapidly increasing percentage (currently 28 percent of all courses) of online, hybrid delivery and web-enhanced courses are available to students. Blackboard *Learn*, a hosted Learning Management System (LMS), Blackboard Corporation, organizes students' assignments and activities under *MyNIC Courses* branding. Synchronous and asynchronous audio and video content using Techsmith's *Camtasia* and Blackboard *Collaborate* are in increasing use. Assessment support using *Respondus* online testing is broadly used. Anti-plagiarism efforts are enabled using a two-factor verification and *TurnItIn*, a Blackboard-integrated application. Combined, these learning programs enable instructors to deliver more interesting and effective online coursework. Public higher education institutions in the State of Idaho have collaborated on joint purchases from Blackboard Corporation to reduce costs and aid students by providing common course interfaces and features.

Interactive Video Classrooms (IVC) have been in constant operation for more than 15 years at the college and currently use IP-based conferencing systems from Tandberg and Polycom with controls from AMX Corp. to provide instructors the ability to teach their class from any room on the system. The IVC system has eight rooms in four buildings on the main campus and a single room at each of the three NIC Outreach Center locations. Each class is recorded so that students can review missed classes via web-streamed video.

A recent project has equipped virtually all non-activity classrooms with an audio-visual presentation system consisting of a networked podium, classroom controls, projector, document camera, computer, DVD system, amplifier, and connecting electronics. The goals achieved for these 135 classrooms were to improve learning, aid in classroom scheduling efficiency, and assist instructors in the delivery of Internet and instructor-developed content (e.g. videos, PowerPoint presentations). The college developed a classroom technology standard in 2005 and used a variety of funding sources including Federal ARRA (stimulus) funding to complete the project in 2011.

Eight general purpose computer labs exist in the Molstead Library, Meyer Health and Sciences building and in each Outreach Center where instructors may schedule drop-in sessions or where students may work on class assignments. Special purpose instructional labs have been developed to support business software education, tutoring and remediation, music instruction, writing assistance, language instruction, industrial/technical education, and production of the student newspaper. Other labs (e.g. Physics, Biology, etc.) have been equipped with PC clusters to support instrumentation and computation.

Students receive support and access to information services from any supported web-browser via MyNIC and *MyNIC Courses* and the NIC.EDU website. Library resources are organized by the library technical staff to be available online as well. Adequate drop-in computer lab resources exist throughout all college facilities to ensure student access to these systems and services. Wireless system access is preferred by many students who have equipped themselves with wireless tablets, smartphones, and laptop computers. Kiosks with similar access to enrollment management services are located near key offices in the student union, library, and Lee Hall.

Standard 2.G.6 - Technical Instruction and Support

Training to faculty and staff using systems is provided in many forms. Scheduled offerings in the Employee Learning Facility, a 13-station training room, are posted by training topic and advertised to staff. Throughout the year, the Instructional Technology Services team provides demonstrations and training on software and classroom system capabilities. The HelpDesk provides telephone, email, remote control, and walk-in assistance to all system users on questions and problems. IT staff also visit offices and provide “at the knee” training when possible.

The eLearning department has led the way in offering training on the Learning Management System and related components. Student demand for online education has driven appropriate instructor and institutional response, and the wide variety of trainings offered by eLearning have helped create a cohesive system of online instructional delivery. The instructor and staff trainings are meeting the challenges of version and capability changes in software. Faculty members are provided key assistance to effectively provide convenient modes of instructional delivery. The eLearning, IT, and HR departments have each created or acquired video training resources to enable staff development without scheduled attendance.

It has been noted that faculty, students, and staff at outreach centers and in online classes do not always receive the technological instruction and support they need. While orientations and training sessions are periodically offered at the distant locations, it’s critical that students, faculty, and staff from distant locations receive prompt assistance when problems arise. NIC’s Help Desk is available via phone, and personnel at some of

the outreach locations are often able to assist students who are having difficulty with technology. The Outreach Technology Specialist from the HelpDesk visits outreach centers and repairs and configures available technology. The Specialist conducts demonstrations and answers questions while onsite. For faculty and staff at distant locations, online training sessions are frequently offered, but are limited, and may conflict with class or meeting schedules.

Standard 2.G.7 - Technical Planning

The college's strategic plan currently contains technical environment planning elements under Goal 5, Stewardship, Objective 4: to exhibit trustworthy stewardship of resources. Objectives to improve network security, to enhance online student support and education services reside under the infrastructure advancement goal. The portal project, classroom standardization, network security best practices project, and other major projects were endorsed via past strategic plans.

Tactical planning within the IT department consists of an annual project book which describes major projects, their estimated costs and funding sources, and identifies the project manager responsible for delivering the institutional benefits. *See Appendix 35, 2012-2013 Information Technology Projects.* An Information Policy and Planning Council consisting of administrators, faculty and staff, meets quarterly to confer on major changes. A recent topic has been discussion of impacts due to the adoption of a more systematic equipment replacement system. Video capabilities have provided the ability to attend statewide planning meetings in IVC rooms to coordinate the college's technical planning with state standards and investments.

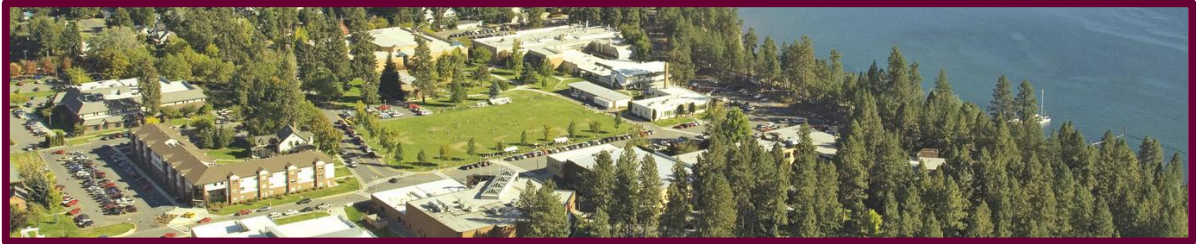
Standard 2.G.8 - Replacement Schedules and Planning

The college has centralized the purchasing of several categories of enterprise technologies. Standardized purchasing exists for office personal computers, lab PCs, classroom presentation equipment, interactive video classroom equipment, network transmission equipment, uninterruptible power supplies, virtual server farms, network storage, telephone handsets, and cable plant extensions.

While there is a need for more comprehensive equipment replacement planning, a major change was made in 2011 when the college adopted an Equipment Replacement Schedule (ERS) for the college's personal computer systems. The following year, interactive video classroom equipment was added. Additional schedules are planned, but not yet funded, for the categories of standard enterprise technologies listed above.

Of some concern is the current lack of funding for network switching, video switching, telephone systems, and wireless systems formerly provided by the State of Idaho Department of Public Works. This funding source may return when the state's economic recovery is more complete, or the college district may be required to sustain replacement from the general fund for IT equipment.

Chapter Three: Institutional Planning and Implementation



Standard 3.A: Institutional Planning

Introduction

NIC engages in recursive institutional planning processes at two levels. The first level of planning occurs at the board level and includes direction for Long Range Visioning and Planning (LRVP); approval of the mission, vision, and values; the board and president's priorities which focus on strategic goals and performance measures; policies; educational program planning, and budget review and approval.

The second level of planning occurs within each vice president's area of responsibility at the department/division level. Departmental plans include initiatives and measures that support both strategic initiatives and department/division goals. These initiatives are prioritized and tied to budgets and resource planning. This process is initiated within departments and ultimately prioritized by President's Cabinet. Many of these initiatives involve multiple departments, providing a means for cross-departmental planning. These two levels of planning come together in President's Cabinet and at the board level, providing a method for integrating strategic goals and performance measures with the accreditation core themes, objectives, and measures, and with budgeting and resource management.

Planning History (3.A.1)

Prior to 2008, the college had formalized departmental goal planning and assessment. All departments created goals and evaluated those goals on an annual basis. An annual evaluation report for all goals was compiled, distributed to the campus, and used for analysis and discussion by the various division/departments, President's Cabinet, and the board. The difficulty with this planning process was that there was not a way to easily identify department accomplishments as they related to the progress of the strategic goals.

Since NIC's last interim visit in 2008, the tools and processes used for planning have evolved. With the creation of the 2008-2013 Strategic Plan, a new approach to planning was developed. It was multifaceted. The first component was the updating of the strategic plan using an internal SharePoint site. The SharePoint site acted as a collaborative work space and was the collection point for responsible parties to post and view updates to the strategic plan. The second was a web presence on NIC's public web site where information on the strategic plan and progress reports could be easily viewed and printed. The third was the inclusion of strategic plan updates in the monthly BOT meetings.

Updates to the strategic plan SharePoint site were made periodically by members of President's Cabinet, with input from department heads, deans, and division chairs. A new step to the process was added in September 2010, and that was to indicate if an action item was associated with one or more of the accreditation themes. The last Progress Report using this method occurred in December 2010.

In January 2011, the board directed the college to conduct long range visioning and planning to review the college mission, vision, and values, and to write a new strategic plan. The board cited substantial increases in enrollment, declining state funding, and changing regional workforce needs due to a decline in the economy as reasons for this review and new plan. Additionally, the college purchased new property that changed the footprint of the college significantly.

Long Range Visioning and Planning

In July 2011, a Long Range Visioning and Planning (LRVP) Committee convened to redefine NIC's mission, vision, and values. The LRVP Committee was made up of 17 community members and 10 members from the college. The board approved new mission, vision, and values statements for the college in February 2011. A full description of this process is included in the *Preface* to this report under *Most Recent Review of Mission and Core Themes*. Also see *Exhibit R, LRVP Notebook*.

Strategic Planning

The development of the strategic plan and its components is part of a continuous process of planning, assessment, analysis, and improvement at NIC. Following the LRVP process, and under the direction of the board, a Strategic Planning Steering Committee convened in February 2011. The 18-member committee was comprised of both college and local community members and was tasked with creating a strategic plan framework (*Appendix 2*). See *Exhibit S, Strategic Planning Steering Committee Notebook*. This process included aligning the accreditation core themes and measures with strategic themes. Performance measures and benchmarks for the strategic plan were drawn from a set of common campus measures many of which are also used as accreditation core theme measures.

The new 2012-2016 Strategic Plan Framework (*Appendix 2*) provides a guide for campus-wide planning and is reviewed and updated annually in January to enable the vice presidents to assess results of current initiatives, to identify areas that need improvement, and to begin to set and adjust their departmental plans prior to beginning the annual budgeting process. As noted in the Strategic Plan Framework, the planning for the college is driven by four key factors:

1. The mission, which defines institutional purpose;
2. The vision, which defines institutional aspirations;
3. The values reflected in the strategic themes and accreditation core themes, which define the institution's key areas of emphasis; and
4. The strategic objectives and measures, which are also reflected in some of the measures and expectations needed to achieve the accreditation core theme objectives.

Current Planning

In 2012, the college hired a new president, vice president for instruction, vice president for community relations and marketing, vice president for student services, executive director of human resources, interim dean for health professions and nursing, and director of aerospace and outreach. Additionally, two new board members were publically elected and a new board chair was chosen. The need for purposeful, ongoing planning has never been greater.

Current planning at NIC begins with the mission, vision, accreditation core themes and institutional values. Several processes have recently taken place in an effort to respond to emerging national, state, and local educational trends and initiatives, and the needs of our community and constituents.

These processes include:

1. A board planning retreat conducted in June 2012, with the new president designee, in order to develop a clear understanding of roles and responsibilities, board policies, Idaho code and college directions.
2. A proposed Educational Master Plan (*Exhibit A*) developed in fall 2012. The purpose of this proposed plan is to communicate a vision for the expansion of programming and facilities at NIC into the future. The plan is consistent with the college strategic plan, accreditation core themes, and institutional priorities and includes data highlighting growth trends in order to inform decision making. The data is collected from a variety of sources and stakeholders. The intent of the educational master plan is to create a dynamic vision for the college that will evolve as new data emerges and more relevant information becomes available. This document analyzes programmatic needs including facilities, equipment, and new curricula; facilities needs based on enrollment growth, capacity, and condition; student services structure in relation to facilities, student fees and tuition structure, as well as auxiliary enterprise operations; funding strategies for tuition, general fund, and facilities capital construction options; and enrollment growth strategies that promotes sustainable operations to include dual enrollment, eLearning, and outreach expansion.
3. A President's Cabinet planning retreat conducted in August 2012, after all new administrators were hired. The retreat focused on developing priorities consistent with the vision and mission of the college. Developed priorities include expanding capacity in eLearning, dual credit programs, and at the outreach centers, as well as capital construction priorities and alternate funding strategies for the fiscal sustainability of the college. A discussion of trends and patterns impacting NIC was explored and priorities were developed that reflected our demographics. These priorities are evident in the proposed Educational Master Plan.
4. A Student Services retreat conducted after the President's Cabinet retreat to develop strategies that support program initiatives and goals consistent with core themes. Those goals are found in the proposed Educational Master Plan.
5. A NIC Foundation planning retreat conducted after the President's Cabinet retreat to develop goals through 2015. Those goals are found in the proposed Educational Master Plan.
6. Recent planning strategies being formed in relation to Complete College Idaho (CCI). CCI is a state initiative that establishes the goal that 60 percent of all Idahoans between the ages of 25-34 will have a college credential (degree or certificate) by the year 2020 and requires considerable planning, given that only 31 percent of the demographic described meet the criteria today. CCI has five major strategies that include strengthening the pipeline to college, transforming remediation, structuring for success, rewarding progress and completion, and

leveraging partnerships. During the President's Cabinet planning retreat key college strategies were identified that will impact CCI. Those strategies can be found in the proposed Educational Master Plan.

7. An Instructional Leadership retreat held in July 2012. Complete College Idaho and state-wide general education core reform was discussed at that retreat. Since that time, several faculty members and chairs have become involved in CCI planning initiatives at the state level and a team made up of the vice president for instruction, the dean of general studies, division chairs and the student learning outcomes assessment coordinator are working on a model for two-year general education core requirements and on developing a plan to align general education assessment initiatives with that model. The model currently being developed is a LEAP (Liberal Arts Education and America's Promise) inspired model.
8. Changes to the budget planning process to ensure that all employees had input into the budget planning process and that the process is transparent and reflects priorities based on previously mentioned planning processes. Recommendations for funding, alternative revenue generating strategies, and institutional priorities can be found in the proposed Educational Master plan.

Budget Planning (3.A.4)

Budget planning occurs on all levels. On the first level of planning, the board and president's priorities are prepared with a focus on strategic goals and performance measures. On the second level of planning, departments/divisions develop goals that are informed by the college mission and that in some instances are informed by strategic initiatives (*Appendix 32*). Estimates for the anticipated needs for each initiative are developed and cross-departmental planning occurs as necessary. Initiatives and needs are first prioritized within each department or division. Initial department/division requests are developed and a budget amount is determined. The items are then submitted by the appropriate vice president to President's Cabinet where the two planning levels come together. Ultimately, President's Cabinet prioritizes all budget items and presents them for board approval.

The institution has contingency dollars available for emergency funding. Requests are made to the president at the departmental level through its vice president. Within each department/division, additional contingency funding is available that can be requested from the appropriate vice president. Each department maintains flexibility pertaining to contingency funding internally.

Student Services Planning

Student Services Leaders (SSLs) are designated to gather, analyze, interpret, and disseminate information about NIC students. Student Services Leaders (SSLs) meet bi-weekly to review current issues, monitor goal attainment, and discuss strategies for improving challenges. SSLs also attend the president's monthly Management Team meetings. SSLs hold an annual retreat to review the past year's goals and accomplishments, and to set goals for the next year. Goals and initiatives are tied to strategic initiatives. The vice president for student services (VPSS) also holds monthly meetings that include all student services personnel to disseminate goals and to gather input into the progress of these goals. Student input is gathered through campus committees, through work with the Associated Students of North Idaho College (ASNIC), and through focus groups.

The Student Services annual operating budget is based upon established priorities and is specifically informed by the college's mission and values, the Student Services mission, and annual goals aligned with strategic planning goals. Goals and objective statements are written, prioritized, and assigned to specific budget allocations. Specific consideration is given to activities that may be discontinued or reduced in order to make way for new priorities. To the extent possible, Student Services establishes a budget contingency for emergency or unexpected expenses. SSLs are involved in the NIC Senate, Staff Assembly, and Instructional Council to ensure a voice that informs the campus about student issues, and informs Student Services of institutional issues.

Instructional Planning

Instructional leadership develops annual priorities aligned with the college mission, vision, values, and strategic goals. The vice president for instruction (VPI) holds weekly discussions with the Instructional Cabinet (deans and executive assistant); bimonthly meetings with the Instructional Leadership Team (deans, division chairs, and executive assistant); and monthly meetings with all other direct reports (directors and coordinators) in order to review, manage, and plan department projects. The deans hold subsequent meetings with the division chairs, and the directors with their staffs in order to review planning and projects further. The division chairs hold monthly meetings with the faculty and staff within their division to further review projects and to plan. Initial budget requests are developed based upon goals and anticipated enrollment levels. The VPI works in conjunction with other institution areas and a budget amount is determined. Item prioritization occurs using these same processes and is then submitted to President's Cabinet for further prioritization and approval.

Instructional planning processes begin at the divisional level where the bulk of the instructional needs occur and, therefore, where goal prioritization is most closely measured. When requests for emergency funding become necessary, justification for the same is provided that includes a rationale, cost, and a description of other avenues that were explored. Requests are made to the VPI who then works with the president and President's Cabinet to process requests.

Community Relations & Marketing Planning

The executive team made up of the vice president, director of communications and marketing, and the executive assistant meet weekly to review projects, timelines, and budgets, and to address new requests. The budget review process is used to balance the efforts of all departments, and to review past, current, and future project budgets. The entire department meets monthly to review all current initiatives, marketing campaigns, future projects and to strategically review completed projects. On an annual basis, the entire department participates in a strategic planning retreat during which they revise and update the department's strategic plans and link them to the college's strategic plan. The retreat is also used to develop new ideas to help further the strategic goals and departmental objectives.

The department is developing a new budget template which demands more accountability and transparency on marketing campaigns and other initiatives for which the department is responsible. Planning is divided into two major categories: operational and capital. Contingency planning for the operational side of the budget occurs with minor set-a-sides to cover unexpected expenses. If other contingency funds become available, capital needs such as equipment or one-time expenditures are prioritized and considered. The departments also maintain the flexibility to move funds between accounts/budget lines in

order to obtain the best use of all funds. All departmental planning is tied to the college's strategic plan, which is rooted in the Long Range Visioning and Planning efforts.

The Community Relations, Communications and Marketing staff are extensively involved in Staff Assembly and Senate organizations and act as liaisons between the departments. Planning is communicated through the vice president to the President's Cabinet.

Resource Management

The vice president for resource management (VPRM) has oversight of the director of information technology, the director of facilities, the controller, the director of head start, and the director of the area agency on aging. The VPRM requires each department head to meet with their department personnel to develop goals and objectives aligned with the strategic plan and facilities master plan and as part of the budget development process. The directors then meet with their department heads to review the goals and objectives and use this information to develop their budget requests. Directors then meet with the VPRM to review the goals and objectives relative to their budget requests, to prioritize the requests, and to prepare for submission during the budgeting process.

After the initial budget request is developed based on department goals and objectives, the department heads and directors prioritize requests that are beyond the maintenance of current operations for submission to the President's Cabinet for institutional-level prioritization. Contingency dollars are available for emergency funding and are requested through the VPRM for approval by the president.

Technology planning also falls under resource management planning. The director of information technology meets bi-weekly with IT managers to coordinate department and project planning. These meetings include regular review of ongoing and planned projects in order to inform future projects. IT personnel assist all campus departments with needs assessment for technology requests. The director, with IT managers, publishes an annual IT project book with projected benefits, costs, and coordinating personnel. In addition, the director and IT managers participate in strategic planning initiatives and match projects to those planning directions. The IT director, managers, and staff participate in annual conferences and training to stay abreast of technology and best practices. The IT director plans for contingency funding by closely estimating costs, accumulating unused line item balances to cover unforeseen needs, and preparing reasonable requests through the vice president for emergency funding if necessary.

Grants, Alumni Relations, and Development Planning

The director and department staff utilize the college's strategic planning priorities as a baseline for planning. The department conducts college-wide needs assessments with the divisions and departments to determine unmet fiscal needs and then integrates those needs into the annual development plan. Affirmation of and prioritization of goals is sought annually through President's Cabinet and through college leadership to ensure priorities are aligned with the college's greatest needs. The department's goals are then adapted as necessary. The department also integrates these planning processes and goals with the NIC Foundation Board of Directors' Strategic Plan and Goals. All fundraising and development efforts strive to secure additional resources (both financial and relationships) in order to advance the college mission.

Human Resource Planning

The Human Resources (HR) department goals are guided by the established institutional values and goals as well as the president's goals. Other contributing information is considered in establishing departmental goals including departmental needs, results of the employee opinion surveys, departmental metrics, and ongoing feedback from President's Cabinet, participatory governance groups, and employees directly. This information is discussed and analyzed to determine the necessary resources, total cost, timelines, and feasibility for the goals and initiatives. They are then prioritized in both a one-year and a long-term plan. The plan is evaluated periodically to determine progress, assess resources, and make adjustments where necessary. All campus employees provide direct feedback through the employee opinion survey and other surveys, and indirect feedback is provided through participatory governance groups. When preparing budgets, the HR department costs are estimated for each anticipated need and initiative. The needs and initiatives are then prioritized within the department and sent for discussion and further prioritization with the president and President's Cabinet, where college-wide budget planning is finalized for presentation to the board of trustees.

