Student Success Summit
CIRP Survey

• Cooperative Institutional Research Program

• It is designed to be administered to incoming first-year students before they start classes at your institution.

• The survey collects extensive information that allows for a snapshot of what your incoming students are like before they experience college.

• Nationwide, w/ over 200K participants at 270 institutions
How the study was administered:

- Number of participants- 235 Responses, or 31% of those asked to participate
- Administered to new freshman Summer 2011
- Comparative Institutions
- http://www.nic.edu/planning/survey/index.asp
How many miles is this school from your permanent home?

- 33.90%: 10 or less
- 25%: 11 to 50
- 19.70%: 51-100
- 15.40%: 101 or more

Very similar to comparable institutions.
What was your average grade in high school?

Very similar to comparable institutions.
Where do you plan to live during school?

- 34.00% with family or relatives
- 26.60% private homes/apartments
- 37% college residence halls
- 2.70% other

10 to 15% more students from comparable institutions plan to live with family or relatives.
Is this college your:

- First Choice: 77.10%
- Second Choice: 16%
- Third Choice: 6.40%
- Less than third choice: 0.50%

Over 10% more students from NIC chose the institution as their first choice.
Do you feel you will need any special tutoring or remedial work in English:

Very similar to comparable institutions.
Do you feel you will need any special tutoring or remedial work in Mathematics:

- Yes: 36.70%
- No: 63.3%

Slightly less of our students believe they will need tutoring or remedial work than at comparable institutions.
Number of AP Courses taken during high school:

- 22.00%
- 29.00%
- 43.0%
- 5.40%
- 0.50%
- Not offered at my high school
- None
- 1 to 4
- 5 to 9
- 10 to 14

Our students are twice as likely to attend a high school that did not offer AP classes as comparable institutions.
Highest academic degree planned:

- 40.10% Bachelor's
- 30.80% Master's
- 9.90% Ph.D or equivalent
- 12.5% A.A. or equivalent
- 2.20% Vocational Certificate
- 0.50% None
- 0.50% Other

Very similar to comparable institutions.
Do you have any concerns about your ability to finance your college education?

- **None (I am confident that I will have sufficient funds)**: 25.00%
- **Some (but I will probably have enough funds)**: 19.70%
- **Major (not sure I will have enough funds to complete college)**: 55.3%

Very similar to comparable institutions.
In the past year I have felt overwhelmed by all that I had to do:

- Frequently: 31.90%
- Occasionally: 53.7%
- Not at all: 14.40%

Very similar to comparable institutions.
In the past year I have felt depressed:

- Not at all: 44.1%
- Occasionally: 43.10%
- Frequently: 12.80%

Very similar to comparable institutions.
What is the highest level of formal education obtained by your father?

- Middle school: 0.50%
- Some high school: 9.10%
- High school graduate: 7.00%
- Postsecondary school other than college: 11.8%
- Some college: 17.10%
- College degree: 18.7%
- Some graduate school: 31.00%
- Graduate degree: 4.80%

80.2% of our students father’s have obtained at least a high school diploma. Only 68% of fathers of students at comparable institutions have done this.
What is the highest level of formal education obtained by your mother?

- Middle school: 1.10%
- Some high school: 9.6%
- High school graduate: 26.20%
- Postsecondary school other than college: 7.50%
- Some college: 26.20%
- College degree: 18.2%
- Some graduate school: 1.10%
- Graduate degree: 3.70%

86.7% of our students mother’s have obtained at least a high school diploma. Only 73% of mothers of students at comparable institutions have done this.
First generation college student?

Our students are 10% less likely to be first generation college students compared to those at comparable institutions.
The chief benefit of a college education is that it increases one’s earning power?

- 24.70% Agree strongly
- 17.20% Agree somewhat
- 3.80% Disagree somewhat
- 54.3% Disagree strongly

Very similar to comparable institutions.
In deciding to go to college, how important was each of the following reasons? To be able to make more money:

- Very important: 66.50%
- Somewhat important: 28.2%
- Not important: 5.30%

Our students are 15% more likely to say that being able to make more money is “very important” compared to those at comparable institutions.
In deciding to go to college, how important was each of the following reasons? To be able to get a better job:

- Very important: 86.2%
- Somewhat important: 12.8%
- Not important: 1.1%

Very similar to comparable institutions.
In deciding to go to college, how important was each of the following reasons? To get training for a specific career:

- Very important: 85.6%
- Somewhat important: 12.8%
- Not important: 1.6%

Very similar to comparable institutions.
In deciding to go to college, how important was each of the following reasons? To prepare myself for graduate or professional school:

- Very important: 56.9%
- Somewhat important: 26.6%
- Not important: 16.5%

Very similar to comparable institutions.
During your last year in high school, how much time did you spend during a typical week doing the following activities? Working (for pay):

- None: 20.9%
- Less than one hour: 9.1%
- 1 to 2 hours: 10.7%
- 3 to 5 hours: 10.2%
- 6 to 10 hours: 8.0%
- 11 to 15 hours: 8.6%
- 16 to 20 hours: 6.4%
- Over 20 hours: 26.2%

Our students are 15% more likely to work 10 hours or more a week than those at comparable institutions.
How important was each reason in your decision to come here? I was offered financial assistance:

- Very important: 47.9%
- Somewhat important: 29.3%
- Not important: 22.9%

Very similar to comparable institutions.
How important was each reason in your decision to come here? Cost of attending college:

- Very important: 72.3%
- Somewhat important: 21.3%
- Not important: 6.4%

18% more of our students stated that the cost of attending NIC was a “very important” reason in their decision to come here compared to those at comparable institutions.
How important was each reason in your decision to come here? I want to live near home:

- 35.1% Very important
- 33.0% Somewhat important
- 31.9% Not important

Very similar to comparable institutions.
How important was each reason in your decision to come here? Could not afford first choice:

- Very important: 21.3%
- Somewhat important: 15.4%
- Not important: 63.3%

Very similar to comparable institutions.
The current economic situation significantly affected my college choice:

- **Agree strongly**: 35.6%
- **Agree somewhat**: 11.2%
- **Disagree somewhat**: 11.2%
- **Disagree strongly**: 42.0%

Very similar to comparable institutions.
What is your best guess as to the chances that you will: Get a job to help pay for college expenses

- Very good chance: 66.5%
- Some chance: 9.6%
- Very little chance: 1.6%
- No chance: 22.3%

Very similar to comparable institutions.
What is your best guess as to the chances that you will: Work full-time while attending college

- Very good chance: 28.2%
- Some chance: 28.7%
- Very little chance: 31.4%
- No chance: 11.7%

15% more of our students said that they planned to work full-time while attending college compared to those at like institutions.
What is your best guess as to the chances that you will: Need extra time to complete your degree requirements

- Very good chance: 10.6%
- Some chance: 44.1%
- Very little chance: 11.2%
- No chance: 34.0%

Very similar to comparable institutions.
What is your best guess as to the chances that you will: Transfer to another college before graduating

- 23.9% Very good chance
- 27.7% Some chance
- 25.5% Very little chance
- 22.9% No chance

10% more of our students said that they planned to transfer to another college before graduating than those at comparable institutions.
ACT Survey

North Idaho College Questions:

16. If you are planning to complete a bachelor degree or higher, where will you transfer to?

<table>
<thead>
<tr>
<th>Level of Satisfaction:</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho- Coeur d’ Alene</td>
<td>96</td>
<td>11.8</td>
</tr>
<tr>
<td>University of Idaho- Moscow</td>
<td>109</td>
<td>13.4</td>
</tr>
<tr>
<td>Lewis Clark State College- Coeur d’ Alene</td>
<td>111</td>
<td>13.6</td>
</tr>
<tr>
<td>Lewis Clark State College- Lewiston</td>
<td>16</td>
<td>2.0</td>
</tr>
<tr>
<td>Boise state University</td>
<td>41</td>
<td>5.0</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>11</td>
<td>1.3</td>
</tr>
<tr>
<td>Eastern Washington University</td>
<td>37</td>
<td>4.5</td>
</tr>
<tr>
<td>Washington State University</td>
<td>19</td>
<td>2.3</td>
</tr>
<tr>
<td>Gonzaga</td>
<td>12</td>
<td>1.5</td>
</tr>
<tr>
<td>Other</td>
<td>207</td>
<td>25.4</td>
</tr>
</tbody>
</table>


