



North Idaho College

Five Year Interim Report

April 2008

**Prepared for the
Northwest Commission on
Colleges and Universities**

Table of Contents

INTRODUCTION	1
PART A: RESPONSE TO RECOMMENDATIONS	1
Recommendation One: Planning and Assessment	1
Recommendation Two: Educational Assessment.....	2
Recommendation Three: Financial Planning.....	5
PART B: INSTITUTIONAL CHANGES 2003-2008	6
STANDARD ONE: INSTITUTIONAL MISSION AND GOALS, PLANNING, AND EFFECTIVENESS	6
STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS.....	7
Allied Health	9
Associate Degree Nursing (ADN).....	10
Business Administration	11
College Skills	11
Communications, Fine Arts, and Humanities	12
English and Modern Languages.....	14
Natural Sciences and Mathematics.....	16
Physical Education/Dance.....	17
Professional Programs.....	18
Social and Behavioral Sciences:	19
Trades and Industry	19
Workforce Training Center	21
ABE/GED	22
Distance Education.....	23
Dual Credit Program	23
STANDARD THREE: STUDENTS	23
STANDARD FOUR: FACULTY	32
STANDARD FIVE: LIBRARY AND INFORMATIONAL RESOURCES	35
STANDARD SIX: GOVERNANCE and ADMINISTRATION	37
STANDARD SEVEN: FINANCE	39
STANDARD EIGHT: PHYSICAL RESOURCES.....	41
STANDARD NINE: INSTITUTIONAL INTEGRITY	42



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INTRODUCTION

North Idaho College received re-accreditation in the spring of 2003. A five-year interim report has been prepared for the April 17 -18, 2008 visit by the evaluators of the Northwest Commission on Colleges and Universities.

PART A: RESPONSE TO RECOMMENDATIONS

Recommendation One: Planning and Assessment

The College has made planning and assessment a high priority. A number of planning activities are underway across the campus. Faculty and staff are involved with, and supportive of, the process. There is evidence to support that planning and assessment lead to resource allocation. On the college level, a strategic plan has been developed that describes the College's vision, mission, values, as well as key initiatives. Outcomes have been identified and included in programs/courses.

It is unclear to evaluators how the various planning and assessment efforts are interrelated. Also unclear are the process and indicators that enable the institution to determine the level of goal achievement.

The committee recommends that the College clarify the interrelationship of the multi-tiered planning process, and clarify the alignment of its assessment strategies to those planning processes in order to systematically determine in what ways, and to what degree, it is accomplishing its mission and goals. It is further recommended that the institution strengthen its process for using assessment results for continuous improvement (Standard 1.B.1.)

Response to Recommendation One: Planning and Assessment

Recommendation One asked that the interrelationship of the strategic planning process and the departmental planning process be clarified. In addition, clarification was requested regarding the alignment of the assessment strategies to those planning processes.

The planning process that was in use in 2003 and during the 2004-2007 period included both strategic planning and departmental planning. The two processes are parallel to one another. The strategic goals developed for the 2004-2007 plan were broad based, long-term goals designed to cover a three year period, while the department goals were/are short-term goals designed to guide the college departments on an annual basis.

Once the strategic goals and action plans were developed, they were shared with the departments before they developed their annual goals. Departments were instructed to base their goals on one or more of the following three things: 1) the strategic goals whenever possible; 2) the annual goals of their respective vice presidents; and 3) the on-going activities related to their department mission or function.

When the 2004-2007 strategic plan was developed, there were five major initiatives, each with a major goal and several objectives. The 2004-2007 strategic plan is shown in Appendix 1.1. Action plans were developed for the objectives and performance measures were designed for the action plans. The original action plans for the 2004-2007 plan are shown in Appendix 1.2. Each major goal and action plan was assigned a vice president or another member of the President's Cabinet to guide the plan. The strategic goals were to be evaluated regularly through a progress report which outlined the accomplishments achieved at the time of the report.

In December 2004 and again in December 2006, the progress reports on the strategic action plans were completed by the vice presidents and other members of the president's cabinet. These reports are shown in Appendix 1.3. The progress reports were an effort to determine in what ways and to what degree, the college was accomplishing its current strategic goals. In addition, the college designed a Dashboard Indicators Report to track enrollment, graduation and retention trends as well as fiscal trends. The Dashboard Indicator Report is updated yearly, and the 2008 report is shown in Appendix 1.4.

The department plans were also evaluated, but on a yearly basis. A self-reporting instrument was designed and placed online so the department supervisors could report on the accomplishment of their department goals each year. The self-reporting instrument was called "Closing the Loop." The results from all college departments were compiled in an annual "Closing the Loop" report which was shared with the President's Cabinet and the Management Team of the college. The Management Team is made up of department division chairs and directors as well as the members of President's Cabinet. An example of a "Closing the Loop" report is shown in Appendix 1.5.

One of the weak points in the departmental planning design was that there was not a way to easily identify the accomplishments of the departments as they related to the progress of the strategic goals. Thus, the "Closing the Loop" master report became more of a stand alone report just as did the progress reports on the accomplishments being made on the strategic action plans.

In the spring of 2007, the President's Cabinet reviewed the 2004-2007 Strategic Plan and decided to extend the plan to cover the 2007-2008 year. The process to begin the next five-year plan began in November 2007, and a new 2008-2013 plan is expected by May 2008.

The college still has work to do to fulfill Recommendation One. As the new five-year plan is developed, the assessment strategies for the strategic goals should be built into the action plans, as should the strategy for how to use the assessments results for continuous improvement.

Recommendation Two: Educational Assessment

The college has made significant progress in evaluating the effectiveness of its educational programs. Program Reviews are regularly conducted for all educational programs. The data collected is consistent, valuable, and standardized. Student performance outcomes have been identified and included in programs and courses. However, the college is encouraged to pursue assessment tools to effectively and consistently assess student learning outcomes and general education abilities to improve the teaching-learning process across programs and divisions (Policy 2.1).

Response to Recommendation Two: Educational Assessment

At the time of the April 2003 comprehensive evaluation visit, all instructional programs and disciplines had developed course and program outcomes, as well as methods to assess the outcomes. What had not been developed were assessment tools to specifically assess the general education abilities and a way to document how the teaching and learning process was being improved as a result of the assessment process.

From 2003 to 2006, the Outcomes Assessment Committee, under the guidance of the Assistant Vice President for Planning, Assessment and Research (Kathy Christie), worked on institutional assessment surveys such as the Student Opinion Survey given in 2004 and 2006, and the PACE Survey, an employee satisfaction survey, given in 2005. The committee also worked on developing assessment tools for the written communication ability, and the mathematical reasoning ability. The progress the English Department made during this period was significant (as described later in this report), and the committee hoped to use the English Department process as a model for other disciplines.

In 2006-2007, the new vice president for instruction (Barbara Hanson) redirected the outcomes assessment efforts. She proposed a faculty-driven assessment process which included an 80% release for a faculty member to be a coordinator of student learning outcomes assessment to provide leadership and act as a liaison to the instructional divisions. This position was created to work with a Student Learning Outcomes Assessment Committee (SLOA) and to serve as a conduit between the instructional divisions and the Institutional Planning, Assessment and Research Department.

The new SLOA committee is comprised of fourteen members representing all of the academic and technical divisions, as well as the library and college skills center. The SLOA Committee's mission is to promote a consistent outcomes assessment program for all divisions. More specifically, the committee's goals are to encourage a positive attitude toward assessment as a constant and ongoing process; assist with defining measurable learning outcomes assessment methods/instruments; serve as a resource within the divisions and support assessment at the course and program levels; and support professional development activities.