When emergency needs arise in HR, the potential need is analyzed and an amount is quantified and discussed in the budget process so that it may be considered in the establishment of contingency funds at the organizational level. Once a concrete need that cannot be absorbed in the HR budget is identified, it is raised to the president and VPRM to discuss funding strategies. The HR department works closely with all departments and divisions on campus to confer with those areas to establish how resources and costs may be shared to provide the greatest benefit to the institution. Year-round coordination of resources is accomplished through discussion with President's Cabinet and the president and during budget planning discussions.

Constituent Input into Planning (3.A.2)

Although a great deal of planning occurs within the divisions and departments, the plans generally reflect input from more than one constituency within and outside the institution. Cross-departmental planning coupled with governance groups and specific planning committees provide broad opportunity into planning processes. Many committees made up of internal and external members contribute to these planning processes, including:

- Board of Trustees Finance Committee
- Strategic Planning Committee
- Long Range Visioning and Planning Committee
- The Accreditation Executive Committee
- Accreditation Review Teams
- The College Senate
- Meet and Confer Committee
- Curriculum Council
- Faculty Assembly
- Staff Assembly
- Loss Control Committee
- The Associated Students of North Idaho College (ASNIC)
- Enrollment Management and Subcommittees
- Program Advisory Committees

Environmental scanning is also used as a means for describing the environment in which the college operates. NIC's most recent environmental scan occurred in 2012 as part of the LRVP process. Over a six-month period, with the help of a professional consultant, a series of nine focus groups were held. Participants were asked to provide feedback on the strengths, weaknesses, opportunities, and threats to the college. The focus groups included: NIC faculty and staff, community organizational leaders, business leaders, northern Idaho higher education staff and faculty, high school educators and administration, and Spokane higher education staff and faculty. The data from the groups was compiled into a report that was shared both internally and externally. See [LRVP web pages](#), *Appendix 36, Long Range Visioning and Planning Executive Summary (partial)*, and *Appendix 37, Long Range Visioning and Planning Student Survey Summary*.

Use of Institutional Data in Planning (3.A.3)

NIC uses Microsoft Business Intelligence (BI) tools, both server and user based, to meet reporting and information needs on campus. There are many components of BI, with the Office of Institutional Effectiveness (IE) being one of the users. With that said, BI by design enables access to information by all decision makers at all levels of the organization. One feature of BI that NIC utilizes across campus is self-service reporting. Self-service reporting provides report authors the ability to create reports for not only their own use but for others on campus. This model is well received because it puts the reporting tool in the hands of those closest to the data and closest to the reporting needs. The reports created by report authors are stored in the NIC DataMart Report Server and are made available campus-wide based upon access levels. Providing a self-service mechanism for the report authors also removed the large hurdle that is often found when report building functions are found solely within the Office of Institutional Effectiveness or within the Information Technology (IT) Department. At NIC, both the Office of Institutional Effectiveness and the IT Department provide the behind-the-scenes development work that supports this model of self-service reporting. Those report authors are trained and ready to answer reporting needs as they arise without having to stop and involve IE or IT. It is these reports, along with the more complex analytical reports created by the Office of Institutional Effectiveness, that help to inform those charged with the college's planning, decision making, and budgeting.

Another key component of BI allows for the design and execution of processes that ensure accurate data. This is done in the Office of Institutional Effectiveness with help from several Student Services staff through an established exception reporting process. This process, as well as the behind the scenes work, is done in the NIC DataMart. The system is made possible by the BI tools installed by IT. The DataMart provides a platform for self-service reporting, exception reporting, data analysis, data submissions and uploads in sometimes very complicated scenarios that arise in this varied data environment. Through all of this work, the Office of Institutional Effectiveness and IT manages and expands the DataMart to increase reporting capabilities and to further enhance data accuracy, validity, reliability, and availability.

Another area to which the Office of Institutional Effectiveness contributes is the process surrounding CCMs. See [Institutional Effectiveness SharePoint team site](#). CCMs are entered into a SharePoint site that is maintained by the IE Office. CCMs are used to analyze achievement of the Core Theme objectives and are also available for use by campus departments and divisions for strategic planning and other reporting requirements. Data for the CCMs are drawn from a variety of institutional data sources

such as IPEDS surveys, ACT Student Opinion Surveys, and Dual Credit Reports to the Idaho State Board of Education.

Emergency Planning (3.A.5)

The college maintains an Emergency Response and Crisis Protocol Plan (*Exhibit M*) which includes evacuation procedures, fire prevention plan, active assailant plan, and a crisis communication plan. The personal safety and security of students, staff, and visitors and the protection of property are high priorities at NIC. Creating and maintaining a healthy and safe campus environment requires the cooperation and involvement of everyone. Facilities Operations is the administrative unit responsible for campus security, security policies and procedures, and campus security officers. Security officers at NIC are professionally trained in public safety methods and provide proactive patrol of the campus on foot, by car, and bicycle. Their authority is limited to the geographical boundaries of NIC's properties including land, structures, streets, and parking facilities. Campus Security works closely with the Coeur d'Alene Police and Kootenai County Sheriff's Departments to assist in safeguarding the campus community. City and county law enforcement officers patrol the public streets on campus and surrounding the campus.

Chapter Four: Core Theme Planning, Assessment, and Improvement



Executive Summary of Eligibility Requirements 22 and 23

Student Achievement (E.R. 22)

The college has offered educational programs since 1933 and has maintained its accreditation with the Commission. As presented in Chapter Two, Standard 2.C, all degree and certificate programs that require 30 or more credits have identified program learning outcomes to articulate expected student achievement. Nine general education abilities define the associate of arts and associate of science degrees. Course outcomes and general education outcomes are published for students in the course syllabi which are available on the college web pages. Professional-technical certificate and degree outcomes are maintained within each division. The general education abilities are also published in the catalog, and on NIC's web pages under the Future and Current Students links.

Assessment of student learning outcomes is integral to NIC's commitment to student success and educational excellence. NIC has adopted a three-year assessment plan in order to effectively evaluate student learning outcomes assessment initiatives. NIC's assessment plan and program review are discussed in detail in this chapter under Core Theme II: Educational Excellence. Results of various core theme planning and assessment activities are also detailed later in this chapter.

Institutional Effectiveness (E.R. 23)

NIC's core theme planning, long-range visioning and planning, educational master planning, and strategic planning demonstrate a data-informed approach to planning procedures. The strategic plan framework and accreditation core themes are published on the college web pages and the measures and expectations are published on the Institutional Effectiveness SharePoint site. Chapter One and Chapter Three of this report describe NIC's institutional planning processes and representation of mission fulfillment in detail.

Standard 3.B. Core Theme Planning

Introduction

Planning for all of the core themes began in spring 2009 when several NIC representatives attended the Commission's training workshop for the new standards process. At that time, an Accreditation Executive Committee was created consisting of the vice president for instruction, vice president for student services, vice president for community relations and marketing, director of institutional effectiveness, faculty coordinator for assessment and accreditation, and executive assistant for community relations. The committee began work along with campus constituent groups to identify and develop NIC's Core Themes. The executive committee organized suggestions and recommended three Core Themes consisting of *Student Success*, *Instructional Excellence*, and *Community Engagement*. The executive committee then chose individuals from campus to serve on "theme teams"

to develop objectives and measures for each Core Theme. During summer 2009, the Core Themes were approved by the President's Cabinet and presented to the board.

In fall 2009, an Accreditation Steering Committee consisting of faculty and staff was developed to work with the Accreditation Executive Committee to further identify objectives, outcomes, and measures for each Core Theme. The steering committee developed a plan to solicit campus-wide input into the process using community rooms. A three-week period for participation was selected and a community room was opened in the Molstead Library to all students, faculty, and staff. The room was staffed with steering committee representatives and guidance was provided to help solicit input regarding activities and programs supporting the three Core Themes. To accommodate outreach staff, faculty, and students, online community rooms were also created. Using the data gathered through the community rooms, the steering committee completed the objectives, outcomes, and measures for the Core Themes. In spring and fall 2010, the executive and steering committees further developed the Core Theme measures and established a method for evaluating mission fulfillment.

In spring 2011, the [Year One Report](#) was submitted to NWCCU. The NWCCU evaluation team recommended that NIC clarify its representation of mission fulfillment, and recommended that NIC reduce and clarify the Core Theme objectives and measures. As explained in Chapter Three, since that time NIC has undergone Long Range Visioning and Planning and has created new mission, vision, and value statements and a new strategic plan framework. The revised Core Themes and measures have been clarified in Chapter One of this report and consist of *Student Success, Educational Excellence, and Community Engagement*.

Core Theme and Strategic Plan Alignment (3.B.1)

The Student Success Core Theme objectives reinforce NIC's mission by focusing on providing access for all students to educational opportunities, and by providing support services to ensure students achieve their educational goals. These objectives are to:

- Objective 1: Help individuals become North Idaho College students.
- Objective 2: Help students reach their educational goals.

The Educational Excellence objectives reinforce NIC's mission to meet diverse educational needs through quality programming, and to promote innovation and excellence in its faculty and staff members. These objectives are to:

- Objective 3: Offer educational programs that meet diverse needs.
- Objective 4: Promote innovation, excellence, and diversity.

The Community Engagement objective reinforces NIC's mission to meet the educational needs of its communities. This objective is to:

- Objective 5: Establish and maintain collaborative community partnerships.

NIC's Strategic Plan has five main goals: Student Success, Educational Excellence, Community Engagement, Diversity, and Stewardship. The strategic objectives encompass and expand upon the core theme objectives. The measures used to evaluate achievement of the Strategic Plan objectives and the Core Theme objectives are drawn from a set of Common Campus Measures (CCMs) that are reviewed annually, and if necessary updated annually. Planning for programs and services that support the Core Themes is guided by

the Strategic Plan objectives and the core theme objectives. The following graphic illustrates the alignment of the Core Themes with Strategic Goals:



Figure 4.1. Strategic Goals and Core Themes

Establishing the relationship of the accreditation core themes to the college’s strategic directions, departmental planning, program planning, and outcomes assessment is a work in progress. These relationships are understood well at the administrator level; however, it will take time for these relationships to be understood at all levels of the college. Core Theme planning incorporates mission areas of emphasis and strategic directions which are evident in the college’s academic plan, facilities plan, departmental plans and the annual strategic plan update. The Educational Master Plan was created using institutional data that considers access, programming, and assessment of outcomes. The Facilities Master Plan was developed to consider the adequacy of the facilities to meet the college’s mission into the future. Program review and outcomes assessment data guide program improvements and future programming needs. The Student Learning Outcomes Assessment plan provides a plan for gathering data to help guide curricular improvements for general education courses and professional-technical programs. The intersection of all of these processes allows the college to develop support programs, identify resources, and to manage its operations. The key contributing components specific to each core theme are outlined under the evaluation of the core themes in the following sections of this report.

Planning for Core Theme Programs and Services (3.B.2)

As detailed in Chapter One, in 2012, President’s Cabinet approved and the college adopted the following method for measuring mission fulfillment. NIC’s mission is fulfilled when the status for all Core Themes is either green or yellow. A red status indicator would indicate if a Core Theme is not met and needs attention. Each Measure is ranked, and percentages of 50 percent or greater ranking are considered healthy. The status is green if 80 percent or more of the measures for a core theme are healthy; the status is yellow if 40 percent or more of the measures are healthy; the status is red if 39 percent or less of the measures rank below 50 percent. A status of red for a Core Theme would indicate that a portion of NIC’s mission is unfulfilled when compared to the established comparator data sets.

Also explained in Chapter One, is the use of a set of Common Campus Measures (CCMs) managed by the Office of Institutional Effectiveness. All of these measures have a rank assigned to them. The rank for many of these measures has well-established trend lines drawn from IPEDS and NCCBP. The rank for several of these measures is a NIC Trend and trend lines are still being established. Regardless, sufficient data and documentation are available to evaluate the achievement of the core theme objectives.

In planning the final phase of this self-study, the Accreditation Executive Committee identified a Review Team made up of representatives across campus. In order to assure that college constituencies had sufficient ownership in the planning and evaluation of the core themes, the Review Team worked on a campus-wide campaign, meeting with all departments several times during the process to solicit input and to evaluate the core themes. Chapter 4 discusses the evaluation of key programs and services, and improvements to the Core Theme programs and services. *See Exhibit T, Accreditation Review Team Notebook.*

How Data Guides Planning (3.B.3)

The college engaged in a careful process to define and evaluate appropriate and meaningful measures and expectations for its core themes, as outlined in the introduction to this chapter. To analyze achievement of the core theme objectives, data are extracted from a set of CCMs maintained by the Office of Institutional Effectiveness (IE). CCMs are entered into a SharePoint site and are available for use by the various departments and divisions. The college uses both quantitative and qualitative data such as surveys, IE reports, enrollment data, program review, community engagement rubrics, advisory committee and employer feedback, licensure statistics, and the results from student learning outcomes assessment to inform planning, programs, and services. The details behind each CCM are available for review on the [Institutional Effectiveness SharePoint site](#). A link to the DataMart Report Server which stores additional reports, many of which are written by report authors because of the self-service reporting model at NIC, is also available on the site. Links to other sites are made available on the IE site, including a link to the Accreditation SharePoint site. The details and results are available to college employees, and in some instances to the general public.

Standard 4.A Assessment and 4.B. Improvement

Core Theme I: Student Success

NIC recognizes that student success is possible by providing access to education, and promoting persistence and progress in studies until a student's educational goals are achieved. NIC is a comprehensive, student-centered institution, and committed to helping students grow and learn beyond the classroom. This is demonstrated through its student support services, student learning resources, transitional programs, recreational opportunities, and co-curricular activities.

Assessment of the Student Success Core Theme Objectives and Measures

The Student Success Core Theme is represented through two objectives and 19 measures and expectations. Twelve of the 19 measures are met and the status of Core Theme 2 as a whole is met; however, the yellow status indicates that only 40 percent or more of the measures are healthy so we know that there is room for improvement in some of the measures. The drill down capability of the site allows for the identification of those measures that are not considered fully met because their assigned rank is below 50 percent. Seven of the nineteen measures fit into that category which would then indicate areas in need of improvement. Following the Student Success Core Theme results and discussion of the measures, several key programs and services are identified in relation to ongoing initiatives for the core theme. Current initiatives and processes for those programs and services are then presented, followed by reflection on challenges or ways to make improvements.

Summary of the Rank and Status:



Core Theme: Student Success
 Value: 63.16%
 Goal: 80%
 Warning: 40%

The section below illustrates and discusses the results and the areas that are identified as needing improvement. *Please note for all core themes: [CCI] indicates the measure supports Complete College Idaho goals.*

Objective 1: To help individuals become North Idaho College students

Common Campus Measure (CCM)	NIC Results	Timeframe	Rank	Threshold Rationale	Expectation
1. Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population.	3.58%	AY 2009-2010	52%	NCCBP	3.60%
2. Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population.	3.72%	AY 2009-2010	81%	NCCBP	3.70%
3. NIC ABE and NIC GED students who enroll at NIC as postsecondary students [CCI]	227	FY 2012	50%	NIC Trends	Increase the number of NIC ABE and NIC GED students who enroll at NIC as postsecondary students by 10% each fiscal year.
4. Number of TechPrep students who enroll at NIC in Professional Technical programs [CCI]	36	Spring 2011	50%	NIC Trends	Increase by 10% annually. Recruiting plan put into place.
5. Dual Credit students who enroll at NIC as postsecondary students	164	Fall 2011	50%	NIC Trends	Increase by 5%
6. Tuition and Fees per Credit Hour for full-time, in-district students [CCI]	\$137		88%	NCCBP	Maintain current levels
7. Overall score of students who would choose to attend NIC if they were to start college over. Average score on a scale of 1 to 5 on ACT Student Opinion Survey.	4.0	Spring 2011	66%	NCCBP	Average score of 4.1 on a 5.0 scale

Table 4.1. Student Success Objective 1 Results

Description of Objective 1 Measures: The measures for objective one were identified to help measure how well students can gain access to NIC.

Measures 1, 2, 3, 4, and 5, market penetration, transition, and enrollment rates, are used to determine whether NIC is providing sufficient levels of access to particular segments of the population that have historically been underserved by higher education. More and

more students enter college academically underprepared and are therefore at greater risk of never achieving their educational goals. Transitional programs such as ABE/GED, Tech Prep, and Dual Enrollment help to better prepare students for the rigor and expectations of postsecondary education prior to entering college. For example, developmental education students at two-year colleges are 39 percent less likely than their prepared counterparts to persist and earn a degree or certificate, according to the Community College Bridges to Opportunity Initiative (June 2008). These data help to validate and improve the value of transitional programs such as ABE/GED, Dual Credit, and Tech Prep, as well as targeted outreach services to students and NIC's communities.

Measure 6, tuition and fees rates, aids NIC in containing tuition costs. NIC considers the rising cost of college tuition a barrier to access to post-secondary education. National research shows that the increasing cost of college, when combined with a high level of poverty, is a significant barrier to education. A large portion of NIC's students come from low-income families with 72 percent of students receiving financial aid.

Measure 7, the number of students who would choose to attend NIC if starting over, helps to ensure NIC is responsive to students' needs. The ACT Student Opinion Survey has recently been administered; however, ACT discontinued this product. A new survey has been chosen and will be implemented next year. The Community College Survey of Student Engagement (CCSSE) was chosen because it is a nationally-recognized product aimed at community colleges and will be utilized by all the community colleges in Idaho so we have state-wide comparable data. This measure helps NIC to recognize whether students are satisfied with the overall quality of its programs and services.

Ranking: Some of these trends are a result of the use of comparator data (NCCBP) and some of these trends are self-ranked (NIC Trends). The NCCBP comparator data is derived from as many as 267 similar institutions. The NIC Trends are set internally and are being used to establish baseline data and expectations for improvement as needed. All of the measures for this objective achieved a ranking of 50 percent, indicating that they are healthy. Expectations are set for each measure by the appropriate vice president or program director. The expectations are created as goals in order to provide a method for monitoring improvements. The expectations set for these measures indicate NIC's desire to increase enrollment numbers in its transitional programs, and to continue to improve student opinions of its overall programs and services.

Improvements: Although all of the measures for this objective are within a healthy range, providing access to NIC's educational programs is a key initiative in the strategic plan, and in the newly proposed Educational Master Plan, particularly to underserved populations and to outreach students. Specific improvements to transitional programs, retention efforts, and student satisfaction with services, and are included in the analysis of Student Success programs and services in the following section.

Objective 2: To help students reach their educational goals

Common Campus Measure (CCM)	NIC Results	Timeframe	Rank	Threshold Rationale	Expectation
1. Fall to Spring Persistence Rate, credit students	78.07%	Fall 09, return Spring 10	88%	NCCBP	Maintain current levels
2. First-time, full-time, student retention rates	53%	Fall 09, return Fall 10	14%	IPEDS	63%
3. First-time, part-time, student retention rates	38%	Fall 09, return Fall 10	41%	IPEDS	45%
4. Associates Degrees Awarded per Fall FTE [CCI]	12% based on 485 degrees awarded	FY 2010	27%	IPEDS	14%
5. Certificates Awarded per Fall FTE [CCI]	4% based on 161 awards	FY 2010	27%	IPEDS	6%
6. Full-time, first-time degree seeking, percent that completed or transferred in three years [CCI]	36.89%	Fall 2007 Cohort	47%	NCCBP	50%
7. Part-time, first-time degree seeking, percent that completed or transferred in three years [CCI]	12.04%	Fall 2007 Cohort	29%	NCCBP	25%
8. Career Program Completers, percent employed in related field	61.93%	2008-2009	54%	NCCBP	75% employed
9. Career Program Completers, percent pursuing additional education	20.3%	2008-2009	40%	NCCBP	25% pursue additional education
10. Overall impression of the quality of education at NIC. Average score on a scale of 1 to 5 on ACT Student Opinion Survey.	4.1	Spring 2011	79%	NCCBP	Average score of 4.0 out of 5.0
11. Overall student satisfaction with the ease of use of the MyNIC system. Average score on a scale of 1 to 5 on ACT Student Opinion Survey	67%	Spring 2011	50%	NIC Trends	70%
12. Student services units implement program review	0	2011-2012	50%	NIC Trends	At least 50% of Student Services units reviewed

Table 4.2. Student Success Objective 2 Results

Description of Objective 2 Measures: The measures for objective two are intended to help NIC monitor how well students progress toward their educational goals.

Measures 1, 2, 3, 4, and 5, retention, persistence and completion rates, are important measures for this objective. Statistically, students who return to college after their first year are more likely to meet their educational goals. Examining the rate of retention and persistence provides opportunity for more focused attention on specific portions of NIC's student population. IPEDS data are used, but the restrictions applied to cohorts are not always representative of community college populations. NIC has begun to review other frameworks for reporting completions, transfer, and progression.

Measures 6, 7, 8, and 9, completion and transfer data, help NIC regularly review student goal completion and length of time to goal completion. In the case of professional-

technical students, job placement statistics are used to help measure successful program completion.

Measures 10 and 11, student satisfaction with the overall quality of education at NIC, along with satisfaction with support systems, is important for establishing the integrity of NIC's programs and services. The ACT Student Opinion Survey has recently been used; however, ACT discontinued this product. As indicated under Objective 1, the CCSSE was chosen for future student opinion surveys.

Measure 12, implementing program review in non-instructional programs, will allow NIC to consider a broader set of questions such as service efficiencies, use of resources, and student learning outcomes achieved through co-curricular activities. Student Services Program Review reports are available on the Accreditation team site under the [Program Review tab](#). Also, see *Appendix 38, Student Services Program Review Template and Exhibit U, Example Program Review Notebook*.

Ranking: Some of these trends are a result of the use of comparator data (IPEDS or NCCBP) and some of these trends are self-ranked (NIC Trends). The IPEDS comparator data is derived from interrelated surveys collected by the U.S. Department of Education. The NCCBP comparator data is derived from as many as 267 similar institutions. The NIC Trends are set internally and are being used to establish baseline data and expectations for improvement as needed. Seven of the measures for this objective achieved a ranking below 50 percent. Although overall the Student Success Core Theme is healthy, these seven measures indicate a particular need to increase retention, completion, and transfer rates. Expectations are set for each measure by the appropriate vice president or program director. The expectations are created as goals in order to provide a method for monitoring improvements. Specific improvements to retention, recruitment, and transfer activities are included in the analysis of Student Success programs and services in the following section.