20. Please indicate your main reason for attending a higher education institution.

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better prepare for the changing economic environment</td>
<td>228</td>
<td>27.9</td>
</tr>
<tr>
<td>Was laid off from my job and needed retraining</td>
<td>32</td>
<td>3.9</td>
</tr>
<tr>
<td>Was struggling with finding employment</td>
<td>23</td>
<td>2.8</td>
</tr>
<tr>
<td>Higher education was needed for career advancement</td>
<td>264</td>
<td>32.4</td>
</tr>
<tr>
<td>Other</td>
<td>157</td>
<td>19.2</td>
</tr>
</tbody>
</table>
Total for Credit Enrollment

Unduplicated Headcount

Over a 45% increase from 08 to 12

Spring 08: 4,408, 3,008
Spring 09: 4,860, 3,377
Spring 10: 5,852, 4,004
Spring 11: 6,426, 4,430
Spring 12: 6,422, 4,378
49% Increase is Headcount, and a 68% in FTE
Dual Credit Enrollment

Unduplicated Headcount

94% Increase in Headcount, and a 41% Increase in FTE

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 08</td>
<td>323</td>
<td>199</td>
</tr>
<tr>
<td>Spring 09</td>
<td>509</td>
<td>217</td>
</tr>
<tr>
<td>Spring 10</td>
<td>554</td>
<td>222</td>
</tr>
<tr>
<td>Spring 11</td>
<td>626</td>
<td>255</td>
</tr>
<tr>
<td>Spring 12</td>
<td>626</td>
<td>280</td>
</tr>
</tbody>
</table>
Bonners Ferry, Ponderay, Silver Valley Centers

for Credit Seat Counts - Duplicated Headcount

Spring 08 | Spring 09 | Spring 10 | Spring 11 | Spring 12
---|---|---|---|---
65 | 107 | 119 | 551 | 126
270 | 392 | 411 | 414 | 126
85 | 68 | 122 | 137 | 124

Bonners Ferry | Ponderay | Silver Valley
Internet for Credit Seat Counts

Duplicated Headcount

132% increase from Spring 2008 to 2012
Fall to Spring for Credit Persistence

Full-Time, First-Time Degree Seeking Students

This number only represents 43% of our student body.
Fall to Spring for Credit Persistence

All Students

Cohort Persistence

<table>
<thead>
<tr>
<th>Year</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 08</td>
<td>71.1%</td>
</tr>
<tr>
<td>Spring 09</td>
<td>74.2%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>75.2%</td>
</tr>
<tr>
<td>Spring 11</td>
<td>74.5%</td>
</tr>
<tr>
<td>Spring 12</td>
<td>72.1%</td>
</tr>
</tbody>
</table>
Fall to Fall Persistence

First-Time, Full-Time Degree Seeking

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>47.1%</td>
<td>52.4%</td>
<td>50.7%</td>
<td>49.2%</td>
<td>53.80%</td>
</tr>
</tbody>
</table>
Fall to Fall Persistence

All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 07</td>
<td>41.0%</td>
</tr>
<tr>
<td>Fall 08</td>
<td>43.3%</td>
</tr>
<tr>
<td>Fall 09</td>
<td>46.1%</td>
</tr>
<tr>
<td>Fall 10</td>
<td>46.3%</td>
</tr>
<tr>
<td>Fall 11</td>
<td>45.90%</td>
</tr>
</tbody>
</table>
Persistence
Spring 11 to Fall 11, Students with 36+ Credits

62% Persistence Rate

Spring 11: 1490 Students
Fall 11: 927 Students
563 Students Did Not Return For Fall 11

- 85 or 15% took a semester off and then returned to NIC for Spring 12
- 292 or 52% are not currently enrolled in an institution of higher education.
- 207 or 37% have went on to other institutions.
- 52% of these students went on to either UofI or LCSC
  - 76 of these students enrolled at UofI
  - 32 enrolled at LCSC
Graduation Rates

2006 Cohort

Graduation Rate

- Normal Time: 14%
- 150% of Normal Time: 26%
- 200% of Normal Time: 46%
Graduation Rate

2007 Cohort

Series 1

- Normal Time
- 150% of Normal Time
Enrollment for Credit by Age

Unduplicated Headcount

Average Age - 28

<table>
<thead>
<tr>
<th>Age</th>
<th>Percent of Total</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 and over</td>
<td>14.6%</td>
<td>939</td>
</tr>
<tr>
<td>25-39</td>
<td>30.6%</td>
<td>1962</td>
</tr>
<tr>
<td>20-24</td>
<td>26.1%</td>
<td>1678</td>
</tr>
<tr>
<td>19 and under</td>
<td>28.7%</td>
<td>1843</td>
</tr>
</tbody>
</table>
Enrollment for Credit by Age
GED Students