With creation of the SLOA Committee, efforts to develop assessment tools for the General Education abilities have continued. Presently, four abilities that are considered core to NIC's General Education program have been identified. They are the communication ability, both written and oral; the mathematical reasoning ability; the information literacy ability and the critical thinking ability. A timeline for researching, selecting, and piloting assessment instruments for these abilities was created in the spring of 2007. The timeline is shown as Appendix 1.6

In addition to the pilot assessment projects, the SLOA Committee is coordinating efforts with the General Education Committee to discuss the definition and scope of the Critical Thinking/Problem Solving ability and to work on an assessment model that will work for different disciplines. This model will then be used by the SLOA Committee to develop and pilot an instrument.

The highlights of the SLOA assessment projects are summarized below and may be seen in the Student Learning Outcomes Notebook, Exhibit A.

Various programs/divisions on campus reflect a serious commitment to developing a long-term, iterative process for assessing and responding to data on student learning outcomes. Following the above-referenced timeline, the summaries below illustrate recent efforts toward assessment of General Education abilities.

English

The English division has created a uniform “across-the-board” entrance essay for all English 102 sections that holistically identifies how well students demonstrate the outcomes that they should have achieved having a) completed English 101 or b) by placing out of prior English courses due to ACT, COMPASS, or SAT scores. This entrance essay serves as a broad “pre-course” measure of the range of student ability at the start of 102, and also as a writing sample that is kept on hand through the semester.

In addition, the division created a uniform “across-the-board” exit essay for all English 102 sections that will inform how well students are achieving the required course outcomes. A rubric for the entrance and exit essays that tie in with both regional and national trends in writing assessment is used. Each semester, a random sample is taken by instructors from students’ entrance and exit essays. During fall 2007, the division participated in retreats to score the essays using the rubrics. In order to prepare for this assessment, “norming” sessions occurred to train in the use of the rubric. The first pilot is complete and the data shows interesting results. Explanations of the difference in results from entrance to exit have many possibilities. There was some variation in the way individual instructors included the exercise in their courses. The exit essay rubric was brand new in spring 2007 and has since been refined.

In general, the division feels discussing and fine-tuning the outcomes assessment process has been and will continue to be more important than the results. Moreover, the percentages of students passing and failing the exit essay show room for improvement, and the division is looking forward to seeing the results from the next pilot.

Communication

The Communication department works to deliver COMM 101 in a unique manner. For over twenty years, all instructors, full- and part-time, have operated as a unit motivated to ensure each student at North Idaho College who takes the basic course has the most consistent experience possible. Through a team approach, communication faculty have developed a common syllabus, common major speeches, and a workbook with common assignments, outcomes, and evaluation rubrics which is now published through McGraw Hill and has been adopted as the department’s textbook.

Because COMM 101 is more than performance, the department is working on a pilot project that will identify students’ understanding of the theory of communication. This is an area where the department feels there is a divergence of assessment practices. The department is proposing a pilot plan to create a pre- and post-test to compare “raw” knowledge to acquired knowledge. The post-test will be administered at mid-term as most of the content in the text has been covered by this point in the semester. The goal is to identify what competencies are not fully understood by students so as to adjust teaching accordingly. The timing of the exercise is desirable in that a mid-term assessment of content outcomes will allow the department to “fix” areas of concern prior to students exiting the course. Although the department had planned to pilot the test fall semester 2007, they are still working on fine-tuning the test and plan to run the pilot in a few sections this spring. A pre- and post-test will then be introduced fall 2008.

Mathematics

The mathematics faculty is currently creating a homegrown instrument to assess student learning outcomes in the Mathematical, Scientific, and Symbolic Reasoning General Education Ability. The assessment instrument and rubric focuses on four areas of quantitative reasoning skills: extracting relevant data from given mathematical or contextual situations; selecting known models to organize the data into tables, spreadsheet, graphical or equation formats; obtaining correct mathematical results; and stating those results appropriately. At this time, the assessment instrument is in draft form and the division is fine-tuning it. Discussion regarding rubrics is occurring but has yet to be finalized. The division's goal is to pilot the assessment and rubric in spring 2008. As assessment data is gathered, it will be analyzed and discussed extensively as a mechanism for identifying strengths and challenges and as a means for implementing positive changes in courses that can improve the Mathematical, Scientific, and Symbolic Reasoning with which students leave NIC.

Information Literacy

The SLOA Committee is also working with the English department and Librarians on an Information Literacy model and assessment instrument. Research has been conducted and includes dispersing introductory materials, solicitation of materials from other institutions, review of existing models, and a presentation by library staff of a website and materials. Discussion includes developing a set of questions that tie the research process to a final exit essay in English 102. Students will document the research process through a survey which will be assessed by a team of librarians. The assessment will align with the ACRL Information Literacy Standards for Higher Education. The committee's goal is to establish a tool by early spring, and implement a pilot of the model and instrument fall 2008. Additional discussion centered around the possibility of developing a 1-credit Information Literacy online class component that could be used by any instructor in the future. The committee's goal is to develop a model that can eventually be used in many disciplines.

Recommendation Three: Financial Planning

The college does not prepare a minimum three-year projection of operating income and expenditures as required by Standard 7.A.2. It is recommended that the college planning process include a minimum of a three-year projection of income, and expenditures, in order to comply with this standard.

Response to Recommendation Three: Financial Planning

In response to this recommendation, the college now prepares a minimum three-year projection of operating income and expenditures as required by Standard 7.A.2. An example of the current budget development projection can be found in Appendix 1.7 for this report.

PART B: INSTITUTIONAL CHANGES 2003-2008

STANDARD ONE: INSTITUTIONAL MISSION AND GOALS, PLANNING, AND EFFECTIVENESS

There have been no changes in the mission of the institution since the last full-scale evaluation. The strategic plan for 2004-2007 was extended to cover 2007-2008. The extended plan has guided the college during 2007-2008.

The college has experienced several key changes in the last five years. These changes are outlined below.

CHANGES IN KEY ADMINISTRATORS

In December 2005, the college's vice president for instruction (Jerry Gee) resigned and was replaced by an interim vice president for instruction (Paul Olscamp) for the spring and summer of 2006. Following a national search, a new vice president for instruction (Barbara Hanson) began in August 2006, but received a vote of no confidence by the faculty in the spring of 2007 and resigned from that position in June 2007.

From July 2007 until the present, an assistant vice president (Kathy Christie) has been serving as the interim vice president for instruction. Currently, a national search for the next vice president for instruction is underway, and that position is expected to be filled by the end of the spring semester 2008.

A new vice president for student services (Eric Murray) was hired in August 2006. In January of 2007, the college president (Michael Burke) resigned to take another presidency, and an interim president (Priscilla Bell) was hired. Following a national search for a new president, the interim president (Priscilla Bell) was chosen by NIC's Board of Trustees in the fall of 2007 to become the eighth president and the first woman president of North Idaho College.

REORGANIZATION CHANGES

1. During the 2006-2007 year, the new Vice President for Instruction (Barbara Hanson) reorganized the instructional structure. Two deans were added to the organizational chart in order to reduce the number of direct reports to the vice president for instruction. A Dean for General Studies (Bob Murray) and a Dean for the Professional Technical Programs (Judy Hodge), both former division chairs, were named to the dean positions. In addition, the Associate Degree Nursing Program was transferred to the Professional Technical Programs as a part of the reorganization, and the supervision of the college's three outreach centers was transferred to the Workforce Training Programs.