Analysis of Key Programs and Services for Student Success

NIC selected contributing programs and services for this core theme with guidance from the comprehensive planning explained in 3.A and 3.B. Specific planning for this core theme occurs within the student services departments and within the instructional divisions. All of NIC's instructional programs, non-instructional programs, and support services are designed to contribute to the achievement of the Student Success Core Theme objectives. Specific initiatives and improvements are outlined below for the major contributing components to this core theme.

Enrollment Management and Complete College Idaho: Several recent state-wide initiatives have influenced a review of NIC's recruitment, retention, and completion efforts, along with degree transfer requirements and general education core.

- Enrollment management at NIC is a community-wide responsibility which is led and documented by the college's Enrollment Management committee. NIC's enrollment management committee is composed of a broad cross-section of student services staff, faculty, division chairs, students, administrators, and community members. See *Appendix 39, Enrollment Management Committee*. The purpose of the group is to develop and recommend priorities and strategies in the areas of enrollment, retention, and completion. The committee has formed three subgroups or task forces; 1) the enrollment task force which will assess and implement services that facilitate student enrollment, 2) the retention task force which will identify students at high risk and assist them towards completion, and 3) the completion task force which will identify barriers and create clear pathways to successful completion at NIC. Each task force is

co-chaired by a student services staff member and a faculty member and strategies are created and updated annually. The vice president for student services and the vice president for instruction are providing leadership for the Enrollment Management Committee. The vice presidents take the task force recommendations to President's Cabinet for approval. The Enrollment Management Committee is incorporating many initiatives identified by Complete College Idaho (CCI) into the appropriate task force, and other strategies related to CCI are also being developed by members of the instructional division.

- The State Board of Education's goal of having 60 percent of Idahoans (age 25-34) complete a college degree or certificate by 2020 has caused NIC to refocus its efforts on the goals of retention, persistence, and completion. Complete College Idaho (CCI) has identified five strategies to reach the 2020 goal: strengthen the pipeline to college, transform remediation, demystify college, structure for success, and reward progress and completion. A number of faculty and Student Services staff attended a CCI conference in late October 2012 to learn about the identified strategies and to network with colleagues from across the state. A post-conference debriefing was held to look at how Student Services and Instruction will work together to create an even greater impact on student success.

Improvements to Enrollment Management/Complete College Idaho Initiatives:

- The Enrollment Management task forces have identified a number of key strategies for 2012/2013. Planning is in the early stages and goals and objectives will be developed by the task forces and reviewed and established by the Enrollment Management team (*See Appendices 40 and 41, 2012-2013 Enrollment Task Forces Key Strategies and Enrollment Management Goals Worksheet*).
- Transforming remediation was identified as an important Complete College Idaho strategy upon which to focus attention. An example of NIC initiatives underway in response to CCI is the English and Modern Languages Division's plan to provide options to students who test into pre-college level courses. The plan has been coined as a multiple pathways model. This model will use multiple assessment tools to measure a student's writing ability: reading scores, high school grade point average, and traditional placement tests (Compass, SAT, ACT) are examples of the assessment tools that will be used. Based on the initial assessment of student abilities, additional assessments may be used to accurately determine the most appropriate pathway for a student to successfully complete the college-level English requirements in the timeliest manner. A number of more flexible pathways have been designed to address various learning needs of students, such as the Accelerated Learning pathway, which allows students to concurrently enroll in English 101 alongside a student support course when they score just below the cutoff score.

Transitional Programs: Several transitional programs help students gain access to NIC.

- The Adult Basic Education (ABE) program continues to be very successful in identifying student need, providing specific instruction at the basic level and encouraging students to achieve success. ABE encourages the use of standardized assessment, placement, and prerequisite processes based on uniform cutoff scores, balanced with experimentation with accelerated preparation models. NIC's ABE program is required to maintain a data collection system to record student demographics, employment, educational gains, attrition rates, GED acquisition, and transition to post-secondary education. The State of Idaho Management and Accountability system is used by all ABE programs in Idaho. Examples of program evaluation also include student evaluations at the end of each instructional cycle, ongoing staff evaluations, curriculum and instructional materials evaluated through program review, and annual program review conducted by the State ABE Coordinator

and NIC administration. NIC's ABE and Professional-technical Education programs are collaborating in several ventures and grants. Part of these training opportunities will require a remediation component to enhance student success and future employment in specific sectors. ABE will assist in the marketing, basic instruction/ remediation and integration of those students into the NIC and professional-technical educational "pipeline." *See Appendix 42, 2012 ABE Annual Report Summary.*

- Tech Prep is intended to give high school students an early start on a college technical program. High school juniors or seniors may enroll in approved Tech Prep courses taught by instructors at their high schools, which allows them the opportunity to earn NIC technical credit and move from high school to NIC without having to repeat technical courses. The Tech Prep program is evaluated using several measures including the quality of articulation agreements, the number of high schools in a region that complete an articulation agreement when a corresponding post-secondary program exists, the number of high school students who register for credit, the number of high school students who articulate credit, whether Tech Prep students are well-prepared to continue to the next course level, and the number of Tech Prep students who successfully transition to post-secondary programs. Many high school students earn Tech Prep credit, but fewer than 15 percent actually use those credits in NIC's professional-technical programs. The Tech Prep Coordinator and the director of institutional effectiveness have established a process to reach out to Tech Prep students on campus who have not transcribed credits. A total of 673 high school students earned 2,039 NIC and Lewis-Clark State College credits through Tech Prep during the 2011-2012 academic year.
- Dual Credit students are admitted and register as college students with NIC as they enter the Dual Credit Program either their junior or senior year in high school. In 2012-13, the Dual Credit program has plans to increase the number of students who choose NIC by working closely with campus advising and recruiting staff to increase outreach to Dual Credit students in multiple ways. During fall 2012, NIC hosted campus visits for dual credit students from remote high schools where dual credit staff partnered with advising staff during presentations to parents and students. In spring 2013, dual credit and advising staff will co-host an associate's degree planning night designed specifically for dual credit students. In addition, dual credit and advising staff will host group advising sessions for those students who express an interest in NIC.
- The Center for New Directions provides direct services by meeting individually with an underserved population of prospective students who are seeking to enroll at NIC, and by providing counseling for students who transition to NIC. A transitional class called Opportunities is offered at least once per semester. Class members learn effective communication styles and assertiveness, current labor market and career information, and attain tools for success. Counseling services for students include help with developing skills in managing time and stress, building positive study habits, and managing the complexities of school and personal lives. To measure the effectiveness of the transitional class, a satisfaction questionnaire is administered. In addition, the number of students who enroll in academic, professional-technical or workforce training classes is tracked. The results for both the CND and counseling services are combined as they are co-located. Thirty surveys have been returned and 100 percent of those rated the overall experience as excellent. The results indicate that 99 percent would recommend the service to others.
- Integrated Basic Education Skills Training (IBEST) is a NIC student retention program that provides effective transition, remediation, and intervention supports for targeted student populations. IBEST helps students transition to college in a four-week, intensive preparation program. GED recipients currently earn college credits in one of four programs: Welding, Machining, Office Specialist, and Certified Nursing Assistant.

The college math component is built into the IBEST semester. An IBEST co-instructor attends the college math classes and serves as a tutor to provide additional support for the college math classes. Students attend daily classes to help them build workplace and college success skills such as conflict resolution, goal setting, and time management. Advisors meet with students daily, and students attend classes as a cohort for the first semester. The program is yielding very good persistence and retention results. The program research has allowed NIC to identify viable retention efforts that can be applied towards Complete College Idaho in the areas of remediation transformation and structures for student success. Of the students that attended the college prep class, 100 percent placed into program appropriate math their first semester. Faculty feedback has indicated that IBEST is a better feeder than past retention models. *See Appendix 43, IBEST Cohort Narrative Report.*

- Recruitment and retention also occur in a variety of ways outside of traditional efforts through Student Services. Instructional divisions provide a variety of activities to support recruitment. Examples of these activities include Music program festivals such as Gathering of the Bands and High School Guest Conductor/Adjudicator experiences; Journalism program events such as High School Journalism Day; Graphic Design program events such as hosting high school students on Fridays, and the Professional-Technical Education Hardhats, Hammers, and Hot Dogs recruitment fair. Retention efforts are also supported through instructional programs such as nursing. In the Associate Degree Nursing program, once the student is accepted into the program, they are given a nursing faculty advisor. This advisory/mentor helps guide students through the program. Students are offered specific workshops in the first week of classes to go over test taking and textbook reading. Resources for formatting papers (APA) are available to students in multiple formats. Students meet with their advisor whenever they fail a test to get guidance for future success. The SNAP (Student networking and progression) program is available for all Associate Degree Nursing students. The program provides weekly meetings during the first half of the semester and a peer tutoring program.

Improvements to Transitional Programs:

- ABE/GED - Current goals for improvement for the ABE/GED program include increasing student outcomes performance to meet and/or surpass the new targets as negotiated with OVAE; transitioning more ABE students to college; and aligning ABE curriculum and instruction to better meet the demands of college level courses.
- Center for New Directions - Current goals for the CND include better coordination with the professional-technical programs, IBEST, and ABE/GED faculty and students. Over the past three years, CND funding has decreased, resulting in decreased staffing, which correlates with decreased number of clients served. In 2010-2011, 497 clients were served; in 2011-2012, 384 students were served. The number of students served to date in 2012 indicates this trend will continue. Other challenges for the center include the need for a more visible location with access to a classroom.
- IBEST - The IBEST program is currently grant funded. The funding will expire in 2013 and NIC will need to sustain funding in order to continue the program.
- Tech Prep - The State Division of Professional-Technical Education and the regional Tech Prep coordinators will work over the next two years to create consistent, uniform Tech Prep processes among the technical colleges, where currently there is little commonality. NIC Advising staff and technical faculty will participate in training on the new processes to create better marketing to the high schools, and to make more transparent processes.

Enrollment Services: The staff members of the Admissions office, the Registrar's office, and the Financial Aid office work closely to improve services in order to help students gain

access to education, and to aid them in achieving their educational goals. These services were evaluated through the ACT Student Satisfaction Survey and will be evaluated in the future through the CCSSE and the new program review process in Student Services. All Student Services departments will implement program review over the next three years. The program review process will help to align Student Services departmental goals with strategic goals and budgeting processes. In addition to these measures, each of these services utilizes several other methods for evaluating their operations.

- The Admissions Office is often the first contact by potential students to NIC. The Admissions Office recruits students, processes applications, makes residency determinations, evaluates incoming transcripts, and provides assistance to other departments in its efforts to serve students. The Admissions office measures rates of return by looking at the total number of applications received (i.e. new freshman, returning students, transfers, etc.) compared to the prior year's applications and by measuring the number of applications processed and transcripts evaluated.
- Registration is the official process of enrolling in classes. MyNIC is the college's online student information portal where students will receive the majority of their official college communications. By logging onto MyNIC, students can access their class schedules, unofficial transcripts, admissions and financial aid information, the name of their advisor, assessment scores, forms, degree audit, and important announcements. MyNIC is used by students to determine class availability, register for courses, and pay tuition and fees. The Registrar's office uses a variety of measures of services such as student satisfaction with the use of the MYNIC system, and the rate of use of the MYNIC system by faculty, staff, and students. The Registrar's and Admissions offices also hold a registration debriefing each semester and have made several improvements to services based on the results of these debriefing sessions. In addition, a new Student Communication Committee has been recently formed to improve communication with students. *See Appendix 44, 2012 Registration Debriefing Summary.*
- The Financial Aid Office has implemented several initiatives to increase financial aid services. One example of recent changes is the implementation of FAFSA completion days. These events have occurred at the NIC campus, as well as many Northern Idaho high school campuses. Participation in this event has increased each year, and requests from area high schools have also increased. The financial aid office has helped over 600 students at FAFSA completion events over the last two years and 90 percent of these individuals have started their educational endeavors with NIC. Another initiative was a recent change to the Satisfactory Academic Progress Policy (SAP) from a semester evaluation to an annual evaluation. This change allows students an additional semester to improve their academic progress. Although NIC still has a number of students who are performing unsatisfactorily, the new policy has provided opportunity to counsel students more closely. The Financial Aid Office has also moved from a four to six week processing time for students to a 24-48 hour processing time. The goal is to make early awards so students can make informed decisions regarding higher education choices. The increased timeline from four to six weeks two years ago to a 24-48 hour turnaround for the 2012-13 year is indicative of the overall efficiency of processing in financial aid. Further initiatives to improve efficiencies include the recent addition of default/debt management committees to provide financial counseling and debt management to students. The goal is to decrease default and debt rates over the next three years. This challenge will support the enrollment management committee's efforts for greater retention.

Improvements to Enrollment Services:

- Although the admissions office provides a highly successful service, several initiatives are being considered to better analyze services and to aid in providing better

information to students. Suggestions for potential ways to improve measuring success include surveying students who do not complete files versus those who do in an effort to isolate potential roadblocks or areas for improvement from student perspectives; to improve online navigation and communication for students on the admissions website; to create a mechanism to track the number of times contact is made with prospective students to determine whether a correlation between number of contacts and enrollment exists; and to create a mechanism for tracking student progression and goals.

- Registration services has plans to develop trainings to further educate the campus on the use of degree audit in an effort to expand its use and make it the “gold standard,” to work with faculty to further define wait listing, and to develop more specific goals for improving communication with students.
- The Financial Aid Office and Academic Support services have plans to implement an intentional advising plan to further assist students who are not performing academically. Additionally, because the state of Idaho has discontinued support of the FAFSA day event, NIC will need to identify further funding for this event.

Advising Services: Advising Services are provided to all prospective and enrolled students. Through the advising process, students are assisted with personal and educational goals, educational plans, and with educational options available at NIC. Advising Services provides regular visits to the Outreach Centers and student appointments at the Outreach Centers when needed. Faculty, staff, and administrators at NIC recognize that effective student advising is essential to a high quality program, and the advising program is subject to continual review and revision. Advising Services monitors its success in a variety of ways including use of AdvisorTrac software in order to maintain consistent scheduling and tracking. In addition to scheduling functions, the software allows advising services to produce a number of reports such as demographic information and student use of advising services. Most importantly, use of this software allows NIC advisors to maintain student advising plans which create continuity regardless of the advisor that held the meeting. Although the software is relatively new, Advising Services hopes it will result in better communication with students throughout the various student services departments.

In addition to academic advising services, students may access other advising services specific to their needs:

- TRIO-Student Support Services (TRIO) is a federally-funded grant program serving 160 students each year. The TRIO grant is written with a detailed plan of operations and all activities and services provided support the grant objectives. The NIC TRIO grant has three objectives measured in the areas of persistence, academic standing and graduation and transfer rates. Persistence is measured through fall-to-fall retention rates of cohorts of students each year. The grant objectives require that 70 percent of participants will be retained and NIC has exceeded this with the most recent data being 86 percent. Academic standing is measured through the GPA of project participants. The grant objectives require that 80 percent of all enrolled participants hold a 2.0 GPA and NIC has exceeded this requirement with the most recent data being 99 percent of students achieving a 2.0 GPA or higher. Graduation and Transfer Rates are measured through graduation and transfer rates of project participants. The grant objectives require that 25 percent of participants will graduate with an associate’s degree within 4 years and that 15 percent will graduate and transfer within four years. NIC has exceeded this requirement with the most recent data being 42 percent (graduated) and 38 percent (graduated and transferred).
- Career Services are available to help students learn about their interests, abilities, skills, values, and preferred job characteristics. Career Services also provides

assistance with job search skills such as resume preparation and interviewing, and assistance locating job opportunities. Career resources include online, print and video, and a significant amount of information available through NIC's web site. The Idaho Career Information System (CIS) is available to students to help them create portfolios, explore occupations, colleges, and scholarships, and plan an effective work search. Career Services measures its program success through faculty surveys, learning outcomes surveys, and student opinion surveys. Career Services learning outcomes assessment show improved learning averaged 4.8 on a 5 point scale for career assessments with counseling.

- The Veterans and Multicultural Affairs Advisor markets the Veterans Retraining Assistance Program at Veteran Stand Downs. The Veterans/Multicultural Affairs Advisor communicates information about NIC at local workshops and seminars. The program ensures that NIC becomes a known resource for veterans and helps veterans to acquire a marketable skill set and opportunity for employment. The Veterans/Multicultural Affairs Advisor helps students take advantage of career assessments through the Center for Educational Access, and helps to resolve VA-related issues that are barriers to educational success. The return on investment is increased federally-funded tuition for NIC and an efficient study program for veteran students.
- The American Indian Student Advisor is available to assist with specific resources including enrollment support, assistance with scholarships, academic advising, tribal support, cultural resources, and campus clubs. The advisor works with new and transfer students to help them with academic advising and to understand specific program criteria. One effort that is currently underway is to increase recruitment of students from Canada. Under the Jay Treaty, Native Canadians with at least 50 percent aboriginal blood have the legal right to attend college as a domestic student. NIC is close to the Canadian border and can provide academic transfer programs and professional-technical programs for Indian students. The advisor is actively working with the Registrar's office and the Financial Aid office to identify students on academic or financial aid probation to help them understand the processes, navigate the paperwork, and hopefully help these students continue their education.
- Professional-Technical Student Support Services are available to provide information and resources for professional-technical students prior to and during enrollment in a technical program. The coordinator serves as a liaison between faculty, students, and other on-campus departments on issues relating to advising, registration, transcript assessment, curriculum, and counseling.

Improvements to Advising Services:

- NIC recently consolidated Academic Advising to include Completion/Transfer, Professional-technical Student Support Services, TRIO, and Career Services in order to meet all students' needs in one location. The consolidation resulted in restructuring two new positions in Career Services, and in creating an advisor for completion and transferability that provides support for staff and students. Advising Services also collaborated with the instructional chairs to pilot a project which targets students with low COMPASS test scores during OARS sessions. As with most colleges and universities, NIC struggles with student retention and academic performance. In an effort to focus advising services and to assist first time, full-time students who achieve a 1.0-1.99 GPA at midterm, an intentional advising project is being piloted. The project will include approximately 50 students randomly chosen from the general population of students meeting the specific GPA criteria. An advisor will administer an Academic Assessment and Success Plan to the selected pilot group, and address issues, concerns or questions that may arise from the results. By identifying the concern and directing the student to the many resources available on the NIC campus, comprehensive, intentional advising will occur. This initiative will involve all advisors

in Academic Support Services. The success of this initiative will be measured by comparing the mid-term data collected (GPA, Pre-academic Assessment/Academic Success Plan results) to end-of-semester data collected on the same. The pilot group GPA will then be compared to the control group GPA.

Student Development: NIC offers many development opportunities for students outside the traditional classroom. Student Development in Student Services encompasses OARS, ASNIC Student Government, ASNIC Events, ASNIC Clubs, Outdoor Pursuits, Recreational Sports, and the Challenge Course.

- The purpose of the Student Orientation Leaders Program is to enhance the student experience here at NIC. OARS Leaders assist with orientation and retention of new students. In addition, OARS Leaders act as representatives of NIC to help create a sense of community among students, employees, and visitors. NIC offers 15 Orientation, Advising, and Registration Sessions (OARS) throughout each school year. Over 1,300 students attend OARS each year. All students complete a satisfaction survey and the attendance numbers and results of the survey show a high level of effectiveness for the program (Exhibit O).
- The Outdoor Pursuits Program is open to community members as well as NIC students. Additionally, Outdoor Pursuits offers specific programming directed toward youth in the area. Examples are the Challenge Course, the Youth Adventure Camp, Youth Sailing Camp, and collaboration with local high school classes that provide an opportunity for students to try outdoor activities. During the last two Challenge Course seasons, NIC has worked with 172 middle/high school participants. Outdoor Pursuits contributes to student success by making their programs as accessible as possible, by striving to provide a safe learning environment, and by offering programs at various ability levels. The program employs 20 students annually. Surveys are sent to all participants or employees with the Outdoor Pursuits program and 97 percent of respondents say they would return to participate in another activity. One hundred percent of student employees surveyed were “very satisfied” with their work experience.
- Recreational Sports helps students reach individual goals by providing opportunities for students to participate in recreational activities and employing them in NIC’s programs. In the past year, over 551 students participated in Recreational Sports. The program measures the number of students who participate in the programs, the number of students employed, as well as the number of student leadership opportunities. Each year, Recreational Sports hires about 13 Work Study students, 10 sports officials, and four student supervisors. In addition, surveys are used to measure certain qualities such as physical strength improvement, overall wellbeing, stress management, self-confidence, balance and coordination, time management, and social development skills. The top three rated qualities that were improved through participation in Recreational Sports were social development, overall wellbeing, and self-confidence. Approximately 70 percent of the students surveyed agreed that Recreational Sports has helped them to develop healthy habits that they will continue to pursue in the future.
- ASNIC Student Government offers opportunity for a variety of student leadership positions with the goals of developing leadership skills while becoming involved in campus activities. Leadership progress is measured by surveying the pre- and post-involvement of students. This is the first year that NIC has accomplished a full survey cycle and the results are pending. During the 2012-2013 academic year, 51 students applied for 27 leadership positions.
- The Edminster Student Union (the Sub) affects the Student Success Core Theme by supporting various Student Services recruitment and retention efforts. The Sub hosts many major recruiting events held on campus, such as First Friday visits, and other

visits by high school students centered on recruitment. In addition, when outside events are scheduled involving a population that might benefit from recruitment outreach, the Sub reports those potential recruiting opportunities to Admissions on a monthly basis. In addition, the Sub both hosts and presents OARS events to new students. The Sub has recently expanded its hours of operation until 10 p.m., Monday through Friday, to ensure that there is a location available to study on campus. The Sub staff tracks attendance between 8 and 10 p.m. and the numbers indicate a need for extended hours.