Unduplicated Headcount

Average Age - 31

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percent of GED Total</th>
<th>GED Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 and under</td>
<td>8.80%</td>
<td>87</td>
</tr>
<tr>
<td>20-24</td>
<td>21.24%</td>
<td>209</td>
</tr>
<tr>
<td>25-39</td>
<td>52.24%</td>
<td>514</td>
</tr>
<tr>
<td>40 and over</td>
<td>17.68%</td>
<td>174</td>
</tr>
</tbody>
</table>

40 and over
Idaho Counties for Credit

Unduplicated Headcount - Spring 12

Total Idaho Headcount
5,772

Kootenai: 4,377
Bonner: 601
Other ID Counties: 247
Boundary: 203
Shoshone: 200
Benewah: 145
Top Feeder High Schools for Credit

Unduplicated Headcount - Spring 12

GED
Coeur d'Alene
Lake City
Post Falls
Lakeland
Sandpoint
Timberlake
Kellogg
Bonners Ferry
St. Maries
State of Residence for Credit
Unduplicated Headcount

Total Idaho Headcount
5,772

<table>
<thead>
<tr>
<th>Spring 08</th>
<th>Spring 09</th>
<th>Spring 10</th>
<th>Spring 11</th>
<th>Spring 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>91</td>
<td>94</td>
<td>98</td>
<td>80</td>
</tr>
<tr>
<td>186</td>
<td>213</td>
<td>247</td>
<td>264</td>
<td>223</td>
</tr>
<tr>
<td>173</td>
<td>229</td>
<td>258</td>
<td>333</td>
<td>339</td>
</tr>
</tbody>
</table>

- **Washington**
- **Other (excluding Idaho)**
- **Montana**
Students Receiving Financial Aid

Fall 10

- Grants & Scholarships
- Loans

Full-time, New Students  All Students
Financial Aid Default Rates

- 2007/08: 5.00%
- 2008/09: 12.00%
- 2009/10: 13.00%
Complete College Idaho

- The State Board has set an ambitious goal that 60% of Idahoans ages 25-34 will have a degree or certificate by 2020.
- Idaho currently has 34.7% with a degree or certificate.
- The national average 38.3%
- As of 2010, more than 217,000 Idaho adults have attended a post secondary institution, but did not receive a degree or certificate. That is 27% of the states adult population.
Levels of education for Idaho residents, ages 25-64

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ninth grade</td>
<td>29,554</td>
<td>3.74%</td>
</tr>
<tr>
<td>Ninth to 12th grade, no diploma</td>
<td>54,590</td>
<td>6.90%</td>
</tr>
<tr>
<td>High school graduate (including equivalency)</td>
<td>215,040</td>
<td>27.19%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>217,092</td>
<td>27.45%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>72,528</td>
<td>9.17%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>141,311</td>
<td>17.87%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>60,873</td>
<td>7.70%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>790,988</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2010 American Community Survey
Reaching This Goal -

Strengthen the Pipeline – Secondary Students

• Better prepare students for the rigor and expectations of postsecondary education prior to exiting high school.
• Provide students and parents better access to information and resources regarding postsecondary programs, options and opportunities.
• Increase the likelihood of college completion through Dual Credit and Tech Prep programs.
Reaching This Goal -

Transform Remediation –

Secondary/Postsecondary Students

- Provide needed alignment through the Common Core State Standards, which are built upon workforce and college-readiness expectations.
- Develop a statewide framework for transformational models of remedial placement and support.
- Develop strategies and goals to improve remediation.
Reaching This Goal - Demystify College – Postsecondary Students

• Implement systemic advising, linking education to careers.
• Develop a state-level web portal to provide clear information about pathways to degrees and certificates.
• Develop strong, guaranteed statewide articulation and credit transfer policies to provide postsecondary options for students and families.
Reaching This Goal–

Structure for Success – Postsecondary Students

• Develop accelerated certificate and degree packages to reduce time to completion.
• Employ statewide faculty leaders to develop continuous improvement strategies that promote student success.
• Develop options for adult reintegration into postsecondary programs to concentrate on the large number of Idahoans that are near completion.
Reward Progress and Completion – Institutions

• Generate reports from the statewide student longitudinal data system that will drive decision making by identifying progress and needs for improvement.

• Implement performance funding to incentivize completion and attainment.