2. After observing the similarity in the missions of the Professional Technical Programs and the Workforce Training Programs, the new president, Dr. Priscilla Bell, instituted an organizational change in January 2008 which brought the Workforce Training Programs under the umbrella of Professional Technical Programs. The professional technical dean's title changed to Dean of Professional, Technical and Workforce Education programs and the division was also named the Professional, Technical and Workforce Education Division. The Assistant Vice President for Workforce Training became the Executive Director for Workforce Training, and that position now reports to the dean.

As part of this reorganization, the supervision of the three outreach centers was returned to the Distance Education Department where it had formerly been located. The director's new title will be the Director of Distance Education and Outreach. The director's position is currently vacant and a search to fill the position is currently underway.

3. During the fall 2007 semester, at the request of the president, the structure of the college's instructional technology services was reviewed. Different aspects of instructional technology services resided in three different departments: Instructional Media Services/Learning Resources Division, the Instructional Computing Department and the Distance Education Department. The interim vice president for instruction met with the supervisors of the three departments during fall semester and a reorganization plan was created.

Under the new plan, infrastructure services like installation of classroom equipment and IVC engineering services were grouped together and instructional design support and e-learning services for faculty members were placed together. The T.V. Studio and other library media services continued to stay with the Learning Resources Division. The plan is partially implemented and full implementation is expected by fall 2008.

NEW STRATEGIC PLANNING PROCESS

In November 2007, a new strategic planning process was begun, and the new plan will be finalized by May 2008. The new plan will be designed for the next five years and will have goals, action items and measurable outcomes for 2008-2013. The plan will be updated each year along with the development of new yearly action plans. A continued effort will be made to use the assessment results for continuous improvement. See *Strategic Planning for 2008-2013 Notebook* as Exhibit B.

CURRENT NIC ORGANIZATIONAL CHART

See Appendix 1.8

STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

OVERVIEW

North Idaho College continues to fulfill its official and traditional obligations as a comprehensive community college by offering courses and programs in four areas: transfer education, professional-technical education, basic skills education, and continuing education.

DEGREES AND CERTIFICATES

What changes, if any, have been made in the requirements for graduation and why?

There have been no changes in the graduation requirements during the past five years.

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates? Report only those certificate programs that total 45 or more quarter credit hours or 30 or more semester credit hours. Listed in the table below are the program changes that have taken place since 2003. Dates refer to the time the College acted on the request. The actions refer to the type of change that was approved.

Associate of Science (A.S.): no changes have been made to the degree program.

Associate of Arts (A.A.): no changes have been made to the degree program.

Associate of Applied Science (A.A.S.), Advanced Technical Certificates, Technical Certificates, Certificates of Completion: The table below reflects changes that have been made to the degree and certificate programs.

New or Terminated Degree/Certificate Programs 2003 - 2006			
<i>Year</i>	<i>Certificate or Degree Level</i>	<i>Curriculum or Program</i>	<i>Action</i>
2003			No Changes
2004			No Changes
2005	Associate of Applied Science	Radiography Technology	New
		Human Resource Assistant	New
		Electronics Technology	Terminated
	Technical Certificate	Accounting Assistant	New
		Landscape Technology	New
		Outdoor Power/Recreational Vehicle Repair	New
		Welding Technology	New
		Electronics Technology	Terminated
	Advanced Technical Certificate	Accounting Assistant	New
2006	Associate of Applied Science	Resort/Recreation Management	New
	Technical Certificate	Computer Information Technology	New
		Law Enforcement	New
	Advanced Technical Certificate	Computer Information Technology	New
2007	Technical Certificate	Landscape Technology	Terminated

What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel and foreign centers) and why have they been made?

No changes have been made in special programs providing academic credit.

What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?

North Idaho College currently offers instruction in 39 academic disciplines and 31 professional-technical and occupational programs. All degrees and certificates demonstrate a coherent design. Specific requirements including the expected general education learning outcomes for all degrees and certificates are clearly delineated on pages 52, and pages 54 – 59 in the 2007-2008 NIC catalog. The catalog pages are included in Appendix 1.9 and the college catalog is available as Exhibit C.

At the time of the April 2003 comprehensive evaluation visit, all instructional programs and disciplines had developed course and program outcomes, as well as methods to assess the outcomes. The college's ongoing assessments of the intended student learning outcomes in Communication, Mathematical Reasoning, Critical Thinking and Information Literacy have been or are being designed as outlined in the Response to Recommendation 2.

In light of the requirements of Commission Policy 2.2 – Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning? The educational programs at North Idaho College are systematically assessed through the program review process that requires instructors to evaluate programs on a five-year cycle to assure on-going improvement of programs. This evaluative process allows both outside reviewers and faculty members to provide feedback leading to improvement of programs. A schedule for program reviews for the 2008-2012 period is in place (Appendix 1.10). Currently, two program reviews are underway for spring semester 2008, Political Science and the College Skills Center. The Political Science program review notebook is available as Exhibit D. Eight more program reviews documents are being prepared and those reviews will take place in fall 2008.

Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations? Effective assessment of educational programs which demonstrate that students who complete their programs have achieved their outcomes occurs in various forms for the various programs throughout the college. Details of each division's assessment practices are available in the Student Learning Outcomes Assessment notebook available as Exhibit A. Brief summaries of each division's assessment practices are found in Appendix 1.11.

DEPARTMENT DESCRIPTIONS, AREAS OF CONCERN FROM 2003 REPORT, RESPONSES AND NEW DEVELOPMENTS

Allied Health

The current Professional-Technical programs in the area of Allied Health include Human Services, Pharmacy Technology, Practical Nursing, and Radiography Technology. The Human Services program is being discontinued as of fall 2007, due to continued low enrollments in the program. A teach-out will occur for the currently enrolled students.

Pharmacy Technology has sporadic low enrollments so we will continue to watch that program closely. Practical Nursing and Radiography Technology are both doing very well. We have been able to increase the number of students in the practical nursing program; the radiography program has full enrollments and we will be hiring a second instructor in spring 2008.

Areas of Concern from 2003 Report:

1. The College is encouraged to follow through on its current plan to move the practical nursing and associate degree nursing skills practice laboratories into space that provides greater accessibility and storage and allows for more effective instruction.
2. It is recommended that the Practical Nursing Program integrate the General Education Abilities into its course syllabi.

Response to Concerns:

1. The new Meyer Health and Sciences Building provides learning laboratories with state of the art equipment. The instruction and learning has been enhanced with the new facilities.

2. The Practical Nursing Program addresses the general education abilities in each of the three courses; although they are not addressed specifically in the syllabi. The syllabi will reflect the general education abilities beginning January 2008.

New developments:

- Allied Health programs moved into the new Meyer Health and Sciences Building.
- Radiography Technology Program started in January 2007.
- Increased number of students accepted into the nursing programs.

Associate Degree Nursing (ADN)

The mission of the Associate Degree Nursing program at NIC is to provide the opportunity for entry into the profession of nursing as a registered nurse and to provide the community with nurses to function in a variety of health care delivery settings. The ADN program is accredited by the National League for Nursing Accrediting Commission. Our most recent visit in October 2006 resulted in continued accreditation with the next review scheduled for fall 2014.

The ADN program has a selective admission process and specific admission requirements that must be met prior to application to the nursing program. Nursing students learn in multiple settings while attending NIC. Traditional classroom lecture with active learning components where appropriate is balanced with a skills lab where students learn, practice and demonstrate skills. There is also a clinical component to each nursing course. Clinicals are conducted in a variety of health-care settings in Northern Idaho and Spokane, Washington.