- In addition to Student Development activities, many instructional divisions provide opportunity for learning outside the traditional classroom. Examples of these activities include the Sentinel student newspaper through the Journalism Department; the Jazz and Pep Bands, Wind Symphony, Cardinal Choral, Vocal Jazz, and Chamber singer groups all offered through the Music Department; and several plays each year and a student drama club offered through the Theater Department.

Improvements to Student Development:

- Student Development has explored ways to get students more involved in student leadership by offering more information to students through OARS and First Friday events. The program recently started a student volunteer program to provide opportunity for students to be involved on a more casual basis. This program allows students to sit on committees or to help with specific events in hopes that they will apply for a formal leadership role.
- Outdoor Pursuits does not currently track whether community participants enroll in NIC. To improve, we would track whether or not the students enroll in NIC and also use a post activity survey to see the likeliness of students returning to NIC.

Student Learning Resources: A number of student learning resources that are designed to encourage students to become independent learners support classroom instruction.

- The College Skills Center provides two major contributions to student success; academic classes to bring students up to college-level work and a peer tutoring program. Students voluntarily sign up for the courses or are directed to them because their scores on the college placement test indicate a need for skill building in reading, writing, or math. Classes offered include Basic Mathematics, College Study Skills, College Transition, College Internet Skills, and several levels of Reading Skills. The Peer Tutoring Program provides small group tutoring for any student attending an NIC class. The tutoring is provided free of charge and students may receive two hours of tutoring per subject each week. The success of this service is measured through participation. The program has seen a steady increase in use over the last several years; approximately 500 students a semester use the program and spring 2011 there were more than 4,000 hours of tutoring delivered.
- The Writing/Composition Program and our language and literature courses play an integral role in supporting the Student Success Core Theme objective to “help students reach their educational goals.” For example, English, Modern Languages, and Interdisciplinary Studies support students reaching their educational goals by offering a sequence of composition courses, which range from remedial instruction to general education completion. The English/Modern Languages Division also supports the college writing center. The Writing Center provides one-on-one appointments with writing consultants, maintains a library of current writing resource materials, supports Writing Across the Curriculum initiatives, and accommodates instructor requests and referrals.
- The Math Study Center is available to students enrolled in an NIC math class. The center is coordinated through the College Skills Division and staffed by NIC math faculty members. Students may obtain help with class material on a drop-in basis.

Peer tutoring is provided to support mathematics content. Topic Review Sessions are provided to help students prepare for periodic assessments throughout the semester. Student evaluations are collected at each of these sessions. Final Review Sessions are provided on Curriculum Day by mathematics instructors to help students prepare for the final exam. The services are evaluated using a number of measures including Accutrak tutor evaluations, pass rates for students receiving tutoring services, and returning students verbal and/or written confirmation of services.

- Molstead Library currently maintains more than 75,000 titles on its shelves and boasts more than 50 online databases. In the past 12 months these databases were accessed 34,418 times, resulting in nearly 86,503 full-text document downloads. The library loaned 12,234 books, DVDs, and CDs during this 12-month period, as well. The library also maintains access to a remarkable number of electronic books. The Ebrary electronic book (e-book) database was accessed 1,921 times. More than 22,370 pages were viewed and 108 books or chapters downloaded. In July of this year the library added Films on Demand, an online video streaming database. This was accessed 500 times with 380 films and 153 segments viewed in the first two months of fall Semester. The physical space in the Library is well utilized by students, faculty, and staff. The library's three student study rooms were used more than 425 hours in the first 12 weeks of the 2012 fall semester. Since these rooms are only available to two or more students, this represents at least 850 hours of student usage; considering that the rooms are frequently used by groups of five or six students, student usage could actually be more than 2,000 hours. These study rooms were used by students in 24 academic departments across campus. Previous student surveys done on the NIC campus have indicated a high level of satisfaction with the library and its services. The upcoming student survey to be conducted spring 2013 will likely reflect the same level of satisfaction.
- The Testing Center provides a secure, quiet environment to facilitate test-taking for students. The center provides four flexible-use rooms with computer/web access for individual testing and a computer lab that can seat up to 22 for group testing. The center services are measured by student and instructor feedback and through the Student Opinion Survey. The center recently received new computers for the computer lab. Future improvements include the potential for a much-needed larger facility.

Improvements to Student Learning Resources:

- Sustainable funding and physical space are two of NIC's greatest challenges for many of its programs. The current resources and capacity for student learning resources programs are adequate; however, additional financial support and physical space are needed to support further growth for most of these programs. One of the greatest areas in need of improvement is to expand services to online students. For example, the Writing Center is piloting an online consulting component to provide services to Internet students. The online component could become a major function of the center. This endeavor will result in better learning support for online students but will ultimately require more funding for personnel.
- Library learning resources has specific needs for maintaining high quality services. The most critical element identified will be to hire a full-time director and to critically evaluate the current staffing of the library. The Molstead Library was built in 1991, a time when print materials were a core element of every academic library collection. In recent years there has been an enormous expansion of online resources in the form of databases and e-books. The library staff will assess student learning needs to determine the ideal number of staff needed to provide services and to assess the current space allocated for print materials to determine if the space is adequate.

Athletics: The Student Success Core Theme is designed to contribute to the achievement of student success objectives. The athletics department holds their student-athletes to a high standard of success as required by the National Junior College Athletic Association (NJCAA) and NCAA academic requirements (*Appendix 30*). Student success is important for athletes to reach minimum academic eligibility requirements, and to transfer to a four-year institution. The NJCAA requires a 2.0 GPA for 12 credits, without acceptance of any repeat courses, to participate in intercollegiate athletics. With the assistance of an NIC Academic Advisor staff, the Athletics department established a Transition Skills Course, which is now available to the entire student body. The purpose of the Transition Skills Course is to identify remedial needs, and provide training in time management, study skills, and research methodologies. The course is mandatory for all freshman or incoming transfer students with a GPA below 3.0. In addition, student-athletes are required to attend team study hall at least twice a week, until a GPA of 3.0 is attained for two consecutive semesters. The athletics department provides tutors for math as needed, and encourages use of the Writing Center and the College Skills Center. In addition, international students from non-English speaking countries are provided with language skills assistance as needed, internally and externally. Athletics evaluates program success by comparing student-athlete academic performance to overall student body academic performance. The cumulative GPA of student athletes has exceeded the overall student body cumulative GPA for 18 consecutive semesters through spring 2012. In the 2011-12 school year, six of the nine NIC intercollegiate programs had a cumulative team GPA over 3.0, or earned NJCAA academic recognition by earning a team GPA over 3.0, excluding remedial classes. The overall GPA for the entire athletics department eligibility roster was 2.95 for the 2011-2012 school year.

Improvements to Athletics. Potential areas for improvement to the athletics program include increased summer school options to alleviate the credit load for student-athletes that require remedial coursework, and to increase the opportunity for a higher cumulative GPA during the school year.

Facilities and Technology: Several recent expansions to facilities and technology have allowed NIC to expand educational opportunities to students.

- The NIC outreach center located in Bonner County recently moved from Ponderay to downtown Sandpoint. The newly renovated building has allowed the college to increase the square footage it leases and to offer additional courses and programs. This opportunity allows students in northern Kootenai County, Bonner County, and Boundary County to greatly reduce their travel time and other associated costs of attending college. The move will also allow us to partner with the four-year institutions in our service region so that students can pursue a four-year degree in Sandpoint.
- The college, in cooperation with the Lake City Development Corporation (LCDC) which is an Urban Renewal District Corporation, has just completed \$5 million infrastructure project on 17 acres of land adjacent to the college. The college purchased the property to provide for future expansion opportunities for the college and its educational partners, Lewis-Clark State College and the University of Idaho. There are approximately 11 building sites on the property, and the addition of the infrastructure by LCDC has provided much improved access and egress for the college community and the public.
- The recent remodel of Seiter Hall provided additional square footage for classrooms, office space, and upgraded IT infrastructure. IT staff built internet protocol infrastructure to support locks, HVAC, clocks, internet, and to allow other information services to operate within the building. In addition, teams assisted with office and classroom builds and reconnections.

- Built or restored IT infrastructure has been implemented to support the Law Enforcement program and Graphic Design program relocations to Kaniksu Building in Post Falls, the relocation of the Timber Hall Testing Center, and the relocation of the ABE/GED program from Lakeside Avenue back to the NIC main campus.
- Several recent IT projects support the student success objective to help students reach their educational goals. The college is moving toward a single-card ID system. Students will enjoy broader services from use of their ID card after systems are integrated to provide identification, dining, library checkout, room access (where appropriate) and other services. The one-card system will also provide other student financial services. The recent acquisition of Blackboard Connect as a replacement solution for text messaging to students brought 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. The changes will allow emergency notifications to be redefined and there will be integration possibilities with video communications uses. The MyNIC portal provides key information services including registration and access to personal education records for students.

Improvements to Facilities and Technology: Expansion to several outreach locations has allowed NIC to relocate programs in order to increase program capacity, and to provide greater access to its service region. The current staffing needs for Facilities Operations and IT are adequate but often challenging in the face of expanding enrollments and the expansion of educational services in all five counties. An increase in gross square footage of buildings and substantial growth in NIC's student population suggests that a review of facilities and IT services staff may be necessary. Continued improvements are being made to technology, such as efforts to further single sign-on, new software systems integration, and a more interesting graphical appearance to the portal. These improvements to online portal services will enable future developments in mobile technologies.

Health and Counseling: Health and Counseling are services for students who are already enrolled. Health Services uses nurse practitioners to provide confidential, professional health care services including care for acute illness, injury, reproductive health, STI's and mental health needs including stress management; performance of in-house laboratory tests; physicals for pre-participation in athletics, allied health programs and Children's Center and Head Start employment; flu shot clinics; communicable disease reporting with Panhandle Health Department; residence hall check-in each fall to provide onsite immunizations; education to students about healthy lifestyle choices; and close collaboration with the counseling center and community resources to help students maximize their physical and mental health. Counseling services provides confidential therapeutic counseling by licensed professional counselors utilizing a variety of therapeutic interventions. Client satisfaction questionnaires are used to measure the success of these two programs. In Health Services, 94 students were surveyed in 2011. Seventy-nine percent said that their care was somewhat or very helpful in supporting their academic performance, 82 percent stated it was somewhat to very helpful in allowing them to stay enrolled at NIC, and 100 percent rated the overall experience good to excellent. The only category that received a rating of fair (5 percent) was availability of appointment hours. In Counseling Services, the Client Satisfaction Questionnaire was administered to 30 clients. Ninety-five percent of clients said that the services helped their academic performance, 90 percent stated it affected their ability to stay enrolled, and 100 percent rated the overall experience as good to excellent. *See Appendix 45, 2012 Student Health and Counseling Satisfaction Results.*

Improvements to Health and Counseling: Fall 2011, Health Services staffing included one full-time, and two part-time nurse practitioners. During the August through November survey period, visits totaled 972. Fall 2011, Counseling Services included two full-time counselors and part-time assistance from a Center for New Directions Counselor. The number of visits during the August through November survey period totaled 635. In 2012, the counseling staff was reduced to one full-time counselor and part-time assistance from a Center for New Directions Counselor. The number of visits during the August through November survey period decreased to 299. Additional staffing would obviously allow us to serve more students. The director is working with Human Resources to ensure that positions have competitive salaries as we pursue hiring for part-time positions.

Communications and Marketing: Communications and Marketing manages the institution's overall brand, allotting much of its human and fiscal resources to maintaining a positive perception of the institution by its stakeholders and a basic understanding of the college's identity and mission. Additional resources support the mission and objectives of every department on campus, assisting in the strategic development and support of marketing materials, communication tools, event promotion, etc. The department develops, maintains, and revises its marketing strategy on a regular basis based on market research to support enrollment and retention efforts of all departments on campus. The department contributes to the core theme of student success by providing key materials such as the college catalog, services brochures, class schedules, and other publications, all critical to enrollment and retention efforts. In addition, strong communication tactics and a constant evaluation of those tactics through surveying and focus groups support student satisfaction and engagement and ultimately student success. *See Appendix 46, Example Student Communications Survey.*

Summary of Core Theme I: Student Success

Each measure under the core theme objectives ties the results of the measures to the elements behind student success that are part of the college mission. Through the analysis of the measures, and the analysis of the key programs and services for the core theme, NIC has shown that it successfully provides access to education in its service region, and that it helps students to achieve their educational goals. Although the overall measures indicate the core theme of student success is healthy and the objectives are met, the key measures related to completion, transfer, and length of time to transfer need improvements. Several initiatives included in the key programs and services are identified in order to improve these measures including enrollment management initiatives such as the intentional advising program for students who are not performing academically; an increased focus and funding for persistence efforts through programs such as IBEST and the Center for New Directions; ABE/GED goals for aligning ABE curriculum to better meet the demands of college level courses; registration services plans to further the use of degree audit and to develop specific goals for improved communication to students; and additional resources to support tutoring programs. NIC will continue to nurture and support a variety of approaches to increase Student Success.

Core Theme II: Educational Excellence

This core theme focuses on offering quality educational programs to meet the diverse needs of NIC's service region, and to promote innovation, excellence, and diversity in its faculty and staff. As a comprehensive community college, NIC offers transfer education, professional-technical education, basic skills education, and workforce and community education. By investing in quality educational programs characterized by a curriculum that is well-ordered and diverse and by supporting faculty and staff committed to teaching excellence and student success, NIC ensures continued efforts toward achieving and maintaining educational excellence.

Assessment of the Educational Excellence Core Theme Objectives and Measures

The Educational Excellence Core Theme is represented through two objectives and 11 measures and expectations. The drill down capability of the site allows for the identification of those measures that rank below 50 percent. Nine of the 11 measures are met and the status of Core Theme II is green, indicating the Core Theme as a whole is met. Following the Educational Excellence Core Theme results and analysis of the measures, several key programs and services are discussed with particular emphasis on student learning outcomes assessment and educational program review.

Summary of Core Theme II Rank and Status:



Core Theme: Educational Excellence
 Value: 81.82%
 Goal: 80%
 Warning: 40%

The section below illustrates and discusses the results and the areas that are identified as needing improvement. *Please note for all core themes: [CCI] indicates the measure supports Complete College Idaho goals.*

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

CCM	Current	Timeframe	Rank	Threshold Rationale	Expectations
1. Students enrolled in CSC-013 (reading) fall to spring persistence rate [CCI]	74%	Fall 2010 to Spring 2011	50%	NIC Trends	80%
2. Programs reviewed over the next five years will implement annual reporting	10%	2011-2012	30%	NIC Trends	Twenty percent of total programs per year over five years until fully implemented.
3. Student Learning Outcomes Assessment Goals	75%	2011-12	60%	NIC Trends	80% or more of the annual assessment goals are consistently met over three-year plan
4. Licensure pass rates at or above national pass rates	85% or above for all programs	2011-2012	90%	NIC Trends	Maintain current pass rates
5. Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers.	96.3%	2008-09	58%	NCCBP	80% of the employers
6. Overall impression of the quality of education at NIC. Average score on a scale of 1 to 5 on ACT Student Opinion Survey.	4.1	Spring 2011	79%	NCCBP	Average score of 4.0 out of 5.0
7. Percentage of training and community education course student evaluations that score a 4 or higher per class average	85%	2011-12	100%	NIC Trends	85% of the total number score 4 or higher

Table 4.3. Educational Excellence Objective 1 Results

Description of Objective 1 Measures: As a comprehensive community college, NIC's mission is to provide open access to educational opportunities. It does so by providing developmental education, transfer education, professional-technical education, and workforce education. These measures are intended to evaluate the diversity and quality of NIC's educational programs.

Measure 1, success rates in college skills classes, provides a means for tracking college-readiness and ensuring that students are prepared to move to the next level, thereby ensuring students can reach their educational goals. This measure is intended to track and thereby develop methods for improving student achievement in college skills developmental classes. This class was piloted in fall 2011. The course will continue to be taught fall and spring semesters. Persistence rates will continue to be tabulated. Students who score below 80 on the Compass Reading Assessment are strongly encouraged to take this course.

Measure 2, implementing annual program review reporting, is NIC's first attempt to implement an annual reporting process in order to establish better tracking of improvements made to programs. To measure the success of its transfer and professional-technical education programs, NIC reviews its programs on a five-year rotation cycle. In 2010, the program review documentation tool was updated and is now maintained electronically. This new template and method for maintaining data has resulted in NIC taking a closer look at program review in order to improve its use of the results. Program review is addressed further in the following section, Analysis of Educational Excellence Program and Services.

Measure 3, achievement of annual SLOA goals, promotes assessment practices in all credit programs. Faculty members develop and evaluate course, program, and degree outcomes. Data collection help faculty identify areas of strengths and opportunities for improvement to the curriculum. Student Learning Outcomes Assessment is addressed in detail in the following section, Analysis of Educational Excellence Programs and Services.

Measure 4, licensure pass rates, provides a means for tracking the success rates in several professional programs. For professional programs that require licensure exams, aggregated passing rates are tracked.

Measure 5, employer satisfaction with completers, provides meaningful data on the overall skills of students who have completed at NIC and entered the workforce. All professional-technical programs participate in an annual survey to measure employer satisfaction with students that were hired by them.

Measure 6, overall student satisfaction with programs, provides meaningful feedback regarding the quality and success of NIC's educational programs. Using the ACT Student Opinion Survey, students are asked to rate their overall educational experiences. According to the ACT Student Opinion Survey, NIC's score was 4.1 out of 5.0 or 79 percent for all schools participating nationally. As mentioned in Core Theme I, NIC has recently reviewed other surveys and chosen the CCSSE.

Measure 7, student satisfaction with training and community education, tracks the success of non-credit continuing education courses for professionals and the community, and training for businesses. Non-credit courses at NIC include open enrollment workforce training courses for those seeking skills for employment or advancement, customized training for businesses, and open enrollment community education courses for leisure

learning. Workforce Training Center planning includes input from advisory committees, student feedback, and course evaluations. Student satisfaction surveys are provided for all workforce training courses to ensure expectations are met and to improve courses based on feedback.

Ranking: Some of these trends are a result of the use of comparator data (NCCBP) and some of these trends are self-ranked (NIC Trends). The NCCBP comparator data is derived from as many as 267 similar institutions. The NIC Trends are set internally and are being used to establish baseline data. All of the measures ranked 50 percent or greater with the exception of one, indicating the objective is met. The first measure indicates 74 percent of students enrolled in reading courses persist from fall to spring. This measure is met. The second measure is a NIC Trend. Baseline data is set at 30 percent since NIC is just beginning to implement annual program review reports. The third measure, SLOA goals achieved over a three-year period, is a NIC Trend and is ranked at 60 percent, indicating it is met. For professional programs and professional-technical education programs that require licensure exams, the aggregated passing rates are 85 percent over a three-year period, and this measure is ranked at 90 percent, indicating it is met. NIC ranks in the 58th percentile against comparator data from as many as 267 other institutions regarding employer satisfaction with career technical programs, and this measure is met. Student satisfaction with the overall quality of education at NIC is ranked at 79 percent using comparator NCCBP comparator data, and this measure is met. Finally, the overall satisfaction with Workforce Education courses is high and this measure is ranked 100 percent, meaning it is met.

Although the overall set of measures for this objective is met, some individual measures do allow room for improvement. NIC is in the process of implementing an annual reporting tool that will make better use of the results and actions plans from program review. The expectation of achieving at least 80 percent of the SLOA plan goals is reasonable and indicates a need for improvement. The Workforce Education staff is looking at an online evaluation to reduce bias that might occur when an instructor is present during evaluations.

Objective 2: To promote innovation, excellence, and diversity

CCM	Current	Timeframe	Rank	Threshold Rationale	Expectations
1. Full-time to Part-time faculty ratio	1.36 to 1 based on 162 full-time faculty	2011	65%	NIC Trends	1.3 to 1 ratio
2. NIC is responsive to faculty and staff professional development needs	\$82,000	2012-2013	50%	NIC Trends	Maintain or increase funding levels available for professional development
3. Rates of participation in the NIC Wellness program	69%	2011-12	80%	NIC Trends	75% of benefits eligible employees participate
4. Overall employee satisfaction with internal communications on the Employee Opinion Survey.	60%	Currently (Spring 2012)	40%	NIC Trends	70%

Table 4.4. Educational Excellence Objective 2 Results

Description of Objective 2 Measures: The measures for this objective are intended to support staff and faculty scholarship, creativity, and wellness in order to promote innovation and excellence. These trends are self-ranked NIC Trends. NIC Trends are set internally and are being used to establish baseline data and expectations for improvement as needed.

Measure 1, the full-time to part-time faculty ratio, is intended to support excellence in teaching and learning practices. The professional involvement of faculty ensures quality, currency, and depth of content in the curriculum. This measure is ranked at 65 percent, indicating it is met. However, in recent years NIC has seen an overall decline in the full-time to part-time faculty ratio. While some divisions have been able to maintain a high FT/PT (Natural Sciences is 1.9 to 1), other divisions remain considerably askew from the preferred ratio. For example, the Physical Education and Resort/Recreation Management Division is currently made up of two full time PE instructors and one full time RRM instructor, with 56 adjunct instructors. The college believes it is important to continue to strive to balance this ratio across all departments. *See Table 4.5, 2009-2012, Full-time and Part-time Faculty Headcount and FTE.*

	Full-time Headcount	Part-time Headcount	Total		Full-time FTE	Part-time FTE	Total
Fall 2012	162	358	520		162	119	281
Fall 2011	161	316	477		161	105	266
Fall 2010	160	287	447		160	96	256
Fall 2009	151	201	352		151	67	218

Table 4.5. 2009-2012 Full-time and Part-time Faculty Headcount and FTE

Measure 2, responsiveness to professional development needs, is intended to promote staff and faculty participation in professional development, with a particular focus on learning events that contribute to the employee’s work at the college. The college recently lost a reduced tuition benefit for employees. The college increased professional development dollars for all employees in response to this loss. Although many forms of professional development are provided by the college, maintaining dollars for achieving education is important. This measure is ranked at 50 percent in order to establish baseline data and to continue to monitor better ways for improving professional development.

Measure 3, college employee participation in the wellness program, supports a healthy work environment. The college implemented a comprehensive wellness program over the past three years. Participation in the program is sufficient and this measure is met, achieving a ranking of 75 percent. Because wellness programs are still relatively new, NIC feels it has accomplished a high level of success by achieving a participation rate of 69 percent. However, measuring participation in the program is the only data mechanism available at this time. The Human Resources department is working toward an outcomes-based tracking mechanism.

Measure 4, employee satisfaction with internal communications, provides useful feedback that the college can use to improve overall campus communications. The employee Opinion Survey is administered every three years. Recently, NIC has not scored well on satisfaction with internal communications. The college made several changes to internal

processes and communication and the most recent survey showed an increase in satisfaction from employees. This measure received a ranking of 40 percent, indicating that although it is met, improvements are still needed.

Ranking: All of the measures for this objective are met meaning they are ranked 40 percent or above. Participation in NIC's Wellness program has exceeded expectations. This is a NIC Trend and is ranked 80 percent, meaning the measure is met. Although the full-time to part-time faculty ratio is met, NIC has set an expectation beyond national trends and plans to work toward continued improvement of the overall ratio. Employee satisfaction with internal communications has improved over recent years and this measure is met. NIC will continue to work toward improving internal communications. Recent changes in benefits have caused NIC to respond to professional development needs by providing additional resources. NIC will continue to identify ways to support faculty and staff professional development.

Analysis of Key Programs and Services for Educational Excellence

NIC selected contributing programs and services for this core theme with guidance from the comprehensive planning in 3.A and 3.B. The core theme objectives and the identified programs and services are directly connected in their commitment to ensuring that curriculum content is beneficial, that instruction is effective, that assessment is meaningful, and that learning experiences are improved. The degree programs comprising the Educational Excellence Core Theme include the associate of arts (AA), associate of science (AS), and associate of applied science (AAS) degrees, as well as professional-technical certificate programs, basic skills programs, and non-credit workforce development programs. The programs and services integrally connected to the educational programs include student learning outcomes assessment, program review, curricular design, faculty and staff development, innovative programming, technology integration, grants, and facilities. Major components that have contributed significantly to achievement of the core theme objectives include the following key activities:

Student Learning Outcomes Assessment: The Student Learning Outcomes Assessment Committee at NIC is committed to helping faculty create meaningful assessment processes for their courses and programs (*See Appendix 47, 2012-2013 SLOA Committee Members and Appendix 18, 2012-2015 SLOA Plan*). Fostering a positive culture of assessment on any campus takes great skill, time, and care, and creating good and meaningful assessment takes an equal amount of time, energy, and dedication to the task. The NIC SLOA 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.

The work taking place across campus and across disciplines indicates that we are seeing real success in creating a positive assessment culture and meaningful assessment instruments. For example, the English Department has had its assessment instrument (measuring NIC's Written Communication Gen. Ed. ability) in place since the spring of

2007, and this process continues to help strengthen the English 102 course and the department as a whole by focusing faculty energies on making sure, no matter what different materials or texts or assignments they use in their curriculum, that students are achieving course outcomes. Other examples of successful 'home-grown' assessments currently in place come in the Communication Department's assessment instrument measuring Oral Communication, a survey instrument that has been in place for three years, the Mathematics Department's assessment instrument (in place for over five years), and the Information Literacy survey instrument in English 102 classes (in its fifth semester). Each of these is an example of an assessment process that was created by the faculty with assistance and guidance, as needed, from members of the SLOA Committee. Further, assessment pilots that measure the Critical Thinking and Aesthetic Response general education abilities are now up and running, although they are in early iterations and still require more modification. The SLOA Committee representative from the Natural Sciences Division and the SLOA coordinator recently received a NIC Foundation grant to pilot the ACT Scientific Reasoning exam. This nationally normed exam will be administered spring 2013 in several 200-level science classes. In short, NIC's assessment process is effective in helping faculty achieve their goals of offering quality educational programs because our instruments are self-created and, as such, are directly and uniquely designed to match our curriculum and to measure our specific course outcomes. Summary reports of the above outlined pilot projects are available on the Accreditation SharePoint site under the [SLOA tab](#), and will also be available as *Exhibit G, SLOA Report Notebook*. Also see *Appendix 48, General Studies Divisions, 2011-2012 Assessment Summary* and *Appendix 19, 2011-2012 Annual Evaluation of SLOA Goals*.

In the professional-technical programs, assessment is heavily attendance and performance based. Performance is assessed on a daily basis, with constant instructor feedback. Student achievement typically is assessed using assignments, quizzes, projects, exams (both theory and practical application), presentations, and portfolios. Student achievement is also assessed using capstone third-party technical skills assessments based on industry standards (TSA), through technical certifications, and through job placement within the certificate/degree area. All professional-technical education programs must use a state-approved, end of program TSA. See *Appendix 27, Inventory of Professional-technical Programs Technical Skills Assessments*).

The results of our assessment processes detail the ways that assessment helps faculty see how successful we are in helping students meet course and program outcomes. The results also have real impact on our curriculum. As a result of the English Department's yearly assessment workshops and of the discussions on writing and teaching at those workshops, the department has revised the outcomes for the entire English program, has significantly altered their program philosophy to better reflect their goals and values, they have changed the course description and the course outcomes for the English 101 course, and they have had division-wide discussions of what specific qualities make up academic, college-level writing. The department also realizes that semester-long, in-class assessment takes into account a number of different factors that the exit essay does not cover (class participation, attendance, performance on other assignments, writing workshops, etc.). They all agree that the discussions about what makes "good writing" and the expectations for students are more important than the data alone. Assessment is a process, and the numbers just give faculty a starting place for these conversations.

Improvements to Student Learning Outcomes Assessment: The outcomes assessment plan is comprehensive and viable. The efforts of the SLOA Committee are faculty-driven and have involved members from every instructional division on campus. The assessment plan contains an action plan and timeline for continued implementation of assessment

projects, and is updated on an annual basis in response to the discussions it fosters. The SLOA Committee needs to continue to work toward achieving at least 80 percent of its annual goals. Recently, efforts have been made to work in smaller subcommittees in order to expedite assessment projects and make more efficient use of faculty time. The SLOA Committee is also challenged by its inability to reach out to all faculty members in all divisions and is currently working on how to create better dialog about ongoing assessment activities. Another challenge is educating new faculty about general education. The SLOA Committee recently developed and offered a general education workshop to faculty in the fall of 2010. Currently, it has plans to offer the workshop to faculty again during fall semester 2013. In addition, the committee is working on an abbreviated model of the workshop to offer to all new faculty members. Improvements being made to program review requiring annual updates to program review action plans will also help to create greater transparency and access to program information. This information will aid the SLOA Committee in its efforts to develop further assessments, and will also help the divisions to tie program goals to the institutional planning processes.

Program Review: The rigorous program review process at NIC keeps programs healthy, flexible, and responsive to changing demands. Programs are reviewed by external evaluators who represent similar fields and disciplines. In preparation for program review, faculty members of the program have a series of meetings regarding the information needed to complete NIC's new Program Review template, and at these meetings faculty are assigned different roles in the completion of the reports. See *Appendix 24, Instructional Program Review Template* and the Accreditation SharePoint team site under the [Program Review tab](#)). The entire program faculty, then, has a voice in creating the Program Review document that is seen by the evaluators, which makes the document a realistic and accurate portrayal of the health and vitality of the program itself.

The program review process is a key factor in initiating change for programs across campus. Upon review of the program's report, the external evaluators meet to discuss their overall impressions of how well the program is running, how successful it is in meeting its goals, and to make any suggestions that they see for areas that require improvement or change. These suggestions are given to the members of each program in a follow-up meeting, thus creating a series of 'action items' that the program should consider taking as it moves ahead. Faculty members use input in a number of ways: to update course materials, to work with textbook suppliers to modify course materials, or find materials that more appropriately address the needs for courses and programs. Departments are also offered more comprehensive suggestions in program reviews, ranging from ways to better 'brand' themselves and enhance their website presence, to suggestions for ways to help faculty expand the range of classes they teach. On an annual basis, members of the program take these action items, move ahead with them, and report back periodically on the progress being made in each.

Professional-technical faculty members also use feedback provided by local employers to evaluate programs as well as individual courses and make changes as needed. This information is obtained through employer surveys, advisory committees, student internships, professional associations, and relationships built through community involvement. Job placement data collected by faculty is also a key indicator of program success. Information gathered from course assessments, student input, advisory committee input, and program review is reviewed and analyzed to make appropriate changes and/or modifications to course materials and/or delivery.

Other forms of program review occur through professional programs that are accredited programmatically. For example, the Associate Degree Nursing program has a systematic evaluation plan in line with NLNAC accreditation directives. Educational excellence is evaluated on a continuous basis. The nursing program has adopted the conceptual framework of QSEN (Quality and Safety Education in Nursing) which is a current national initiative to ensure quality education in nursing as a whole.

Improvements to Program Review: Faculty members in some departments have identified inconsistencies which exist in the program review process. For example, in the five years following the 2006 Philosophy Department Program Review, some of the outside review team's suggestions went unaddressed and no formal department meetings occurred to address the recommendations. Consequently, the department's 2012 program review team noted that they detected a failure to consistently address the recommendations provided by the previous review team. The recent move to an electronic program review template has helped to streamline the process and to create a more systematic method for evaluating the instructional programs. The new template has also contributed to a more efficient and transparent method for publishing program review reports and for reviewing the program actions plans more closely. As indicated in the Objective 1 measures, the office of instruction is implementing annual reviews and reports in order to establish better tracking of improvements made to programs in response to review recommendations. The annual report is intended to solidify a process for creating annual goals for the departments, and for tying annual goals to resources where necessary. The program review reports have recently been relocated to the Accreditation SharePoint site, providing easier access for the faculty, division chairs, deans, and vice president for instruction. Implementation of annual program review reporting will also aid in coordinating assessment activities within the various programs and courses.

Professional-Technical Program Evaluation: In addition to SLOA and Program Review, NIC evaluates its professional-technical education programs using a variety of institutional measures, and data collected in specific programs areas. The Student Success, Educational Excellence, and Community Engagement Core Themes encompass a number of measures that include goal attainment, certificate and degree completion, job placement, and skills attainment. The professional-technical education programs have made steady progress in achieving the core theme measures and objectives. Reports to the State of Idaho indicate that NIC's programs are achieving these measures but there is room for improvement.

In addition to college-wide data collected, programs in the Health Professions and Nursing Division (HPN Division) developed baseline and performance data based on individual program accreditation requirements. These data have been gathered and targeted performance levels have been established as percentages that are aggregated to determine achievement level goals. Ultimately, these achievement levels will include goals which support accomplishment of the core themes and mission fulfillment. Annual reports and program accreditation records are kept on file in the HPN Division office. In addition, the HPN Division has a number of committees that maintain regular statistics and records of events, attendance, and student focus group results. Examples include: ADN Curriculum Committee, Program Evaluation Committee, and the Student Networking and Progression Committee (SNAP) Committee. The HPN Division has begun to utilize the Nichols Model in an effort to align program accreditation reporting with institutional SLOA and annual program review reporting. Challenges related to curriculum and resources are assessed and outlined with follow-up provided in the "use of results" column. See *Appendix 49, Example Nichols Model for Medical Assistant program.*

Advisory committees exist for all professional-technical education programs on NIC's campus. Advisory committee members represent a broad cross section of the community and the feedback is generally positive and complimentary. Advisory committee members have conveyed that students have skills that meet industry needs, that the quality of education is excellent, and that for many programs, engagement with the community is commendable. Not only are advisory committees required for professional-technical education, but they are also a requirement for professionally accredited programs. Advisory committees establish a program of work each year which outlines tasks the group plans to pursue for the following year. The planning process includes the activity, time line, and names the individual responsible for the activity. Below are examples of activities that an advisory committee may undertake:

- Labor market data and analysis
- Identifying special training needs
- Recruitment efforts
- In-service training for professional-technical education instructors
- Providing work experience for program students
- Reviewing curriculum, facilities, and equipment
- Identifying equipment needs and potential donations
- Pursuing placement and follow-up data of graduates
- Providing public relations to support the programs
- Mentoring activities
- Program evaluation

The Business and Professional Programs and the Trades and Industry Programs have recently reinstated goal setting for all programs. Goals are reviewed annually by the division chair and dean. Annual updating to program review for all of NIC's programs is still in the early stages of implementation with the professional-technical education programs leading the way by incorporating an annual review of goals tied to the program review annual review and budget planning. The annual goals are intended to encourage progress in meeting advisory committee recommendations towards program improvements. See *Exhibit V, Goals Notebook for Professional-Technical Education Programs*.

Program sustainability is measured through external input by advisory committees combined with internal program review data. In the case of HPN Programs, programmatic accreditation is used. For example, enrollment and placement trends are regularly evaluated. If a program has consistently low enrollment, the advisory committee is consulted and the viability of continuance of the program evaluated. All efforts are made to evaluate marketing, advising, recruiting, and other institutional efforts to ensure that any lack of program success is not attributed to internal issues. If the internal efforts and the external statistical indicators, along with the input from the advisory committee indicate a lack of ability to meet a local workforce need, the program may be temporarily or permanently suspended. This has occurred on rare occasions, but it has occurred. See *Appendix 50, 2009-2010 Professional-Technical Education Placement Report*.

Improvements to Professional-Technical Programs: Although for the most part resource allocation is adequate, many of the professional-technical education programs are housed in off-site locations due to limited space on the main campus. Some of these facilities are less than the quality that would be expected of a college campus. Additionally, some of the main campus professional-technical education facilities are in desperate need of space and

improvements. Despite the facility situation, professional-technical education programs are well equipped to meet the overall objectives of student success, academic excellence, and community engagement. Waitlists for many of the limited enrollment programs are lengthy, and the division has increased capacity to maximize enrollments without sacrificing quality. Every effort is made to keep the equipment current and responsive to advisory committee recommendations and program certification standards.

NIC continues to seek expansion opportunities to serve the students that can't access the limited enrollment programs. NIC is seeking ways to modify professional-technical education scheduling to allow better access to both related education and program core classes. Professional-technical education has begun to modularize programs to allow better articulation with secondary and postsecondary schools. Professional-technical education is active in student retention efforts with activities such as remedial math programs (e.g. Math Boot Camp) and cohort learning communities (e.g. IBEST – Integrated Basic Education and Skills Training program). All of these efforts are aimed at addressing student success and positive student outcomes.

The recent development of the proposed Educational Master Plan addresses this core theme's effectiveness and will go a long way towards quantifying our success in reaching the core theme objectives. This will also give us a concrete measure that will allow us to communicate our success and progress to the community. NIC is also in the early planning stages of a new professional-technical education facility. The new facility is slated for review by the board and with approval, NIC may have an additional professional-technical education building as early as next year. The new facility will accommodate the current off-site programs and significantly address the shortcomings of the current on-site programs as well.

Curricular Processes: 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 NIC to ensure that the curricula is quality-centered, student-centered, community-conscious, and dynamic. NIC's Curriculum Council provides the faculty with the needed instructions and guidelines to recommend changes to curriculum.

Faculty, using well-defined structures and processes, exercise a major role in the design, approval, implementation, and revision of the curriculum. 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. When necessary, faculty/initiators may also consult appropriate deans and the vice president for instruction's office for assistance (*Appendix 20*).

All proposals for curricular change at NIC are based on the following three principles:

1. NIC will provide the highest quality education possible.

2. NIC will maintain a dynamic curriculum in order to address the changing needs of the community and students.
3. NIC 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.

Professional-technical program advisory committees contribute significantly to the curriculum for the professional-technical programs. The committees are composed of local employers and students. Each committee consists of approximately five to ten committee members who specialize in the occupation represented by the professional-technical program. The committee members also serve as internship supervisors and they employ graduates of NIC's programs. They provide valuable input about the content being taught in each professional-technical program, including providing input about emerging technology and feedback about how our recent graduates are doing on the job.

Improvements to Curricular Processes: Recent improvements have been made to the Curriculum Council (CC) bylaws and processes. One of the changes made to the bylaws provides for an annual evaluation of the CC by the vice president for instruction and four voting members appointed by the council chairperson to review council design, operation, membership, and guidelines, as well as other relevant matters. The new annual review will help to create a check and balance system to ensure that the CC membership is balanced, and that the appropriate processes are used when making curricular decisions. Other improvements to CC include a portal SharePoint site where information can be shared among committee members, and the CC forms were recently revised and are now available electronically on the NIC website under Employee Resources.

Faculty and Staff Development: Professional development is a key objective of the college. The college has consistently offered Professional Improvement Plan funds to staff and faculty for professional development. Recipients of PIP funds can receive up to \$750 for a two-year period. Beginning with the 2012-2013 fiscal year the college also implemented a Professional Development Fund. This fund provides resources to staff and faculty who wish to pursue courses, conferences, and certifications related to their area of employment. Employees must apply for these funds and go through a competitive selection process to be granted funds. This year the college designated \$50,000 to this fund and to date has provided \$36,000 to 37 different employees and faculty to support professional development. NIC continues to support continuing education by offering tuition waivers to employees to receive reduced tuition rates provided by some four-year Idaho institutions.

Professional development for all employees is provided on an individual, small group, and campus-wide basis through the Human Resources Training Team, IT Training Team, and eLearning Training Team. Professional Improvement funds and Professional Development funds are available for credit coursework toward a degree, conferences, workshops, or seminars, work related field experiences, or other activities related to the improvement of teaching or to the improvement of work-related skills. In addition to PIP and Professional Development funds, NIC accommodates sabbatical leave for full-time faculty and staff members who wish to pursue research, enhancements to their discipline, publication, degrees, and other forms of professional development.

For new faculty and staff, the college provides a full day of orientation and workshops at the beginning of each school year. NIC currently also conducts employee orientation twice per month for all new full time employees. Orientation provides an introduction to key

policies and practices at the college as well as a review of benefits and an opportunity for questions and answers. The Human Resources office obtains feedback on the orientation process through new hires and managers. Additionally, staff meets regularly to review the content and the effectiveness of the program.

Several standing committees support professional development activities. The Faculty Sabbatical Leave Committee and the Staff Sabbatical Leave Committee review and rank applications for request of sabbatical leaves; the Faculty Instructional Development Committee (FIDC) promotes the achievement of professional goals through support for activities that enhance knowledge of instructional methodology and content areas; the Tenure Committee assumes faculty responsibilities in the awarding of faculty tenure as outlined in NIC policy; the Diversity Steering Committee and several sub-committees coordinate educational events for students, faculty, and staff; and the Employee Day Committee plans and organizes events related to professional and personal development in which all faculty and staff may participate.

Improvements to Faculty and Staff Development: The Human Resources Department is currently working on implementing an on-line aspect for orienting new employees which will allow new employees to access paperwork and review policies prior to their start date. The Human Resources staff will also continue to provide Employee Orientation face-to-face to collect completed paperwork, and to foster good working relationships for new hires and co-workers. In an effort to offer more continuing education opportunities, HR is currently implementing an on-line Learning Management System which will provide over 500 on-line training opportunities for full time employees. This system should be in place by February 2013. The Human Resources staff has identified the need to create and implement a more comprehensive tracking system that includes metrics and analysis functions for professional development activities. Currently, the HR department feels it has sufficient resources to provide services regarding new employees and professional development activities. Recent reductions to the availability of some tuition waivers, along with increasing budget challenges, make funding professional development difficult. The college responded to these cuts by developing a Professional Development fund. The college must still establish a way to permanently fund the new Professional Development funds available to all faculty and staff.

Diverse Programming: Because NIC serves a diverse population, it constantly strives to offer courses and programs using a variety of time options, delivery methods, and in communities other than the main campus. Examples of alternative delivery and scheduling include evening, late start, late enrollment, self paced, hybrid, online, interactive video conferencing (IVC), and dual enrolled classes.

Several divisions have been responsive to the diverse needs of a growing NIC student population by expanding classes during the evening and weekends, and through alternative delivery methods such as internet and hybrid, and at NIC satellite campuses. For example, the Social and Behavioral Sciences Division has increasingly offered more classes in the evening (over 40 sections of classes), through Internet and hybrid delivery modes (120 classes), interactive video (38 classes), and in our satellite campuses (19 classes). In order to generate additional interest in professional-technical courses that are traditionally offered in a block schedule, some programs have divided courses into eight-week modules with no prerequisites in order to attract students that may only want a single course. In addition, several programs now offer some of their instruction online to make coursework accessible outside the traditional program hours.

The Natural Sciences Division's partnership with ALK Source Materials, an international corporation that produces the raw materials for allergy shots, is an example of diverse programming. The division created a new program, "Pharmaceutical Manufacturing" which constitutes a science degree core combined with manufacturing courses. This is the first time the division has partnered with business; their traditional focus has been on transfer degrees.

The Computer Applications and Office Technology department offers 22 one-credit computer application courses in their Flexible Learning Center (FLC). The FLC is open various hours during the day and evening and is staffed with an instructor during hours of operation. Students get their assignments from a companion course web site and can come to the center for individualized instructor assistance as needed. Coursework can be completed anywhere the student has Internet access as well as at the center. Final comprehensive tests are completed at the center. Students can progress through the coursework at their pace as long as they finish the coursework by the end of the semester. By giving students the flexibility of completing coursework at their pace and their time/place convenience, they are more likely to achieve their educational goals.