Areas of Concern from 2003 Report:

The College is encouraged to follow through on its current plan to move the practical nursing and associate degree nursing skills practice laboratories into space that provides greater accessibility and storage and allows for more effective instruction.

Response to Concern:

The new Meyer Health and Sciences Building provides learning laboratories with state of the art equipment. The instruction and learning has been enhanced with the new facilities.

New Developments:

- We have increased the number of students accepted into the nursing programs.
- Continued accreditation from the NLNAC with the next review scheduled for fall 2014.

Business Administration

The Business Administration Department at North Idaho College offers academic transfer courses in business administration and business education applicable to degree programs and elective transfer courses that meet core requirements in social science, mathematics, general education, and computer literacy for the Associate of Arts, Associate of Science, or the Associate of Applied Science degrees. The Department also serves the needs of the community by providing additional elective business courses for entry-level to mid-management employees.

Courses such as Accounting, Legal Environment of Business, Computer Literacy, Economics, General Business, Management, Marketing and Statistics are offered in traditional on-campus day and evening classes. In addition, all those courses are offered via the Internet except management, marketing, and statistics. Several courses are offered at our distance sites in Sandpoint, Kellogg, Bonners Ferry, and Plummer. Several courses are also offered via IVC and we participate in the dual enrollment program with area high schools.

Areas of Concern from 2003 Report:

The Division has made good progress in identifying and publishing student learning outcomes and obtaining data pertinent to its mission. It is suggested that the Division utilize assessment tools to evaluate student learning outcomes, and general education abilities, leading to continuous improvement in educational practices across its programs.

Response:

Since the last review in 2003, the departments have moved from individual course outcomes to common outcomes across sections of like courses and common syllabi using a syllabus template. Instructors collaborate on projects and share practices during departmental meetings. Several assessment methods have been implemented such as locally developed tests, industry exams, cases, exercises, team assignments, papers, projects and portfolios. To date the division has not implemented any departmental exams/exercises (across sections of like courses) but is beginning the discussions for possible inclusion.

New Developments:

- The Division has offered more credit-bearing courses for community interest since our last report. These courses have been moderately successful. We are offering more courses via the Internet, IVC, and in our outreach areas. The Division continues to maintain close contacts with our transfer institutions to ensure our students are receiving the appropriate course work in order to transfer when leaving NIC.

College Skills

The College Skills Division supports student success, teaching excellence and lifelong learning by providing a diverse range of class offerings and a wide array of resources to support students as independent learners. Assistance is available for a variety of learning styles and abilities. The College Skills Center, located in LKH 118, houses a variety of programs designed to assist North Idaho College students with their educational and personal goals.

The purpose of the College Skills Division is to prepare students for college level courses by providing high quality instruction and support that will help them become increasingly more competent and independent in their reading, study skills, writing, and basic math. This will enhance their ability to access and benefit from higher education. To accomplish this task, the College Skills Division provides academic credit classes, concentrated skill development classes, tutoring, supplemental instruction, workshops, and computer training. This program meets the needs of students who either self-refer and/or whose scores on the college placement test (the COMPASS) indicate a need for skill building in reading, writing or math.

Areas of Concern from 2003 Report:

Standard Two and Policy 2.2 require a sustained, consistent, and continuing commitment to, and application of, an outcomes assessment plan by all instructional divisions. This requirement appears to be inconsistently applied in the College Skills Division. The Division has evidence of parts of a process to collect some data that is part of a good outcomes assessment plan. However, it is suggested that the Division strengthen its processes to ensure that it is in full compliance with Standard Two and Policy 2.2.

Response:

Each of the College Skills courses, CSC 100, 105, 106, CSC reading courses, CSC 010, 013, and 104, Math 015, and English 045, have developed common outcomes; these outcomes are listed in the syllabi for each class, regardless of who teaches it. Likewise, outcomes have been developed for each course, and the assessment of those outcomes is stated on each syllabus. Instructors meet regularly to discuss outcomes and assessment so that there is consistency throughout the sections. Instructors in Math 015 and in reading 010 and 013 give final assessments to ensure that students are prepared for the next level of instruction. The College Skills Division is also in the process of putting its course syllabuses on line.

New Developments:

- Under the directive of the College's Enrollment Management Committee, students who are on academic probation must take a college skills course. Consequently, the College Skills Division has opened more sections to accommodate these students. Several of the College Transitions classes are taught by Student Services advisors.
- College Skills Division is working with the Office of Institutional Planning, Assessment, and Research to collect data, tracking success rates and persistence in both Math 015 and in CSC 010 and 013. With the mandatory placement of students on probation into a College Skills course, the Division plans to expand its data collection to include this new cohort.

Communications, Fine Arts, and Humanities

The Division of Communication, Fine Arts, and Humanities includes the departments of art, graphic design, communication, music, theatre, photography, journalism, and humanities. The humanities "department" actually consists of one class, HUMS 101, Introduction to Humanities. All the other departments except graphic design offer courses leading to transfer programs. Graphic design offers an A. A. S. degree, though art students wishing to focus on a transfer graphic design program are offered that option.

Core courses in the A. A. and A. S. degrees are offered by the art, communication, music, humanities, and theatre departments. They also offer elective courses, as do the departments of photography, journalism, and graphic design. However, several courses in the graphic design program require that students be declared graphic design majors.

The division offers many opportunities for performance and displays for students in art, music, graphic design, photography, theatre, and journalism.

Courses in art, speech, music, and humanities have been offered on the Internet; COMM 101 is also offered as an IVC option. Art, speech, and theatre courses have been offered at the outreach centers as well.

Areas of Concern from 2003 Report:

1. It is recommended that the Division strengthen its assessment efforts to include assessment tools that measure specific course outcomes in all courses.
2. It is recommended that the Division assess its structure to determine if it might improve coordination within and among the multi-disciplined programs and faculty.

Response:

1. As indicated in many of the division's syllabuses, significant progress has been made in listing specific assessment tools that measure specific course outcomes. Such is the case in art, music, graphic design, communication, humanities, theatre, photography, and journalism courses. Continuing efforts do need to be made toward further strengthening these endeavors.
2. Improved coordination within and among the multi-disciplined programs and faculty has been the focus of monthly division meetings, which are attended by all full-time faculty from all the departments. Further, all faculty—both full-time and part-time—are included in informational memos from the division chair. Monthly department meetings take place for the speech and humanities faculty. Four departments—journalism, photography, graphic design, and theatre—are primarily one-man departments, with a full-time faculty member in charge. The theatre department holds monthly production meetings to plan for plays with part-time staff in costuming, lighting, stage production, and sound included. This department also works closely with graphic design to produce posters for its productions.

The yearly development of department goals and budget planning is done within each department with as much participation as possible from all members of the departments.

New Developments:

- Dual enrollment has increased significantly in all departments.
- With the growing popularity of digital cameras, the photography courses have been re-directed with the preponderance of sections in Introduction to Digital Photography and only one course per semester on film photography. A flat screen display panel in Boswell Hall now offers a rotating show of students' photography work.

- Sculpture courses have been returned to the curriculum with the cooperation of the carpentry and welding departments, which have provided classroom space for the courses. Displays of student art work exist in the halls of Boswell Hall as well as in the Molstead Library. An NIC Arts Committee has recently been formed to discuss purchase and display of art on the campus. The art department has strong representation on the committee.
- In response to community needs, the Graphic Design curriculum includes an Introduction to Digital Video Production. The department's students also compete in and often win design contests both on and off campus, within the community and the state.
- Survey of World Music has been added to the music curriculum, offered as both a face-to-face and an Internet class. A yearly jazz workshop for area middle and high school students has grown from a two-day to a three-day event. The addition of a full-time vocal instructor has resulted in a large increase in the number of students participating in all vocal groups and studio classes.
- The college newspaper, The Sentinel, continues to win national awards, even when competing with four-year institutions. Most recent among them have been the General Excellence Award for Non-Daily Newspapers for all U.S. colleges and universities from the Society of Professional Journalists and First Place Awards among U.S. two-year schools from both the College Media and the Collegiate Press.
- The college has joined the Coeur d'Alene Arts and Culture Alliance, a non-profit organization with membership of individual artists and non-profit and for-profit arts organizations. The division chair is the vice chair of the organization; representing the college as well as sharing information about arts events with the division has helped to increase the division's participation in the area's arts events.

English and Modern Languages

Through the study of composition, literature and modern languages, students taking courses in the Division of English and Modern Languages learn to think logically, to analyze and organize a wide variety of data, and to write and speak clearly, accurately, and convincingly - in a word, to communicate. Mastery of the skills of communication, critical thinking, information literacy, and aesthetic response gives students their greatest advantage in continuing their education or in entering the job market. Because students who take composition, literature, and language courses must write employing a number of genres, they learn how to become reasonably knowledgeable in areas in which they have had no previous training, and they learn how to keep on learning throughout their lives.

In addition, students learn how to access specialized materials and how to evaluate and interpret data of various kinds by writing well-documented and convincing analyses. These skills do not become obsolete with advances in science and technology.

Completion of the suggested coursework results in an associate degree and meets the general core requirements at all Idaho public universities. The suggested coursework normally fulfills the first half of baccalaureate requirements in English. Course selection should be tailored to match requirements defined by intended transfer institutions. Students who plan to earn a Bachelor of Science degree at a four-year institution may wish to take courses, which would lead to an A.S. degree rather than an A.A. degree. Curriculum requirements should be coordinated with the catalog of the transfer institution

Areas of Concern from 2003 Report:

1. It is recommended that the Division expand its assessment plan to include identifying assessment tools and schedules for assessing specific course outcomes to ensure that students are achieving those outcomes.
2. It is recommended that an assessment tool be developed for the Writing Center that validates its use and analyzes its effectiveness.
3. The Modern Language Department is encouraged to explore assessment processes to determine if they may aid in student placement and strengthen the outcomes assessment process.

Response:

1. In the past two years, the entire English department has discussed and instituted a comprehensive and ongoing assessment of our composition program's learning outcomes. Uniform entrance and exit essays in all English 102 classes demonstrate students' communication, information literacy, and critical thinking abilities upon entering and completing that final class in our program. To unify us in our assessment and to determine students' abilities, we designed clear rubrics to evaluate the entrance and exit essays. We discuss and evaluate sample essays together; and we evaluate a larger random sampling of all classes based on the rubrics. Our discussions and the statistical results have inspired changes in our methods of teaching English 102 and have initiated conversations about English 101 and English 099.
2. The Writing Center has expanded its services in this last year and has refined its record-keeping and evaluation system. From the previous simple sign-in form showing dates and times, we have created a more comprehensive form that captures data from the course subject to the main topics of discussion about writing, such as focus, organization, or style. In addition, using Quia software online, students evaluate their experiences with consultants, completing a simple, anonymous survey accessible from any computer.
3. At present, the Modern Languages department has a placement system for its language courses; the placement test is accessed through the Modern Languages Home page. We have agreed with the Registrar's Office to explore ways to publish placement scores within NIC's on-line registration process.

The Modern Languages department has as one of its current goals the collection and evaluation of course assessments.

New Developments:

- English:
Literature offerings and outcomes are being reviewed to see if they need updated.
- Writing Center:
The Center staff is currently exploring software, ACCU-TRAK, that may make obsolete the paper sign-in form and that will combine the student surveys, making record-keeping simpler. The results of these changes show a greatly expanding and effective use of the Writing Center. Center staff members are working with the College Skills Center to put peer tutors in the Writing Center to work with students.

- Modern Languages:
A minor change was made to the catalog. Along with the English and College Skills departments, a computerized tracking system that will collect the data more efficiently is being reviewed.

Natural Sciences and Mathematics

The Natural Sciences Division offers academic transfer courses in Biological Sciences, Physical Sciences, Computer Sciences, Engineering and Mathematics. Students have the opportunity to complete transfer courses toward a variety of mathematics and science majors, courses that meet core requirements in mathematics, computer sciences, and laboratory sciences, as well as a variety of developmental courses to prepare students for college level coursework. Small class or laboratory sizes, individual attention, a knowledgeable professional staff, and excellent instructional equipment are well-suited to meeting student requirements in the mathematics and science related fields.

Courses in all the departments of the Natural Sciences Division, Astronomy, Biology, Botany, Chemistry, Computer Science, Engineering, Geology, Geography, Mathematics, Microbiology, and Physics are offered in traditional on-campus formats. Biology, Chemistry, Geology and Mathematics also offer classes throughout the evening hours. To accommodate students in the outlying areas of the service district, courses in Biology, Computer Science, Chemistry, Geology, and Mathematics are offered via the Internet. Geology and mathematics face-to-face classes are also offered at the satellite campuses in Sandpoint, Kellogg, and Bonner's Ferry. In addition, Biology offers a course offered for Dual Credit at an area high school and Interactive Video Conferencing (IVC) is utilized for some mathematics classes.

Areas of Concern from 2003 Report:

The Division is encouraged to review its response to increasing student enrollments to ensure high quality instruction and faculty development opportunities.

Response:

The Natural Sciences Division is continuing to consider the following issues:

The Division will better serve the needs of students in the outreach by working closely with the outreach coordinators on scheduling concerns as their enrollments continue to increase.

The lead instructor concept helps to ensure high quality instruction both on-campus and off-campus.

The Division members believe strongly in supporting faculty development opportunities through conferences, workshops, coursework, and sabbatical leave, and will continue to promote funding for such.

New Developments:

The Natural Sciences Division is beginning the implementation of the following:

- Increasing the Division's offerings in the outreach. Because of the high-level technology available in the Meyer Health and Sciences Building and in the outreach centers, higher level math and science courses are being offered that could not be previously offered, for example,

Math 143/144 (College Algebra/Trigonometry) via face-to-face beginning fall 2007 and Biol 227/228 (Human Anatomy and Physiology) via IVC beginning fall 2008.

- Working closely with the area 4-year transfer institutions to offer new courses that apply toward the degrees they offer in Coeur d'Alene. So far, two new offerings are planned for spring 2009, Chem 275 (Carbon Compounds) and FCS 170/175 (Introductory Foods and Lab). These courses fulfill requirements for the University of Idaho Nutrition Degree in addition to helping increase enrollments of other Division programs.
- Implementing the lead instructor concept in additional science offerings, for example, Biol 175. LCSC discontinued their requirement of Biol 175 for their Social Work degree. This afforded us the opportunity to redesign Biol 175 into a course that more closely fits the requirements of the Allied Health LPN program and as a preparatory course for Biol 227/228. Work is currently underway by a new lead instructor to bring all sections of Biol 175 under the same umbrella.
- Adding dual credit Geol 101 and Geol 101L for Lakeside High School in Plummer, Idaho. The Division-approved instructor will be using the course syllabus, lecture/lab texts determined by the on-campus lead instructor. This will help ensure that the quality of the course offered at the high school is the same as that offered on campus.
- Developing Math 123 (Contemporary Mathematics) and Biol 115 (Introduction to Life Sciences) for Internet delivery.
- The Division has recently developed a new course, Engr 204 (Engineering Orientation) in conjunction with targeted engineering advising sessions to increase interest in the engineering and related fields.