Workforce Training and Community Education offer diverse programming options in order to provide skills for current job opportunities or personal improvement. Every student who completes a course should come away with new knowledge or skills that are immediately applicable. Courses are continually updated to ensure relevance for skills needed in today's job market. Course delivery methods, times and locations are evaluated to ensure courses are available and as convenient as possible for the target market. Workforce Training and Community Education courses are evaluated by student end-of-course evaluations, and by advisory committees who provide input on subject matter content to ensure that teaching is relevant and up to date. For example, each apprenticeship program has an advisory committee that meets annually to review curriculum, provide input on jobs available, changes to the industry, and recommend changes to curriculum or course delivery. Several other industry-focused courses have their own advisory committees. The Workforce Training Center has an advisory board that meets twice a year to provide community feedback on course offerings and marketing. The center staff is considering moving its course evaluation methods to an online format to remove the chance for instructor bias in the classroom setting. The director and staff are also discussing revisions to the "train the trainer" content and delivery method.

I-BEST is a program that allows students who would normally never consider college to access professional-technical training programs. IBEST addresses students at risk to identify these students' unique and diverse needs. Through research, the IBEST program has identified viable retention efforts that help at-risk students to navigate college effectively. IBEST students have shown repeatedly that they are vested in their educational success and just need the right structure and support to effectively demonstrate their abilities. Of the students that attended a recent NIC college prep class, 100 percent placed into program appropriate math their first semester. Faculty feedback has indicated that IBEST is a better feeder than past models and that IBEST students are often better prepared.

Diverse Programming Improvements: NIC carefully monitors unique changes to programming and delivery methods. The FLC has been highly successful in serving a wide range of students from different disciplines but has not been without its challenges. Retention and completion numbers have been low and the department is implementing several changes to help improve student success. One of those changes includes co-listing courses in order to better track whether students are enrolled in a professional-technical

program or are enrolled as general studies students. Once the dual prefixes are created and program students are identified, the department will implement program cohorts and schedule specific class times around those cohorts so that students will receive program-specific advising. Additionally, the department is considering limiting the ability to concurrently enroll in classes in order to increase completion rates.

The proposed Educational Master Plan indicates a need for expansion of professional-technical programs in NIC's outreach centers. Candidate programs include welding, aerospace composites, automotive technology, culinary arts, and manufacturing. Some of these programs will be possible due to the recent acquisition of NIC at Sandpoint and the possible rotation of programs to other locations in the service area. Additionally, NIC will implement a physical therapist assistant program in partnership with other Idaho community colleges. This program will be offered at each institution and the didactic portion of the program will be delivered via interactive video conferencing from the NIC campus.

Application of Technology to Improve Teaching and Learning: Technology is used at NIC to support both teaching and learning. Technology infuses nearly every classroom with digital learning tools such as computers, standardized presentation equipment, document imaging cameras, and multimedia systems. Technology allows NIC to expand course offerings, experiences, and learning materials; technology supports learning 24 hours a day, seven days a week, and technology increases student engagement. In order to perform work at NIC, faculty, students, and staff must be provided with adequate technological resources, efficient means for collaboration and delivery, and technology support infrastructure. NIC provides these services through the Instructional Technology Services team and the eLearning team.

- eLearning exists to enhance the quality of and access to the core of what NIC provides its students and the communities it serves: instruction. The eLearning Team facilitates online and web-enhanced classes through the college's learning management system (Blackboard LMS); the use of virtual meeting rooms utilizing Collaborate resources; online and site-based Faculty Café training and collaboration environs; mobile technologies interfaced to courses and college notification systems; oversight of lecture capture systems to help faculty enhance student learning and retention; course improvement projects to provide mentorship and content development; and participation in various committees focused on students, faculty and curriculum. eLearning endeavors to practice continuing improvement of its roles and functions by providing and monitoring various survey instruments and institutional research databases. Monitoring such data helps eLearning lead and facilitate in initiatives such as adoption of the latest LMS resources and mobile technology interfaces to it and other college notification systems. Also, eLearning is building on the input from an advisory council comprised of students, faculty, and staff that promise to provide the sharpest perspective on current and future needs. eLearning has the physical capacity and resources to provide its prime functions.
- The Instructional Technology Services (ITS) Team in IT developed standard presentation classroom and Interactive Video Classroom (IVC) equipment sets that were applied to 135 standard presentation classrooms and 15 IVC classrooms over the last three years. This was accomplished using federal ARRA stimulus funding and the equipment is in broad use with positive application. These systems are being included in institutional equipment replacement schedule (ERS) activities. Other ITS Team activities have included assistance to the programs moving or being expanded and developing and implementing their learning space needs for technology support. These include the Graphic Arts and Law Enforcement programs relocated to the Kaniksu Building in Post Falls, the Bonner County Outreach Center move from

Ponderay to the new NIC at Sandpoint center, and the relocation of the Testing Center building and ABE/GED services. The Natural Sciences Division worked to equip all science classrooms with Symposium technology (write-on computer screens) which allows capture of lecture content in the form of audio and video. Many science faculty members have embraced this technology and it is now being utilized in other departments. Several faculty members in other divisions have added lecture capture and other innovative technology to make lectures accessible to students outside face-to-face class meetings. Students can watch course lectures as many times as necessary to thoroughly understand a concept.

Improvements to the Application of Technology: Enrollment in eLearning courses has increased significantly over the past few years. See Figure 4.2., below, *eLearning Enrollment Trends*. Although the demand for eLearning has grown, retention and completion in eLearning courses is lower than in its face-to-face counterparts. NIC has adopted “Quality Matters” as a means to improve and develop the online teaching and learning environment. In addition, an advisory committee has been formed to provide eLearning more immediate input and feedback on all processes and environments which influence online instruction. NIC is committed to ensuring educational excellence in all learning environments, including eLearning. Under the leadership of the eLearning director and eLearning staff, the advisory committee will be developing policies and procedures related to faculty selection for providing online courses, faculty development, course development and faculty and course evaluation. Maintaining systems components and infrastructure which supports distance education is essential to providing high quality education.

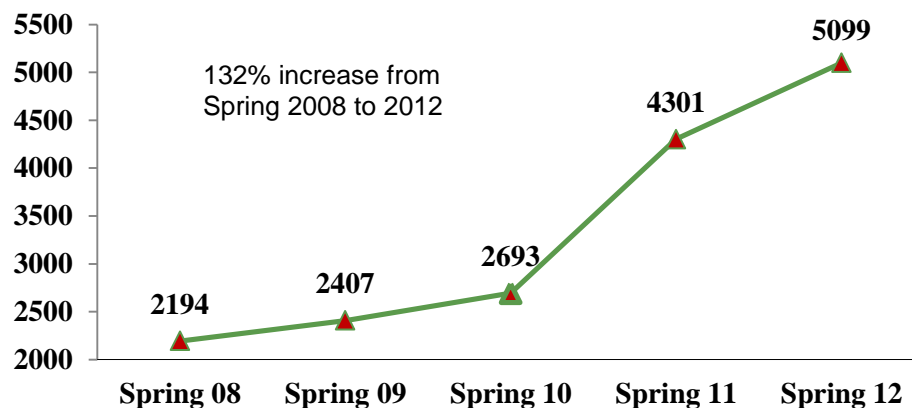


Figure 4.2. eLearning Enrollment Trends-Duplicated Headcount

As mentioned earlier, in the last two years the addition and increased use of instructional technology has required more time from the ITS team. Computer lab sizes have doubled, new facilities have been expanded or created on the main campus, and the number of outreach locations has grown. Additionally, the current instructional technology support model includes contracted support that had been funded by ARRA dollars that are no longer available. Recent departmental restructuring at NIC has also placed additional duties on the IVC Engineer. The current model for support services will not sustain future growth without additional staffing.

Facilities Operations: Facilities Operations is responsible for the maintenance and operations of all buildings on the NIC campus or its satellite campuses, and for providing related support services to faculty, staff, and students. Facilities/Maintenance operations play a large role in educational programs, student success and community support.

Maintenance provides 24/7 on call services and actively maintains a safe and comfortable campus environment to all facilities, including outreach centers. NIC has made many changes to facilities during the last few years. Some of these substantive changes include expanding programs to additional outreach locations such as the Kaniksu Building at Workforce Training Center, the Coeur d'Alene Tribe Department of Education Center, and the recent relocation of the Bonner County Center from Ponderay to Sandpoint. All changes to facilities begin with a design phase to ensure classroom functionality for students, instructors, and visitors. Other considerations include ADA accessibility, lighting levels, environmental air quality, ergonomic needs, and technology infrastructure in order to create an optimal teaching environment.

Improvements to Facilities Operations: As NIC continues to add buildings, programs and land, the Facilities/Maintenance crew is challenged to keep up with the demands for services and more staffing is needed.

Summary of Core Theme II: Educational Excellence

Each measure under the Educational Excellence Core Theme objectives ties the results of the measures to the elements behind educational excellence that are part of the college mission. Through the analysis of the measures, and the analysis of the key programs and services for this core theme, NIC has shown that it successfully provides quality educational programs, and that it successfully promotes innovation and excellence in its faculty and staff members. Although the overall measures indicate the core theme of educational excellence is healthy and the objectives are met, there are measures with expectations for improvement. Nine of the 11 measures are NIC Trends. This indicates that careful consideration must be given in order to establish baseline data for these trends. Only one measure is not met and it is a new initiative: the implementation of annual program review updates in the instructional programs. Several important initiatives that support Educational Excellence have also been identified as a result of the new accreditation process. The SLOA Committee has identified a method for measuring its overall activities. Additionally, requiring annual updates to program review action plans will aid the SLOA Committee in its efforts to develop further assessments. The annual program review reports will also require annual goals. These goals will be tied to planning processes and will aid the departments in identifying resources to make program improvements. Recent improvements to Curriculum Council have created a check and balance system to ensure that appropriate curricular decisions are made. The NIC grants function and Resource Development and Management office is working to create processes and resources to better support grant project managers. Finally, a proposed Educational Master Plan was developed to guide decision making and to provide a vision for NIC that is consistent with the strategic plan, core themes, and institutional priorities.

Core Theme III: Community Engagement

The Community Engagement Core Theme focuses on the portion of the college's mission that supports 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.

Assessment of the Community Engagement Core Theme Objectives and Measures

The Community Engagement Core Theme is represented through one objective and five measures and expectations. The five measures are met and the status of Core Theme III is green, indicating the Core Theme, as a whole, is met. One of the measures for the Core Theme uses a rubric to measure annual community engagement events. The rubric was designed to incorporate a variety of measures for this objective into one scoring instrument in order to illustrate the wide variety of engagement that occurs both internally and externally at NIC (*See Appendix 51, 2012-2013 Community Engagement Report*). Specific areas of the rubric need improvement and are discussed below in the results. Following the Community Engagement Core Theme results and discussion of the measures, several key programs and services are identified in relation to ongoing initiatives for the core theme. Current initiatives and processes for those programs and services are then presented, followed by reflection on challenges or ways to make improvements.

Summary of Core Theme III Rank and Status:



Core Theme: Community Engagement
 Value: 100%
 Goal: 80%
 Warning: 40%

The section below illustrates and discusses the results and the areas that are identified as needing improvement. *Please note for all core themes: [CCI] indicates the measure supports Complete College Idaho goals.*

Objective 1: To establish and maintain collaborative community partnerships

CCM	Current	Timeframe	Rank	Threshold Rationale	Expectations
1. Annual score on Community Engagement rubrics (Attached as Appendix 5)	88%	2011-12	80%	NIC Trends	70% of total points for engagement activities are met or exceeded annually
2. Distance Learning Proportion of Credit Hours	14.03%	Fall 2009	62%	NCCBP	Increase annually by 5%
3. Number of course offerings at the NIC Outreach Centers and other off-campus sites	229	FY 2011	50%	NIC Trends	Maintain current
4. Dual credit total annual credit hours [CCI]	9187	FY 2012	50%	NIC Trends	Increase by 10% annually
5. Dollars secured through the Development Department via private donations and grants	\$3,059,281	7/1 - 6/30/2012	100%	NIC Trends	\$2 Million

Table 4.6. Community Engagement Objective 1 Results

Description of Objective 1 Measures: The measures for this objective are intended to illustrate NIC's engagement with its community. This is measured through partnerships with business, industry, and educational partners, external boards and committees, student involvement, faculty/staff involvement, events, and associated programs. Engagement in partnerships builds capacity within the college and the community, and results in recognition of the college by the community and other entities. Some of the

trends for these measures use comparator data (NCCBP) and some of these trends are self-ranked (NIC Trends). The NCCBP comparator data is derived from as many as 267 similar institutions. The NIC Trends are set internally and are being used to establish baseline data and expectations for improvement as needed.

Measure 1, the Community Engagement rubric is intended to identify partnerships that are mutually beneficial to the college and to the various businesses, agencies, and educational entities with which NIC links. The community engagement rubric focuses on significant partnerships in an effort to identify NIC's strengths and weaknesses and to ultimately aim for growth in significant partnerships, and to measure the impact of those partnerships. The rubric measures engagement through 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; efforts to systematically assess community needs through strategic planning, advisory groups, and community focus groups; and ultimately efforts to formally assess the impact and outcomes of engagement and outreach activities.

Measures 2 and 3, articulating Distance Learning proportion of credit hours and number of course offerings at the NIC Outreach centers and other off-campus sites, are intended to help identify how NIC is serving its region. The geographic region served by NIC covers over 7,000 square miles. Driving distances for students from NIC's outreach communities to the main campus range from 40 to 80 miles one-way. The expense and time associated with these distances create barriers for students. This coupled with outside competing methods for delivery of education make it important to consider how NIC can best provide educational opportunities in its service region. The new Educational Master Plan includes growth strategies to 1) increase eLearning opportunities to reach more of NIC's rural service region, and 2) increase outreach programming.

Measure 4, dual credit annual credit hours, supports further dual credit offerings in the regional high schools. Currently, NIC's dual credit program is primarily focused on students who attend on NIC's main campus. It is a state-wide initiative to extend dual credit to rural Idaho populations. Increasing dual credit programs in order to promote less time to degree completion is also a Complete College Idaho goal.

Measure 5, dollars secured through the Development Department via grants and donations, is intended to help NIC monitor and seek public support for additional commitment to the college mission beyond tax support.

Ranking: The Community Engagement rubric was created to help NIC establish a method for surveying its engagement activities. This measure's ranking is a NIC Trend and baseline data must be established. A 2012 inventory of activities shows this measure is met. At the time this measure was established, NIC had not identified a method for measuring its impact on its community. NIC did recently complete an [Economic Impact Report](#) that details NIC's impact on the five northern counties of Idaho (*available online and also provided as Exhibit W, Economic Impact Report*). NIC also publishes an annual "[Report to the Community](#)" that includes annual engagement activities (*available online and also provided as Exhibit X, Report to the Community, 2011-2012*). In the future, the college will focus on particular criteria from the rubric in order to increase measures related to outcomes.

NIC's Distance Learning (eLearning) credit hours are ranked using comparator data from as many as 267 other similar institutions and NIC ranks in the 62nd percentile. Although met, it is a strategic goal and part of the Educational Master Plan to increase eLearning offerings. The number of course offerings at the NIC Outreach Centers is a NIC Trend and is considered met. However, it is also a strategic goal and part of the Educational Master Plan to increase outreach offerings. Dual credit annual credit hours are a NIC Trend and are ranked 50 percent. Although this measure is met, NIC anticipates increasing dual credit enrollment in its service region. Additionally, feedback received from constituents indicates a need to improve services and expand eLearning (online) and outreach center course offerings.

The dollars secured through the Development Office via grants and private donations is also a NIC Trend. It is ranked 100 percent and has more than exceeded its annual goal of \$2 million. NIC Development Department and Foundation priorities strive to increase total scholarship dollars made available to improve student access. In 2011-12, NIC Foundation distributed a record \$704,237 to 791 students in both credit and non-credit programs, and there is an on-going commitment to grow that support. Further details on improvements in these areas can be found in the following section, analysis of key programs and services.

Analysis of Key Programs and Services for Community Engagement

The key programs and services identified for achieving the Community Engagement Core Theme objective involve many areas of the college, including communications and marketing, instruction, student services, eLearning, dual credit, extracurricular activities, co-curricular activities, and athletics. Specific efforts to enhance the internal community and expand relationships with the external community include the following programs and services:

Communications and Marketing: Communications and Marketing serves the entire college system through media relations, government relations, strategic communication, a comprehensive marketing plan, brand management, graphic design, and website development and design. The department supports each one of the core themes through internal and external strategic communications and marketing tactics that touch a variety of stakeholders including, but not limited to, prospective students, current students, alumni, employees, trustees, government officials, high school administrators, partner educational institutions, community agencies, and more.

The Communications and Marketing Office manages the institution's overall brand, allotting much of its human and fiscal resources to maintaining a positive perception of the institution by its stakeholders and a basic understanding of the college's identity and mission. Additional resources support the mission and objectives of every department on campus, assisting in the strategic development and support of marketing materials, communication tools, and event promotion. Marketing, communications, and public relations activities are central to the Community Engagement Core Theme.

Communications and Marketing measures each of its tactics on a continual basis, testing the effectiveness of key strategies and reevaluating what is working and what may not be working to achieve key objectives most effectively. Surveys are conducted with key audiences at least annually, committees are established to review marketing strategies with other key constituents inside the organization, analytics are used to measure the effectiveness of the website and social media strategies, and focus groups are used among public and student populations to receive feedback (Appendix 46).

Improvements to Communications and Marketing: In 2011, Communications and Marketing underwent reorganization, placing an added emphasis on marketing with the addition of a new position and restructuring of key job responsibilities among other staff. With the addition of the new marketing position, the department is focusing on improving its marketing and communications plan with resources tied to measureable objectives in order to allocate human and fiscal resources most effectively. The department's greatest challenge is the pressure on human resources in a highly deadline-driven, fast-paced, high-pressure work environment. The department is currently operating at (or above) its capacity. Without additional personnel, the department is facing a possibility of having to decrease its key objectives, as well as its marketing and communications support, in order to help decrease the heavy workload of current staff.

Outreach Programs: The purpose of NIC's outreach centers is to increase enrollment, provide access, and support diverse learning needs. The first outreach center was established in 2000 in Sandpoint. Two additional outreach centers were subsequently established in Kellogg (Silver Valley) and Bonners Ferry. The largest of the three outreach centers is located in Sandpoint. Due to the success of the Sandpoint Center, it has relocated twice to larger facilities and is currently housed in a two-building complex that provides possibilities for further expansion. Sandpoint is the only outreach location that maintains two full-time faculty members (along with many part-time instructors); classes at the Silver Valley and Bonners Ferry centers are taught primarily by part-time instructors (with some full-time instructors traveling from the main campus to teach, especially at Silver Valley). In addition to the outreach centers, NIC maintains several other programs at off-campus sites. A lack of physical space on the main campus has caused NIC to move several programs to sites away from the main campus. The Welding Technology program is located at Atlas Building and the Outdoor Power-Recreational Vehicle Repair program is located at Ramsey Building. Both of these programs are within close proximity to the main campus. The college also recently moved its Law Enforcement and Graphic Design programs to the Kaniksu Building at Workforce Training Center.

Currently, 20 percent of NIC's student population comes from Benewah, Bonner, Boundary, and Shoshone counties and 3.5 percent from other Idaho counties. There are 617 students from Boundary and Bonner counties (indicated by permanent and preferred addresses) attending NIC, which translates to a 365 FTE. The majority of these students are non-traditional, first-generation, and low-income. Many are unemployed and juggling job-seeking and personal challenges while trying to navigate a complex and foreign environment to complete their degrees. NIC's three outreach centers in Bonners Ferry, Kellogg, and Sandpoint are educational lifelines for these geographically and educationally isolated residents, offering credit, non-credit, and workforce development courses via face-to-face, online, and video conference delivery. Many challenges have emerged for students and faculty at the more distant locations due to lack of proximity to the main campus.

The need for expanded online and outreach educational opportunities for students, also underscores the need for further training for instructors in online pedagogy. In 2000, the college began training instructors en masse to teach online classes, but the emphasis was primarily on learning how to set up and manage course websites rather than on best teaching practices for online environments. In recent years, additional emphasis has been placed on best practices training, which is optional for online instructors. Although the college currently offers a wide variety of online classes, current trends suggest an increasing lack of success for online students. NIC has identified significantly lower persistence rates for outreach students than those students who attend face-to-face classes on the main campus.

From 2001 to 2011, NIC experienced over 67 percent growth in professional-technical education enrollment, yet only two professional-technical programs are offered at outreach centers; licensed practical nursing and welding. Additionally, although it is possible to complete a general studies degree at NIC at Sandpoint, lab science and physical education courses continue to present challenges. The NIC at Sandpoint Center sits in a county with a growing population, and though the college offered more sections of classes at the center, this location has seen a declining number of seats filled. This trend may be due to a lack of response to the community's request for trades and professional programs and the inability of students to complete science labs at the center.

The process for scheduling of classes at the outreach centers is currently main-campus centric. Although center coordinators have attempted to provide class lists to instructional divisions for upcoming terms, most often the classes offered are simply those that have been rolled over from the prior equivalent term (fall-to-fall or spring-to-spring). This process does not always meet the academic needs of outreach students. Outreach students often cannot register for the classes they need when they need them, which delays completion and inhibits persistence. Closer tracking of outreach student educational programs would provide the data necessary to determine which classes should be offered where and when.

Currently, all students pay \$542 in fees which support services such as the student union facility, health care services, counseling, career services, and student recreation programs. Students attending classes on the main NIC campus have access to 30 onsite services, yet outreach students have access to less than 40 percent of these services. Advisors travel from the main campus to outreach centers on a once-a-month basis, but the lack of onsite advising has resulted in outreach students taking classes they do not need or courses where the delivery method is not suited to the student's learning style and computer literacy skills. An onsite advisor at the NIC at Sandpoint center could potentially serve the Boundary County region, as well, freeing on-campus personnel to address the growing needs in Kootenai, Benewah, and Shoshone counties.