Physical Education/Dance

The mission of the Physical Education-Dance Department at North Idaho College is to teach people how to enjoy and participate in physical activity over a lifetime. This mission is accomplished by teaching fundamentals in the art and science of human movement, meeting the needs and interests of the population NIC serves, and utilizing the resources available at North Idaho College. Through a two-credit requirement, we provide physical education to students working on degrees. The PE department also has a diverse range of class offerings designed to enhance learning opportunities for students interested in the field of physical education, along with providing support courses for Allied Health, Law Enforcement and Education programs.

Department offerings are organized into one-credit activity classes designed to meet the physical activity requirement for most college programs, and multi-credit theory classes designed to meet the requirements for physical education majors and other programs. Courses are offered at the distance sites as well as via Internet.

Areas of Concern from 2003 Report: None

New Developments:

- Since the last visit the Division has changed its name to Physical Education and Resort Recreation Management to include one of the Professional-Technical programs.

- PE and Dance have acquired Winton Hall for instructor offices, lecture classrooms and lab spaces for instruction. This addition has helped take some of the strain off Christianson Gymnasium.
- The move to Winton Hall has allowed the opportunity to expand course offerings. We are also offering more classes at distance sites and a variety of senior classes.
- The Idaho Department of Public Works has allocated money to put an elevator in Winton Hall which will aid in meeting ADA requirements and allow all students access to the strength training facility. Expected completion date is February 2008.

Professional Programs

The current Professional-Technical programs in the Professional Programs division include Accounting Assistant, Administration of Justice, Business and Office Technology, Computer Information Technology, Culinary Arts, Human Resources Assistant, Law Enforcement, and Paralegal.

In 2004 we decreased the number of instructors and options offered in the Computer Information Technology program due to continued low enrollments. Since that time, the program has shown steady growth to the point we now have full enrollments. The Human Resources Assistant program is being cancelled as of spring 2008. Consistent low enrollments in the program are the cause of this closure. A teach-out will occur for currently enrolled students.

Areas of Concern from 2003 Report:

The Division has made good progress in identifying and publishing student learning outcomes and obtaining data pertinent to its mission. It is suggested that the Division utilize assessment tools to evaluate student learning outcomes, and general education abilities, leading to continuous improvement in educational practices across its programs.

Response to Concerns:

The Professional-Technical programs employ a wide variety of assessment practices unique to industry standards, certifications, and needs of local businesses. Local advisory committees, whose membership represents the industries served, biannually validate relevance of program instruction and assessments.

New Developments:

- The Business and Office Technology department has been experiencing declining numbers in the past few years. As a result, the department has conducted employer and student surveys to determine ways to increase enrollments. In response, the department has decided to create more flexible course offerings through re-design into modular formats which allows students to work at their own pace. Courses will be offered in an open-lab environment with a rotation of program instructors.
- The Culinary Arts department is looking at the possibility/feasibility of offering an AAS degree as well as the current technical certificate. A decision on that change should be made in the coming semester.

- North Idaho College is currently working with the Idaho POST academy to expand from one POST academy in the State to one academy in each of six regions. Since the NIC Law Enforcement program already uses the POST approved curriculum with POST approved instructors, it is likely that NIC will house the POST Academy (as a part of our Law Enforcement program) here at NIC.
- Enrollments in Law Enforcement have increased to the extent that we are now offering start dates for students in both the fall and spring. We have also cross-listed several courses with Criminal Justice to allow transfer of those courses to our transfer institutions.

Social and Behavioral Sciences:

The Social and Behavioral Sciences Division offers academic transfer courses in eleven departments: American Indian Studies, Anthropology, Child Development, Criminal Justice, Education, History, Philosophy, Political Science, Psychology, Sociology, and Social Work. Completion of core requirements and specified discipline coursework leads to Associate of Arts and Associate of Science degrees. In addition, the Parent Resource for Information, Development and Education program is housed in Social and Behavioral Sciences.

Areas of Concern from 2003 Report: None

New Developments:

Several new developments in the Social and Behavioral Sciences division have occurred since the last accreditation report. These include:

- Addition of the Parent Resource for Information, Development and Education (PRIDE), program beginning fall of 2005. PRIDE develops and supports foster parent families through training, coursework, and resources. The program is funded through a grant with Eastern Washington University Social Work Department and the Idaho Child Welfare Research and Training Center.
- A change in leadership with a new division chair starting July of 2006
- Substantial increases in dual enrollment and distance education course offerings
- Approval of a full time, tenure track American Indian Studies faculty position, to begin fall of 2008
- Close work with newly formed satellite centers to meet particular needs of students in distant communities

Trades and Industry

The current Professional-Technical programs in the Trade and Industry Division include Automotive Technology; Carpentry; Collision Repair Technology; Diesel Technology; Drafting and Design Technology; Heating/Ventilation/Air Conditioning/Refrigeration; Machine Technology; Maintenance Mechanic/Millwright; Outdoor Power/Recreational Vehicle Technology; and Welding Technology.

We had a Landscape Technology program for three years but consistent low enrollments caused the closure of the program in fall 2007. A teach-out occurred for students needing to complete the program. We also were forced to close the Electronics program three years ago due to continued low enrollments.

Areas of Concern from 2003 Report:

1. It is recommended that the College consider modifying the Program Review Process for Trades and Industry to include greater involvement from industry.
2. It is recommended that the College assess the impact of the change to the mathematics requirement for general education with regards to the AAS degree to consider how this might be addressed to more effectively assist students in attaining their goals.
3. It is recommended that the College review courses that provide the human relations requirement for the AAS degree to insure that students are able to meet program and learning outcomes.

Response to Concerns:

1. NIC Board Policy 4.01 for Program Review has specific parameters for evaluation team members. The policy states: An important component of the Program Review process is the establishment of an evaluating team. This team should be a group of at least three people who are directly involved in the discipline. Suggestions for team members could include: a) faculty and/or appropriate administrators from other institutions; b) advisory committee members; c) individuals employed in the field. The program review process currently uses a minimum of three members on the committee. In past reviews, many programs have opted for three evaluation team members, and this ratio has proven to be an effective balance. If program instructors want to use larger committees, that choice is at their discretion. The program instructor can choose to have greater industry involvement if desired.
2. It appears that the change to the mathematics requirement is concrete with little chance of changing in the near future. As a result, the number of students working toward an AAS degree has dropped significantly since the implementation of the math change, with most students opting for the Advanced Technical Certificate. While there has been a distinct shift in regards to student choice, with the preponderance of students earning the ATC, it doesn't appear that this affects the success of these students in pursuing employment opportunities. Obviously this does affect future options such as advancement of educational opportunities for the student.
3. Though there have not been curricular changes regarding acceptance of 3 credit ATEC classes into the list of classes which meet AAS degree requirements, there have been changes made in regards to pertinent information listed under each Trade and Industry course that offers an AAS degree in the college catalog. The ATEC classes are not currently listed under catalog requirements for the program AAS degrees. For programs that offer Advanced Technical Certificates, the ATEC class is listed as a requirement, but there is a note attached which states: "Students may substitute another course with written permission of instructor and division chair". Program instructors advise students who may wish to pursue an AAS degree in the future or are unsure of which direction they prefer to go that a class which satisfies AAS degree requirements would be preferable when registering for classes.

New Developments:

- Re-implementation of the Welding Technology Program followed two years later by doubling capacity in fall 2007. In process is the development of night, weekend, and summer courses as well as short term certificates.

- Introduction of the Outdoor Power/Recreational Vehicle Technology Program. The program is now 3 years old and has had full enrollment each year. In process is the development of night courses as well as dual-credit offerings for high school students.
- Introduction of the Basic Manufacturing Certificate with classes starting in spring 2008. Lecture courses will be delivered via Internet with labs taught at night and on weekends.
- The Diesel Technology Program successfully doubled freshman student enrollment in fall 2007. In process is the development of night and summer offerings as well as dual-credit offerings for high school students.
- The Automotive Technology Program is expanding to offer an Automotive Maintenance Certificate at night for spring 2008. In process is the development of dual-credit offerings for high school students.
- The Carpentry Program is in the process of exploring expansion into offering a two year AAS degree program in conjunction with the current one-year certificate.
- The Trades and Industry Division, in partnership with the Business and Professional Programs Division, is in the exploratory stages of developing a Service Advisor Certificate, Warehouse Distribution Certificate, and Transportation Logistics Certificate for potential implementation in fall 2008.

Workforce Training Center

The Workforce Training Center, located in Post Falls, houses four departments considered Workforce Training. They include Workforce Development and the Qualified Worker Retraining Program, Community Education, Customized Training, and the Small Business Development Center. The primary focus of the programs is for the working adult. Most offerings are non-credit but progress is being made in making some of these offerings available for credit. WTC provides education and training programs including skill-building courses to incumbent workers and the underemployed or unemployed, and customized training programs for business and industry. Workforce Training and Professional Technical Education were recently joined to create a more cohesive unit so we can eliminate duplication of offerings, share resources, and better serve the communities and businesses of North Idaho.

Workforce Development and the Qualified Worker Retraining Program offer primarily non-credit, work related instruction. The courses are short-term in nature and are designed to give adults the skills needed for immediate employment or to increase their existing skills.

Community Education includes a broad range of credit-free, special interest and personal enrichment programs. These offerings have become very popular with the working adults and senior citizens of the five northern counties in Idaho.

Customized Training provides either short- or long-term training that is designed to meet the needs of a particular business. These offerings have been non-credit to date but the new division is looking at innovative ways to make some of these credit-bearing classes.

The Small Business Development Center activities include specialized programs to assist and promote local businesses and their owners through business and leadership coaching, training, and other resources.

This program is funded by the federal government and the State of Idaho with a match from North Idaho College.

Areas of Concern from 2003 Report:

1. Standard Two and Policy 2.2 require a sustained, consistent and continuing commitment to and application of an outcomes assessment plan by all instructional divisions. This requirement appears to be inconsistently applied by components of the Workforce Development division. The division has evidence of parts of a process to collect some data or process that is part of a good outcomes assessment plan, but, the division may need to consider whether it needs to do more to come into full compliance with Standard Two and Policy 2.2
2. Standard One requires all instructional programs to support the College's mission and goal "which give direction to its educational activities". North Idaho College's Workforce Development Division has two very imaginative, unique programs whose goals and objectives are to provide service to regional, national and international participants. Workforce Development's Customized Training program currently operated in the People's Republic of China, and its Sherman Institute intends to quickly grow to serve regional, national and international training clients. It is unclear whether or how the College's mission and goals support the high quality, imaginative and unique educational offerings of these programs. The College and the Workforce Development division are encouraged to consider how the College can articulate the goals and objectives of these programs within the College's current mission and goals to assure full compliance with the requirements of Standard One.

Response:

1. The nature of the specialized, and often customized, training that is conducted through Workforce Training does not lend itself to standardized or industry testing. Courses are, however, evaluated by students and businesses for relevance and quality of information and materials presented.
2. Both the Sherman Institute and training in the People's Republic of China have been discontinued.

ABE/GED

The Adult Basic Education (ABE) program provides basic skills instruction in Math, Reading, Writing, Computer Literacy, English as a Second Language and Citizenship throughout the five northern counties of Idaho. Students also receive instruction in Job Seeking skills by staff members of the Center for New Directions and the Department of Labor. Students preparing for the GED or High School Equivalency Certificate receive instruction and, as appropriate, testing. Primary funding for the North Idaho College ABE/GED Program is provided by federal grants administered through the Idaho State Department of Education, Division of Professional Technical Education. In addition, the Idaho Department of Education and North Idaho College provide "in kind" contributions. North Idaho College continues to have the largest number of GED graduates in the State. Program goals are developed each year and assessed for attainment.

Areas of Concern from 2003 Report: None noted.

Distance Education

Classes offered through Distance Education provide students in the five northern counties with curricular opportunities for the A.A., the A.S. and the A.A.S. degrees with more scheduling flexibility. These courses are delivered by interactive video conferencing (IVC), over the Internet, or at a variety of off-campus sites.

Interactive video conferencing (IVC) provides for live communication through a two-way audio and video network from NIC's main campus to up to four distance sites at a time. North Idaho College offers IVC courses to locations throughout the five northern counties. Instructors are provided with technical support in the form of a facilitator.

Online courses have become very popular. Successful students generally have experience using the Internet, have an email address, and have reliable access to a computer that meets minimal specifications. Students who do not have a computer can gain access to online courses via campus computers.

Outreach courses are offered at sites in NIC's five-county service area. A physical presence exists at the Sandpoint Center in Bonner County, at the Silver Valley Center in Shoshone County, and at the Bonners Ferry Center in Boundary County.

New Developments:

- NIC's third outreach center, the Bonners Ferry Center, opened in Boundary County in fall 2007.
- The number of distance education courses has grown from 121 to 441 from 2000 to 2007.
- The completion rate for internet classes from 2002 to 2007 is 82% and the completion rate for IVC classes is 90% for the same five-year period.

Dual Credit Program

Dual credit courses for high school students have gained in popularity in the last five years. Student enrollments grew from 183 in 2003 to 450 in 2007. Most dual enrollment students take classes on campus or through distance education. The College also offers a small number of classes in area high schools through face-to-face delivery or through IVC delivery.

STANDARD THREE: STUDENTS

OVERVIEW

NIC continues to maintain excellent Student Services. A new Vice President was hired in 2006 who helped re-energize departments and provide strategic leadership. For example, departments now regularly maintain departmental goals and learning outcomes. Goals and outcomes are measured and assessed each year. (The Student Services Planning and Assessment Guide is Exhibit E.) A management plan for Student Services outlines strategic initiatives for the coming year and evaluates the previous year's successes. And, an Enrollment Management Team has been formed to guide the college in developing and implementing strategic enrollment initiatives. Together, these things help the college to maintain successful recruitment efforts, retention efforts, quality services, and good customer service.

The successes are supported by an excellent, stable, and well-educated Student Services staff as well as a new President. Documentation for these efforts is maintained in a Planning & Assessment Guide on file in the Student Services Office.

The following updates review how programs have changed over the last 5 years and address any significant descriptive changes that may be different from the 2003 report. One change in the overall structure is that Athletics no longer reports to the Vice President for Student Services, but is still included in this review.

CURRENT STUDENT SERVICES ORGANIZATIONAL CHART

See Appendix 1.12.

CURRENT STUDENT SERVICES STAFF PROFILE

See Appendix 1.13.