Improvements to Outreach Programs: The proposed Educational Master Plan recommends further development of professional-technical programs for the outreach centers; the development of a science lab at the NIC at Sandpoint Center; recruitment of qualified, local instructional personnel; adoption of a data-driven system for outreach class scheduling; and the addition of an onsite advisor at the NIC at Sandpoint Center to provide services such as: academic, financial aid, and career advising; recruitment, and wellness program coordination.

Dual Credit Program: Dual credit provides opportunity for high school students to earn college credits while also satisfying high school graduation requirements. The dual credit program supports outreach efforts to the five counties included in NIC's service region. Students may enroll at NIC in dual credit courses taught at the high school, online, and at NIC centers in Sandpoint, Bonners Ferry, and Kellogg, or on the NIC main campus.

Dual credit opportunities have expanded at NIC since NIC began hiring high school teachers to teach as dual credit instructors in the high schools. Currently, NIC's dual credit is primarily focused on students who attend on NIC's main campus. *See Figure 4.3, below, Dual Credit Enrollment Trends.* NIC intends to continue to expand its dual credit offerings by expanding courses offered by high school instructors in the high school. NIC is also exploring future NACEP accreditation for the dual credit program. One example of expansion is efforts made by the Natural Sciences Division. In 2007, the division had one

teacher in a single high school; currently, the division has six dual credit instructors teaching in six different area high schools reaching from local Coeur d'Alene schools to Sandpoint. The Natural Sciences Division also offers testing out of the first semester of college chemistry if the student is able to perform to a certain level on the American Chemical Society standard exam. All of these strategies have aided in recruiting dual credit students to attend NIC.

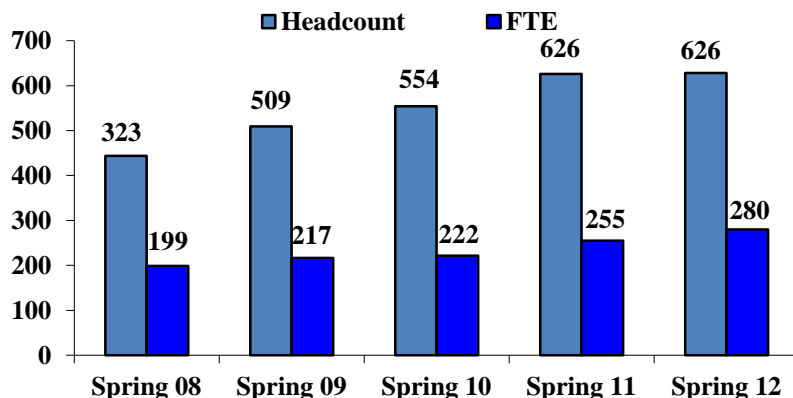


Figure 4.3. Dual Credit Enrollment Trends-Unduplicated Headcount

Improvements to Dual Credit Program: Current efforts to improve and expand the dual credit program have included initiatives aimed at improving advising for students and parents by creating specific sessions aimed at dual credit students, and improvements to hiring processes for high school instructors to teach dual credit in the high schools. In 2011-2012, NIC expanded its hiring criteria and developed a mentoring program to ensure college rigor for NIC courses taught in high schools based upon the National Association of Concurrent Enrollment Partnership (NACEP) national guidelines. NIC offers an annual Counselor Workshop for all northern Idaho high school counselors and co-hosts the workshop with the Tech Prep staff to update the communities and to receive input on the programs. The dual credit coordinator is also working with faculty across campus to ensure that these dual credit instructors in the high schools are well-trained in NIC curriculum and college-level pedagogy. Some departments on campus have faculty members who work with the dual credit instructors in their discipline to help train them in planning college courses and in the assessment of college-level work.

Community and Governmental Relations: The Office of Community Relations and Marketing at NIC is responsible for overall strategic direction and effort for representing the college with local, state, and federal officials. The college uses a multi-tiered collaborative approach to represent its interests and objectives. The vice president for community relations and marketing (VPCRM) is responsible for the primary legislative efforts on both a state and federal level. The VPCRM in conjunction with the college president and President's Cabinet, work to draft, refine, and vet the needed objectives that will, in turn, help the college realize its goal to meet community engagement. NIC also utilizes a legislative committee to assist in these efforts on campus. Members of the faculty, staff, and administration, led by the VPCRM, offer an advisory and advocacy position for legislative matters on campus and at select external functions in the community.

One measurement of success of the Office of Community Relations and Marketing is annual attendance at the NIC Legislative Reception. The annual legislative reception is held four to six weeks prior to the beginning of each regular session of the Idaho

Legislature. Local representatives and senators whose district encompasses any of the college's five-county service region are invited to attend. The reception offers the college an opportunity to communicate directly to its elected representatives what the needs and legislative objectives are for the upcoming session. And, in turn, each of the elected officials who attend are offered time to communicate directly to key college personnel what they feel will be the most important and time consumptive issues that will impact the session. In 2011, the results showed that 46 percent of elected officials attended. In 2012, numbers increased significantly with 73 percent of elected officials attending. See *Appendix 52, 2012 Legislative Reception Report*. Governmental relations help to promote the overall image and reputation of the college and as such, all efforts within the governmental affairs purview would be sufficiently accounted for in the Community Engagement rubric.

College representatives frequently offer insight, sworn testimony and expertise on a variety of legislative and public policy issues locally, regionally, state-wide and nationally. Representatives from NIC hold positions on public policy committees through several local chambers of commerce. They are also called upon to offer testimony and insight before the House and Senate Education Committees of the Idaho Legislature on a regular basis. NIC is an active member of the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT). Members of the college, the president, and the VPCRM make regular trips to Washington D.C. to work with the federal delegation of congressmen and senators and their staff to help ensure the formation of public policy and student funding that best benefit NIC students and the communities we serve. NIC takes its commitment to ethical and responsible intergovernmental relations seriously and remains steadfast in its resolve to be an active participant at levels of policy and code governance.

Improvements to Community and Governmental Relations: NIC identified an area of potential improvement in the community relations and marketing department in early 2012. After substantial analysis and upon the recommendation of the president, NIC no longer employs nor contracts services for an outside firm to lobby on behalf of the college during the state legislative session. NIC believes that its message is best told by its own people: the president of the college, the vice president for community relations and marketing, and of course, its students. NIC does, however, retain a firm to help represent its interests on a federal level in Washington D.C. The complex and ever-changing nature of the federal landscape warrants the need for an experienced representative with knowledge not only of the federal appropriations and grants process, but of the college and its history, geography and commitment to serve the people of North Idaho.

Athletics: The NIC athletic programs support this initiative in multiple ways. Intercollegiate athletic events attract students and the community to the campus to observe and support nationally ranked teams. The athletic teams' successes on a regional and national level have attracted attention from the media and the business community, providing additional positive visibility for the college. The athletics department also sponsors a bi-monthly booster club luncheon meeting that invites guest speakers from the community, and the forum provides information about the college to the community. The NIC athletics program creates and sponsors numerous tournaments, events, camps, and clinics that attract the community and regional visitors to the campus. For example:

- The annual Tri-State Wrestling Tournament is the largest high school wrestling tournament in the northwest. Now in its 40th year, the invitational tournament annually attracts over 60 schools and their supporters from Idaho, Washington, Oregon, and Montana.

- The 10th annual statewide high school basketball all-star game requires consideration from every high school in the state by the media and Idaho school athletic administrators for selection to the games. The All-Star games provide awareness of NIC for high schools in other parts of the state, with participation of male and female students from small and large schools.
- The 5th annual NIC holiday basketball invitational has attracted 12-16 boys and girls high school teams annually, from Idaho, Washington, Nevada, Oregon, and Canada. Visiting teams are matched against local northern Idaho high school teams.
- The athletics department sponsors the Special Olympics Games, which provides awareness to the community of athletes with physical and mental disabilities with a showcase basketball event.
- Summer and holiday camps offered by the NIC athletic department attract elementary and high school students from six to 18 years old, in the sports of basketball, wrestling, soccer, softball, volleyball, and cheer.
- The annual 3-on-3 basketball event attracts over 200 teams, along with their family members, fans, and vendors to the campus every summer.

It is important for athletics to showcase the NIC campus to the community. Athletics provide a reason for alumni to return, but athletic events also give individuals with no affiliation or school age children a reason to visit the campus. Often the first exposure of a college or university is through its athletic teams. The NIC Cardinal Logo and school name on apparel serve as walking advertisements for the college.

The Athletics Department evaluates their community engagement by participation numbers and volunteerism, and by program success. Winning programs attain more positive coverage in the media, and also attract larger crowds. Over the last five years, NIC teams have been nationally ranked in every sport, with top 20 national finishes in wrestling, women's basketball, women's soccer, volleyball, and men's and women's golf. Athletic programs host fundraisers for community charities, including the Susan G. Komen breast cancer awareness, Special Olympics, area food drives, highway clean-up, Habitat for Humanity and the Kootenai County Humane Society. The 3-on-3 tournament attracts over 10,000 community visitors for the two-day tournament, and team camps and clinics attract over 5,000 visitors from NIC's target market.

Improvements to Athletics: Christianson gymnasium is used by a number of entities and outside institutions including physical education, athletics, intramurals, local high schools, city recreation, colleges, and NIC students. NIC hosts nine intercollegiate athletic programs plus cheerleading, and has a mandatory two-credit physical education requirement for all students. Inadequate facilities for the athletic programs negate the ability to host larger camps or tournaments. Seating capacity of Christianson Gymnasium is insufficient to attract national and state tournaments which would expand exposure for the college. Both the Tri-State Wrestling and holiday basketball tournaments are limited in expansion due to inadequate gym floor space, and/or a secondary gym.

Grants Development: NIC has a comprehensive fund development approach through the NIC Development Department, which fosters relationships with friends, donors, alumni, private foundations, corporations, and state and federal grant funding sources to secure additional external funding and in-kind support for NIC's educational mission. Funding secured and distributed to NIC as a result of grants and private donations via NIC Foundation support span areas including student scholarships, Foundation grant programs, employee service awards, and program and capital support such as land

acquisition, funding to construct facilities, and the purchase of equipment and technology in classrooms and laboratories.

The department encompasses three specific functions: Grants Development, Alumni Relations, and the NIC Foundation. The Development Department coordinates development efforts to ensure continuity with college priorities, works closely with the internal and external community to match college needs with supporters, and collaborates with the Community Relations and Marketing Department and the Office of the President to ensure continuity of message. The grants office works closely with college departments and community partners to facilitate needs assessments on behalf of the Development Department and to secure grant funding that meets college and community needs. Alumni Relations focuses on raising support from and cultivating relationships with alumni, current students, employees, and retirees. The department also coordinates various efforts to build awareness and secure external financial contributions in conjunction with the NIC Alumni Association. *See Exhibit Y, NIC Alumni and Friends, 2011-2012 Year in Review.*

The college has worked on several initiatives with grant funding since the Year One report was submitted. The INBRE Program has existed since 2004 and has been refunded. Its express purpose is to increase Idaho's competitiveness for federal biomedical research funding. The INBRE program at NIC is committed to expanding biomedical internships and community education. Since its inception, the NIC INBRE Program has given opportunity to 26 Scholars, 73 Interns, and 17 Fellows. In spring 2010, NIC became a member of the Community College Consortia to Educate Information Technology Professionals in Healthcare. Through the consortia, NIC received \$625,000 in American Recovery and Reinvestment Act funding to prepare students to become health information technology professionals. NIC recently received a \$552,000 grant through the J.A and Kathryn Albertson Foundation to develop an Integrated Basic Education Skills Training (IBEST) program. IBEST is a student retention program that provides effective transition, remediation, and intervention supports for targeted student populations. In 2012, as part of an Idaho State consortium comprised of six institutions, NIC received a portion of a \$2.7 million dollar U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training grant to develop a state-wide Physical Therapist Assistant program and a summer bridge remediation program. In 2012, NIC was also awarded a \$2.97 million Trade Adjustment Assistance Community College and Career Training grant through the U.S. Department of Labor to create an aerospace center. This center will allow NIC to meet the workforce demands of the aerospace industry in North Idaho and help veterans and displaced workers in need of retraining. The three-year grant period began in October, 2012.

While it may not be as impressive as getting a grant, the act of applying for large competitive grants takes a great deal of time and effort, particularly at a community college where publishing is not required, and where specific time and resources are not allotted for this activity. Writing grants is a learning process and it often takes several attempts to achieve the grant. Several recent attempts by faculty and staff are noteworthy. For example, recently a math division chair and science faculty member collaborated on a \$1.1 million National Science Foundation grant, and a director has worked diligently with consultants on a Title III grant for expanded outreach services. Neither grant was achieved, but the learning experiences provided valuable feedback into the grant-writing process.

The Development office evaluates success in many ways, but primarily by the total dollars raised to successfully meet priority institutional needs. Positive relationships, credibility,

and trust are essential to that success. In 2011-2012, the grants office developed an internal strategic plan and identified goals and objectives to strengthen the overall efforts of the NIC grants function. Goals were outlined as follows:

1. Revise institution grant development process
2. Develop institution grant resources
3. Increase awareness of grant process, grant opportunities, and grant successes
4. Strengthen strategic grant seeking efforts and leadership involvement
5. Expand both grant revenue and sources of grant funding

Yearly reviews are conducted to evaluate the grants office progress in meeting the goals and objectives, and to adapt as required based on institutional and community priorities. Throughout the year, the grants office conducts college-wide needs assessments to ensure the department is pursuing grant opportunities in line with the college and communities current needs.

Improvements to Grants Development: In response to the efforts outlined in the 2011-2012 grants office strategic plan, the grants function is now seeking and securing more grant funding than in previous years. There have been areas identified internally that need improvement once the funding is secure. The NIC grants function, in partnership with the NIC Resource Development and Management office, is working to strengthen the post-grant award management function of the institution by creating processes and resources to better support grant project managers in carrying out grant project activities. Under NIC's new president, an Educational Master Plan was developed to provide a college-wide plan including priorities and outcomes. That clear vision and its objectives will allow for clear goal setting and prioritization for all grant and private fund raising/development/alumni relations initiatives.

Events: The Edminster Student Union hosts a variety of large-scale community events on an annual basis, ranging from conferences, to festivals, competitions, and workshops. These large events draw public attention, establishing NIC as a community resource and well-respected partner. This service also allows the community to learn more about NIC. In addition, the student union heads up the Waiver Committee, which considers fee waivers for some events seeking the use of NIC's facilities.

Schuler Performing Arts Center (Schuler) is a multi-function facility that serves all aspects of presentation. Schuler's main focus is professional-based events that have the highest standard of production integrity. Schuler served an audience base of 60,000 in the fiscal year of 2012. Schuler's most prominent customer at the time of this report was theater-type programs, at just less than 50 percent of total programming. In 2012, there were 170 days of preparation and production for all events with 122 of those days being the actual events. Based on audience numbers, 99 percent of the events in Schuler serve the greater community with 1 percent serving the NIC community. Twenty-three percent of the programs produced in Schuler are offered by NIC's educational departments. Our success is measured by client feedback as well as patron feedback. Based on these reports Schuler is operating successfully.

Improvements to Events: In the past five years the most significant improvement to Schuler was the installation of a new sound system. This system was designed to support major touring headlining acts. Funds for the sound system replacement were acquired through a partnership with a community group and community members. Schuler relies on an annual operating budget to maintain a replacement schedule for lighting and drapery needs. Several significant improvements and repairs are needed within the next 12 months with an estimated cost of \$250,000. Within the next five to ten years,

additional upgrades and replacement of fixtures are projected at an additional \$400,000 in costs. Schuler is in need of various improvements and is less than adequate in size for serving its mission statement.

Reciprocal Programs: NIC acts as a fiscal manager for a number of activities that support the community. The Children's Center, the Area Agency on Aging, and the Head Start program are all examples of programs with reciprocal partnerships with the college.

- The NIC Children's Center (the Center) is a dual function NAEYC Accredited Lab School that offers child care to children of NIC students, faculty, and staff while serving as a learning lab for NIC students. The center serves as a learning facility in which many NIC students complete a wide variety of their assignments such as psychology observations, nursing practicum assignments, communication assignments, and graphic design projects. The center serves as a model of excellence for NIC's Child Development students as they complete their student teaching, supervised by the center's teaching staff. Child care services are available to children of NIC students enrolled in a minimum of three NIC credits or children of any NIC faculty and staff. Priority enrollment is always given to students. The center measures its success through opinion surveys. In 2012, a survey was administered to gather input from students who depend upon the center to ensure they can complete their educational goals. Responses were positive and the results indicated the center enables students to further their education. Additionally, other factors were measured and the results indicated that the center is reliable and conveniently located, the center supports education by requiring that its employees pursue education, and the center supports NIC instructional programs with internships.
- NIC Head Start is a school readiness program that provides education and support for young children and their families to help them meet self-sufficiency goals. Head Start supports the healthy development of children and adults by providing services to families that reflect their needs. Staff and parents work as a team to identify strengths and eliminate barriers, to provide mentoring, to provide a quality environment that is welcoming to all, and to develop community partnerships and volunteer opportunities. The college is the grantee of the Federal Head Start grant, serves as its employer of record, and provides Head Start with governance, guidance, human resources, and fiscal support. The Head Start program reciprocates by providing NIC school readiness for preschool children and comprehensive family support. Head Start also provides a high level of community engagement with approximately 50 other agencies in the region.
- The Area Agency on Aging (the Agency) provides a partnership through advocacy, home support, community support, independence, intervention, and protection for seniors in North Idaho. The Agency provides services in Shoshone, Boundary, Benewah, Bonner, and Kootenai Counties. The Agency has co-located staff at the NIC at Sandpoint Center. The Agency promotes senior independence and dignity through advocacy and community service for elders. The college provides the Agency fiduciary support in terms of contracts, compliance, and accountability; human resources support in terms of hiring, disciplinary actions, benefits package, and training; and processing of payroll and accounts payable. The Agency reciprocates the college's services by promoting its connection in all of its materials, by providing instructional support and practicum experiences for NIC nursing students, and by providing health related long-term services and support to NIC personnel who are caregivers for their aging parents and/or grandparents.

Improvements to Reciprocal Programs: The Children's Center needs to increase its visibility in the community so potential students understand there are child care options at NIC. The North Idaho community is significantly lacking in quality early child care

programs. The NIC Children's Center is seen as a leader in the community. A need exists to partner with other facilities to educate them by modeling best practices. The results of these partnerships would serve to influence the development of additional quality child care options in the community for student parents. Other areas of improvement include researching ways to lower costs for child care, providing information to the public about the benefits of attending NIC, obtaining funding to expand and remain open during the summer semester, and further collaboration with the regional high schools.

Summary of Core Theme III: Community Engagement

Each measure under the core theme objectives ties the results of the measures to the elements behind community engagement that are part of the college mission. Through the analysis of the measures, and the analysis of the key programs and services for the core theme, NIC has shown that it successfully engages with its community in order to deliver educational opportunities, and to provide collaborative relationships both internally among all college constituencies, and externally. Although the overall measures indicate the core theme of community engagement is healthy and the objectives are met, NIC is seeking ways to establish stronger measures. Resources at NIC are dedicated to creating partnerships with business, industry, government, and other educational entities and to promoting learning, diversity, and a place for social dialogue, artistic performances, and athletics. Although difficult and time consuming to achieve, in some cases measuring the impact of these programs and events on learning over time will result in more effective measures. The college is researching how to move beyond participation and satisfaction measures in some areas that support this core theme.

Chapter Five: Mission Fulfillment, Adaptation, and Sustainability



Eligibility Requirement 24

NIC has always maintained its operational scale in order to fulfill the college's mission and, under the new accrediting standards, to achieve its core theme objectives. Despite an increase in enrollment of over 46 percent over the past five years, and a reduction in state funding of approximately 14 percent, the college has been able to restructure its human and financial resources, and improve its physical and technical infrastructure, using careful planning. While the college budget has increased, it relies increasingly on tuition revenue and local revenue sources to offset the decline in state funding. The college has continued to maintain a financial reserve account, with the current balance exceeding 25 percent of the total annual operating budget. In addition, the college has expanded its footprint, and upgraded physical and technical infrastructure to better serve students. The college maintains sufficient resources to fulfill its mission and achieve its core theme objectives into the future.

Context of the Self-Study

NIC's self-study report has been a collaborative effort from start to finish. Three separate steering committees were formed during the past three years with each committee designed to contribute to a particular report. Each steering committee was made up of a cross section of faculty, staff, and administrators representing the NIC community. Student input into the process was sought at various stages of the reporting process through community room input, surveys, participation on committees, and through student focus groups. The Accreditation Executive Committee (AEC) guided the activities connected to various portions of the reports based upon their administrative areas. The AEC worked together continuously over the three-year reporting timeframe to ensure that each report was truly a campus-wide endeavor that examined college programs, policies, and processes.

During fall semester 2012, all campus departments answered a series of questions designed to produce an evaluation of particular core theme measures, and an evaluation of programs and services. Review Team leaders for all divisions/ departments were chosen to work with their areas, submitting departmental information that provided a summary of their responsibilities, ongoing initiatives, measurements, and opportunities for improvement. The work of the AEC included many discussions about the interconnected issues and themes that provided the backdrop for the self-study process.

Standard 5.A – Mission Fulfillment

Assessment of Accomplishments (5.A.1)

The evaluation presented in Chapter Four was based on the extensive work of the institutional self-study process. While each phase of this self-study report contains accomplishments and challenges relevant to specific standards, the analysis presented in Chapter V is tied to all of the standards. It reflects commonalities pertaining to NIC as a whole that arose from the analysis of the core themes, the analysis of programs and services, and the analysis of ongoing improvements and identification of potential improvements.

NIC's Accreditation Executive Committee (AEC) is made up of the college's four vice presidents, the director of institutional effectiveness, the coordinator for SLOA and accreditation, and an executive assistant. The AEC helps to create a connection between NIC's planning and assessment processes. The AEC currently meets bimonthly. As NIC moves into a full seven-year timeline for accreditation, the AEC anticipates future meetings will be reduced in number and become more focused on soliciting input from constituents into the evaluation of the core themes and planning for improvement. In Standard 5.B.2 (below) reference is made to a potential new institutional planning group. If that planning group is adopted, then the role of the AEC may change as it moves forward. NIC intends to examine how it will proceed with a well-defined institutional planning group. *See Exhibit Z, 2011-2012, Executive Committee Meeting Notebook.*

NIC's Institutional Effectiveness reports, combined with program reviews, student learning outcomes assessment reports, and several other internal and external reports and scans, are central to NIC's evaluation of mission fulfillment, and to the evaluation of its core theme objectives. The director of institutional effectiveness and the coordinator for SLOA and accreditation work closely with campus constituents to identify appropriate measures and to benchmark measures. The director of institutional effectiveness maintains the strategic plan performance measures updates and other key performance reports. The coordinator maintains the SLOA activities and reports. The relationship between the IE office and the SLOA/accreditation functions has helped to tie institutional level planning and assessment to student learning outcomes assessment activities. As the college moves ahead with implementing program review in all departments, the vice presidents will ensure that annual updates to program review plans occur within the appropriate divisions/departments. The vice presidents also serve as a conduit with the president and President's Cabinet where other key reports such as the proposed Educational Master Plan, NIC Foundation reports, and technology reports are created and maintained. *See Table 5.1., Methods of Institutional Assessment.*

Use of Assessments to Determine the Extent of Mission Fulfillment (5.A.2)

The college applied the mission fulfillment model discussed in chapter one to assess the results of the measures of achievement that are detailed in chapter four. Based on analysis of the core themes and institutional data by the SLOA coordinator and the director of institutional effectiveness, and following Accreditation Executive Committee discussions in December, it was determined that the college is fulfilling its mission at an acceptable threshold. Discussion of the results and approval of this determination was completed in the January 8, 2013, President's Cabinet meeting.

Core Theme	Student Success	Educational Excellence	Community Engagement
Assessments	<u>Strategic Plan</u> (annual)	<u>Strategic Plan</u> (annual)	<u>Strategic Plan</u> (annual)
	Educational Master Plan (annual) (Exhibit A)	Educational Master Plan (annual) (Exhibit A)	Educational Master Plan (annual) (Exhibit A)
	<u>Facts & Information</u> (annual)	<u>Fact & Information</u> (annual)	<u>Facts & Information</u> (annual)
	<u>Student Opinion Survey</u> (every one to two years) *	<u>Student Opinion Survey</u> (every one to two years) *	<u>Employee Opinion Survey</u> (every 3 years) *
	<u>Foundation Report</u> (annual)	<u>Foundation Report</u> (annual)	<u>Foundation Report</u> (annual)
	<u>Common Campus Measures</u> (annual) *	<u>Common Campus Measures</u> (annual) *	<u>Common Campus Measures</u> (annual) *
	<u>Enrollment Report</u> (semester)	<u>Enrollment Report</u> (semester)	<u>Report to the Community</u> (annual)
	<u>Program Review</u> (3 year rotation) * (Appendix 38)	<u>Program Review</u> (5 year rotation)* (Appendix 24)	<u>Economic Impact Statement</u> (periodic)
<u>SLOA 3-Year Plan and Reports</u> (annual) * (Appendices 18 and 19; Exhibit G)	<u>SLOA 3-Year Plan and Reports</u> (annual)* (Appendices 18 and 19; Exhibit G)	<u>Environmental Scan</u> (periodic) (current, LRVP) Community Engagement Report (Annual) (Appendix 51) *	

* Indicates contribution to a Core Theme Measure

Table 5.1. Methods of Institutional Assessment

Recent Accomplishments

NIC’s mission is to meet the diverse educational needs of students, employees and the communities it serves. NIC has recently accomplished the following in order to better serve students and expand its capabilities:

1. Allocated additional resources to support outreach centers, in particular the expansion of the Sandpoint Center, in order to increase program offerings. Additionally, professional-technical programs were expanded such as the welding program offered in Plummer to support the educational aspirations of the Coeur d’Alene Tribe.
2. Implemented a \$100,000 fundraising campaign to equip a wet science lab at NIC at Sandpoint.
3. Divided the responsibilities of eLearning and Outreach between two positions so that each may focus more time and energy into increasing course and program offerings and enrollment.
4. Allocated additional resources to expand the dual-credit program.
5. Implemented “Quality Matters” to improve the quality of distance learning, assess student readiness for eLearning environments, and provide faculty peer-reviewed feedback to improve online teaching.
6. Surveyed regional healthcare facilities to determine future health profession needs. Began planning for implementation of additional health professions programs to outreach centers.

7. Began implementation of Complete College Idaho initiatives.
8. Agreed to adopt and implement the Voluntary Framework of Accountability to track and help to improve student success rates.
9. Developed an educational master plan to guide the college over the next five years.
10. Implemented an Entrepreneurship program and received \$100,000 and \$50,000 in matching funds to support that program.
11. Applied for and received a \$2.9 million grant to support manufacturing and aerospace industries in northern Idaho.

Communication of Results and Conclusions to Constituencies (5.A.2)

For the first time, NIC is applying the revised accreditation standards to its planning framework. The new standards process now allows NIC to review its planning processes and to develop methods for integrating its self-study processes and evaluation, with strategic planning processes and goals that are tied to institutional resources. The new standards and the core themes have been communicated to the campus at large through several events, publications, committee meetings, and through governance over the past three years. Examples include the Long Range Visioning and Planning Committee, the Strategic Planning Committee, the College Senate, the Faculty and Staff Assemblies, division meetings, department meetings, Convocation, core theme community rooms, institutional leadership meetings, student governance meetings, student focus groups, the weekly newsletter, and on the college's webpages. The results of the core theme evaluation and mission fulfillment have been analyzed and shared with the entire campus, and feedback has been solicited. The draft full report was shared with the NIC Board of Trustees in December 2012. In early January, the draft was published for the entire campus to review. The report will be made available on the college website in early February 2013.

Standard 5.B – Adaptation and Sustainability

Evaluation of Planning, Resources, Capacity and Operations (5.B.1)

Evaluation of Strategic Plan and Educational Master Plan

- As part of the annual college-wide planning cycle, achievements of the strategic plan are evaluated and used for updating the plan and aligning with the emerging trends and opportunities as appropriate. A new update to the strategic plan is developed every year.
- The proposed Educational Master Plan was created to communicate a vision for the expansion of programming and facilities at NIC into the future. The plan is consistent with the college strategic plan, accreditation core themes, and institutional priorities.
- Complete College Idaho strategies are incorporated into the newly developed Educational Master Plan and the Common Campus Measures.

Evaluation of Instructional Program Planning

- The Office of Instruction regularly provides course and program enrollment data to the deans and division chairs to facilitate decisions on semester course offerings based on allocated budgets.
- Instructional programs are reviewed on a continuous five-year cycle to improve the quality of curricula and courses, and to encourage innovative and creative pedagogies and programs. Plans are underway to initiate annual review of instructional programs, which will roll into the five-year rotation cycle.

- The instructional programs use program review results, student learning outcomes assessment, and specialized accreditation recommendations to make improvements to courses and curricula to ensure course and program quality and rigor.
- The Office of Instruction uses ongoing program data to evaluate the effectiveness and sustainability of instructional programs. These data include course enrollment, program enrollment, FTEs, student/faculty ratio, instructional cost per FTE, and number of degrees and certificates awarded. These data are shared and discussed at the President's Cabinet as well as with the deans, division chairs, and faculty.
- Educational program planning and evaluation takes place at President's Cabinet, Instructional Cabinet, Instructional Leadership meetings, and department, and division meetings as well as at annual and instructional retreats.

Evaluation of Programs and Services

- Student services are reviewed on a continuous three-year cycle to measure the effectiveness of services, and to encourage new strategies for managing enrollment, retention, and completion. Student services operational goals are reviewed and updated annually.
- HR reviews programs and services on an annual cycle to monitor the effectiveness and ease of use/understanding of the services offered. Programs are reviewed and revised as needed to ensure they are meeting the needs of the college and the employees.
- Communication and Marketing plans are reviewed both in holistic terms as part of the annual strategic and budget planning processes, but also on an individual project basis. This level of review allows the Communications and Marketing staff to accurately assess the effectiveness of each project, its approach and execution, and how that approach/execution impacts budgetary and strategic initiatives going forward during the year.
- Input from community members as well as stakeholders are factored into the annual review process. This allows for more timely and valued feedback from those both in and outside the institution.

Evaluation of Budgeting and Resource Allocation

- Regular budget review and comparisons occur on a monthly, quarterly, and yearly basis. The college has purchased a new budgeting software system (called Prophix) and began implementing the software with the development of the FY12 budget and has continued that implementation during FY13. The software allows data entry by budget managers in an Excel format that is easy to use and can eventually be uploaded by the budget director into the overall institutional budget development file. The data entry by budget managers and the budget development file can be viewed by senior management during the budget deliberation process. Budget managers can more easily run budget reports during the budget year and additional reports can be created by the budget director upon request. The budget software allows for yearly budget comparisons on a monthly, quarterly and/or a yearly basis depending on administrative needs along with associated detail information. The software also allows the institution to model the institution's budget needs out for three years or more. The software will allow the institution to hold budget managers accountable for their budget decisions during the course of the fiscal year and will allow the budget director to monitor the institution's budgets in a timelier manner.

Evaluation of Facilities and Information Technology

- Information technology is in broad use in classrooms, labs, and offices. The college has prioritized communications and applications contributing to instructional delivery and business practices. Staffing in technology support departments has been increased over the recent years to support the double-digit percentage increases of students attending NIC. College instructors and other employees serving students have received access to information to help them educate and inform students regarding the educational programs and services available to them. Broader use of the information in college databases is being utilized to develop management information linked to improved decision making and organizational efficiency.
- New initiatives where broader investment has had transformational impacts for the college have been established. In these areas, members of departments across the institution have worked together to develop alternative educational delivery and improved records of student business and development needs. Examples would include online education via a learning management system and related components, a college-wide portal, standard presentation technology in most college classrooms and interactive video classes between locations in the college service area.
- Long-term facility planning is ongoing, requiring periodic review of plans in preparation for requests for major capital projects. Planning for facilities is guided by a Facilities Master Plan and the Educational Master Plan goals.
- Operational effectiveness for facilities and IT is measured by service delivery efficiency, user demand, and satisfaction.

Analysis of Potential Improvements - Instructional Programs

- Facilities; space for expansion is a key need
- Expansion of outreach, eLearning, and dual credit courses and programs are needed
- Improved retention, remediation, and completion efforts to increase student success (aligned with CCI initiatives) will be necessary
- Better tracking of program improvements and increased SLOA activities are needed
- Improved scheduling to better meet outreach and professional-technical education student needs is necessary
- Review and restructuring of faculty workloads will be necessary
- Seeking external funding sources will become increasingly important

Analysis of Potential Improvements - Programs and Services

- The scope and ability for HR to move forward as the college grows is an area of concern. The ability to track information effectively is limited because the college does not have an HRIS system that is robust enough to capture basic HR reporting criteria such as training and credentialing for both staff and faculty. Credentials are currently being tracked for faculty on a spreadsheet. In addition, our payroll practices and reporting procedures do not accurately track hours worked for all employees, or current leave accumulation. We do not have the ability, with our current system, to accurately calculate workers compensation or taxes for any faculty who wish to work outside of the state of Idaho, which severely limits our ability to secure on-line instructors to offer top notch on-line instruction to our students. With the demands of the Affordable Healthcare Act, which takes effect in

2014, we will need to report accurately on hours worked by all staff, in all locations. The institution needs an on-line time tracking system as well as a review of our HRIS/payroll system to determine if it is able to provide the functionality needed to keep up with basic DOL and benefit requirements.

- The Student Services department generates priorities, strategies, and resources to drive improvements for serving students through its annual program review process in each department. Recently, this process generated several areas of concern including campus safety, enrollment management, and customer service. Considerable efforts are being directed at these areas and include a restructuring of campus security and emergency response training, the revitalization of an enrollment management committee, and new task forces addressing issues of student debt and student completion.
- The Community Relations and Marketing staff foresees changes in the way they track return on investment (ROI) when it comes to advertising (marketing) dollars. Technology is advancing quickly and tracking ROI is increasingly important when it comes to making decisions with public monies. Additionally, the continual question of just how much social media returns to an institution in terms of ROI will need to be measured going forward. Current tracking mechanisms available to public higher education institutions are limited. Staffing levels will need to be addressed as workloads increase and the demand for intra-institution efforts grow.

Analysis of Potential Improvements - Budgeting and Resource Allocation

- For the FY14 budget development process, a revised set of budget instructions has been developed, along with a set of budget assumptions that are attempting to align the budget and the planning process. In addition, a budget organizational chart has been developed to help guide the development of the budgeting process as it relates to meeting with the responsible budget managers. A new development for the FY14 budget development process is the inclusion of the finance committee of the board of trustees which is a new committee that was established within the last year. The institutional planning calendar is also being revised to reflect the institution's desire to more closely tie the budget and planning processes. The process will be more communicative this year with the controller and VPRM meeting with appropriate budget managers in each area of the college and decided upon by the appropriate vice president. The president and the VPRM will also hold college-wide budget forums during the fall/spring semesters. The college needs to continue to move forward tying departmental planning and goals to strategic initiatives and budgeting processes.

Analysis of Potential Improvements - Facilities and Information Technology

- Information Technology can improve through institutional understanding and prioritization of the benefits of technology investments. In many cases, investments in a portion of the items required to complete a full system is driving staff resources. Project management services need to be acquired from IT for smaller projects or externally for larger projects. Visits to locations where technology is truly applied on a more "cutting edge" basis need to be made by both technologists and those who will manage the processes, using the completed IT improvements toward the service improvements. Achieving more institutional goals and developing new initiatives utilizing technology requires some new expectations. Senior management can communicate and expect results dependent upon concomitant funding and staff resources. Delivery via cross-departmental teams will ensure that institutional changes and the value of investments are

realized over longer terms. It is reasonable to define the lifecycle of technology and determine when changes are needed with this approach.

- Facilities expansion is aligned with the Educational Master Plan goals and is dependent upon 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, 8) foregone taxes, and 9) state permanent building fund.

Improvements to Planning Processes (5.B.2)

Evaluation takes on a variety of forms at NIC, just as planning processes do. A variety of sources and measures are used. For example, feedback comes in from students in the form of course and program evaluations and student surveys. NIC recently subscribed to the Community College Survey of Student Engagement (CCSSE) and will use those results to improve student service operations, to influence student support systems, and to compare NIC to similar institutions. Prior to CCSSE, NIC utilized the ACT Student Opinion Survey. The ACT Student Opinion Survey is no longer available, and the agreement between the community colleges in Idaho with the CCSSE will provide even more comparative data. In addition, the three Idaho community colleges agreed to adopt and implement the Voluntary Framework of Accountability in 2013 so that a common structure will allow the colleges to make realistic comparisons and assist in tracking student achievement.

In addition to the CCSSE, Idaho is developing a Statewide Longitudinal Data System (SLDS) that will aid in more complex reporting across institutions and provide valuable data to the institutions' presidents and administrations. The first report using the SLDS is expected to be completed in the first quarter of 2013. NIC's Office of Institutional Effectiveness will supply the data to the SLDS. NIC's Registrar's Office has identified and will assign EDUIDS (Idaho's unique identification system) to NIC's students so that the data feed will include them. Idaho plans to use the SLDS to track a student from pre-K, through higher education, and as they enter the workforce. A memorandum of understanding with Idaho's Department of Labor (DOL) has already been signed and DOL will provide employment information back to the institutions after an analysis has been processed at the state.

NIC maintains an annual planning calendar with sections for college strategic planning and CCMs, state board strategic planning and performance measure reporting, state board eight-year academic program planning, accreditation, and legislative agenda items. The calendar is reviewed and updated periodically by the president, members of the President's Cabinet, and the Office of Institutional Effectiveness.

The Accreditation Executive Committee has discussed with the president a need for an institutional planning group. A new Purposeful Planning Group (PPG) will be created that consists of representation from President's Cabinet, the coordinator for SLOA and accreditation, the director of institutional effectiveness, the student services data analyst, and designees from Student Services, Instructional Leadership, faculty, the College Senate, and ASNIC. This group will meet at least twice a year to review the CCMs and other assessment methods listed in Table 5.1 above. At those meetings the group would receive a report on the progress of the CCMs. Campus constituent groups such as Management Team, the College Senate, Faculty Assembly, and student government would

be invited to provide input. The PPG would provide a progress report and recommendations for improvement to the Accreditation Executive Committee.

Data Collection and Analysis (5.B.2)

The IE SharePoint Site needs further explanation at this point in time and understanding of the content is critical to the campus. The Office of Institutional Effectiveness is going to look to the IE SharePoint Site to further develop the data collection system. InfoPath forms are one option. Support and instructional leadership should have the ability to automatically update their CCMs. InfoPath forms allow for workflow and that may provide the necessary tool to improve the data collection system. Additional training on the team site will also be considered.

As mentioned in Chapter 3, Microsoft Business Intelligence (BI) simplifies reporting and makes it possible for decision makers at all levels of the organization to more easily access, understand, analyze, collaborate, and act on information. The utilization of BI tools results in improvements in processes as well as improvement in collaboration between teams. NIC's portal, also called MyNIC, provides the common thread for BI. Upcoming BI upgrades will greatly increase the ability for the reporting and the processes surrounding NIC's assessment efforts through MyNIC.

Sustainability (5.B.3)

Current trends impacting NIC, its students, and our community 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) massive open online courses (MOOCs), 7) state and local funding resources, and 8) changing student demographics. Identified patterns, trends, and expectations are considered in all NIC planning processes. 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 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 consistent with Complete College Idaho, consistent with core themes and the strategic plan, have measurable outcomes, and will create greater sustainability for the college into the future. The key institutional "Recommendations and Priorities" outlined in the Educational Master Plan are categorized and include:

- Facilities and IT Infrastructure 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 the 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, 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.

Conclusion

The Northwest Commission on Colleges and Universities revised and piloted its standards in 2009 and fully implemented the standards in 2010. As part of the implementation process, NIC was required to complete a seven-year reporting cycle in three years. Following the review of NIC's Year One Report in April 2011, the college had approximately 20 months to prepare for its Year Seven Comprehensive self-evaluation report and visit. Although many core theme planning processes are underway, the college is still developing multi-year data to support all of its measures and expectations. The new standards process, however, has caused NIC to review its planning processes and to develop methods for more fully integrating its self-study processes and evaluation, with strategic planning processes and goals that are tied to institutional resources, and tied to statewide initiatives.

In Chapter One, the college defines its core theme measures and objectives, and establishes reasonable expectations for continued improvement of these measures. These measures are realistic and wherever possible, the college used baseline data to rank its achievements. NIC's Year One Report has been updated to reflect recent changes that have occurred and to reflect its response to the recommendations. Many achievements are shared with the college's strategic plan, and although the college still has work to do to strengthen some of the core theme measures, the overall measures provide an accurate representation of mission fulfillment.

In Chapter Two, resources and capacity which support NIC's mission and core theme objectives are identified. Although resources have flattened and growth in enrollment has been unprecedented in recent years, NIC has demonstrated its capacity to achieve its mission. Faculty, staff, and administrator roles are clearly defined and understood, and policies and procedures are regularly reviewed and updated, ensuring a solid foundation of governance. Faculty and staff members are well-qualified for their positions and have met the additional challenges resulting from growth with dedication and creativity. NIC has also expanded its physical facilities in order to meet the demand of increased enrollment and to provide additional opportunities in its service region.

Chapter Three describes NIC's institutional planning processes. NIC understands that data-informed planning and decision making in order to accomplish the student success, educational excellence, and community engagement objectives is not solely based upon the accreditation core theme measures. NIC's planning processes and decisions are driven by the board and its strategic plan, in addition to the newly developed Educational Master Plan, which are all consistent with national and state priorities. The new accreditation process has prompted NIC to work more comprehensively toward integrated and consistent planning processes across the areas of assessment, program review, services, and budgeting.

Chapter Four provides an evaluation of NIC's Core Themes, and an evaluation of programs and services, while Chapter Five provides an analysis of NIC's performance, and synthesizes how NIC will sustain into the future. The self-evaluation of NIC's core theme measures, and its programs and services, is focused on how the college can improve. While NIC fulfills its mission, the college also recognizes that its internal expectations for improvement are set high. Several key questions and challenges arose out of the self-study results:

1. How can NIC improve student success? In particular, how can the college improve the academic skills of students in order to perform at college level, and how can we improve the number of students who complete a degree?
2. How will NIC continue to expand and grow in a climate of diminishing resources? In particular, how will the college increase its physical and technical capacity, and support its faculty and staff so that they are able to best serve students and the community?
3. Considering NIC's vast geographic service region, how will the college ensure broad access to educational opportunities?
4. How will NIC partner effectively with other institutions of higher learning and local business and industry to provide the best educational opportunities to its service region?

Although the initial “phasing in” of the new accreditation process required NIC to accomplish the transition to new standards in three years, the college has viewed it as a means for better aligning the accreditation process with its strategic goals, its Educational Master Plan goals, and its program goals in order to close the planning and evaluation loop. The current climate in higher education focuses on evidence of accomplishments, decision making in the context of outcomes and measures, and accountability to students and community. The new standards process requires that the college focus on its accomplishments, tie its decision making to measures that reflect clear expectations, and to be accountable for its decisions. By creating a process which requires in-depth collaboration across all constituent groups and focuses on continuous improvement, NIC will ensure its opportunity to expand, grow, and meet the needs of the communities it serves.