ADMISSIONS

Since the last accreditation visit there have been significant changes in the admissions office:

- A new student information management system, Datatel, was implemented improving efficiency and expanding communications options.
- Two new staff positions have been added to the office an additional recruiter and an application specialist to manage the steady growth in the number of applications. The additional recruiter's focus is on Washington students and the non-traditional population.
- With the implementation of Datatel, there was a need for a technical expert to optimize usage of the software and to meet reporting needs. A new position, Admissions Technical Specialist, was created replacing a previous position.
- Former students no longer need to reapply. Instead they are asked to complete a record update form to correct demographic information and to confirm their academic plans.
- Transfer students with a 1.75 GPA are not placed immediately on probation, since grades for transfer credits are not computed in the institutional GPA.
- Orientation has been completely reformed and is no longer mainly an admissions office function. Admissions provides support to the Orientation, Advising, and Registration (OARS) program by making orientation appointments, preparing all of the student information that is required for check-in and advising, and the two recruiters serve as advisors - schedules permitting.
- Tuition rates for Montana and Washington students were lowered.
- NIC now accepts and grants credit for the International Baccalaureate exams.

Admissions Report Fall 2007

First time Freshman	
Applications received	2173
Admitted	2173
Enrolled	1156
Transfer	
Applications received	669
Admitted	669

Enrolled	280
Readmissions	
Applications received	973
Admitted	973
Enrolled	396
Dual Enrolled (High School Student)	
Applications received	423
Admitted	423
Enrolled	338

ORIENTATION

Since the last Accreditation report, NIC has fully revamped its approach to New Student Orientation (NSO). The changes have included:

- Making NSO an all Student Services function coordinated by the Director of Student Activities. The implementation team includes the Directors of Admissions, Advising, and Financial Aid, as well as the Registrar and the Coordinator of Student Orientation Leaders. Oversight is provided by the Vice President for Student Services.
- The implementation team assures that 10 orientation sessions are offered for fall semester, with additional sessions as needed for spring semester.
- NSO is now mandatory for all first-time degree seeking students, and information is mailed to students accordingly.
- NSO has been re-structured around the Orientation Leaders and the Faculty/Staff advising that help orient students to campus, advise them into their classes, and register them on-line. This happens all in one session.
- Approximately 10 student orientation leaders are used to facilitate the event in addition to the full time staff who work during the event. These student leaders stay engaged with their students into fall semester by inviting them to engage in Connection Events. Connection Events occur once per month and include the New Student Welcome (August), the Club Fair (September), Meet Your Faculty Advisor Night (October), Orientation Leader Night (December).
- Every effort is made to get students who have applied for admission to NIC to attend an orientation session.

NSO has served an increasing number of students each year.

FINANCIAL AID

Since the last accreditation report, the basic functions, policies, and beliefs of the office have not changed. The Financial Aid Office continues to strive to provide the best service to students and families. The office strives to provide the best service in the following ways:

- To improve upon the scholarship process, the Financial Aid Scholarship Committee was divided into groups to help facilitate review of scholarship applications and decision of scholarship recipients. Scholarship applications have a priority deadline of March 17th but applications are accepted throughout the year and reviewed as new funding becomes available. First award notifications are sent in May in hopes of recruiting/retaining students.

- To improve the education our students receive about the results of borrowing loans to pay for college, we now require all loan recipients to attend a mandatory exit interview the spring of each year before being able to pick up their funding. This interview will cover the required aspects of a loan exit interview as well as provide additional information on consolidation, the pros and cons of credit card use, and other financial literacy topics.
- The office continues its efforts to reduce the loan default rate. The office, in conjunction with NELA (guarantor), created a default management plan, which consists of contacting students via mail and phone to remind them of their responsibility to pay back their loans; and if they are falling behind on repayment, the communication to the student informs them of repayment options and offers assistance. The default rate continues to fluctuate over the years, but it does appear that the default management plan is working. The default rate for FY 2002 was 13.2, in FY 2003 was 9.3, FY 2004 was 13.6 and in FY 2005 was 8.6.

REGISTRAR

Since the last accreditation report, North Idaho College implemented Datatel's student module. This has allowed for full integration of financials and student information. By moving to an integrated system, data is more easily shared between offices within student services, as well as the business office. The following changes have also been made in the Registrar's Office since the last accreditation report:

- The Registrar's Office is no longer responsible for entering mid-term or final grades. Grades are entered online by the faculty member responsible for the instruction of the class. The Registrar's Office continues to process grade changes.
- While North Idaho College continues to publish a separate catalog for Workforce Training classes, the Registrar's Office does not transcript these classes. This is the result of the Workforce Training Center acquiring LLMS software.
- The College no longer adheres to a deadline for student directory information restrictions. A request will be processed immediately upon receipt.
- First-day no-show rosters are no longer required. No-show rosters were used to drop students for non-attendance. This practice proved to be problematic as rosters were not returned in a timely manner and students would re-register themselves after being dropped. The College now uses language strongly recommending first day attendance.
- The campus, as a whole, is better educated about FERPA guidelines.
- A website for the Registrar's Office has now been implemented.
- A new academic probation policy has been defined with the intention being to increase retention.

ADVISING & PLACEMENT

Since the last accreditation report, Advising and Placement Assessment have experienced significant changes, including:

- Advising Services staff structure has been refined and now includes a full-time Advising Director, seven full-time advisors, ½ of one FTE of part-time advisors, and a full-time administrative assistant. Continued integration of faculty advisors is aimed at making meaningful advising easily available to all students.
- The Professional Technical Student Support Services position has been assimilated into the Advising Services reporting structure. This helps assure a more unified approach to NIC's advising while expanding the understanding and support of PTE student enrollment and advising issues.

- A new program of Lead Faculty Advisors (LFA's) has been recently introduced. Nine faculty (one from each division) have been appointed to tailor the support of faculty advisors in their divisions. They will work closely with Advising Services to complete advising assignments, promote advising events, coordinate advisor training, develop advising tools, and enhance communication around the advising issues. The combination of LFA's, Advising Services advisors, and student representatives will constitute a new Advising Committee as an advisory group.
- A new Outreach Advisor position has been established, which will routinely provide various Student Services support to outreach students in up to five outreach locations.
- New student registration advising has been integrated into a meticulously orchestrated event of orientation, advising, and registration sessions (OARS). A strong student led orientation prepares students for meaningful one-on-one education planning with advisors, followed by supported use of an online registration system.
- New student advising has partnered with Career Services to help students recognize the importance of and assistance in identifying a personal education goal.
- Advising resource manuals were updated and distributed to faculty advisors. An advising web site containing advising resources, forms, procedures, and related links was created for convenient access by students and advisors.
- An automated degree audit system will be available soon to help students and advisors accurately monitor student progress toward specific degree objectives.
- Advising training modules have been designed for quick, easy delivery, expanding training opportunities in a variety of possible venues. Specific training has been designed and required for all OARS advisors.
- On-campus placement testing has been centralized in a new Testing Center. The Center offers regular testing opportunities and testing with accommodations for students with disabilities. Placement assessments are also administered at the outreach centers and at many of the regional high schools.
- Placement assessment results are quickly available to students and advisors as part of the Internet accessible student records data base. Scores are automatically used in the system to limit inappropriate enrollments.

HEALTH SERVICES

The narrative for Health Services will be inclusive for Student Health Services, Counseling Services and the Center for New Directions. In spring 2007, Health Services, Counseling Services and the Center for New Directions were placed under the same supervisor. The change has begun to facilitate an even closer working relationship between the units that promote improved and more consistent care for student mental and physical health care issues.

- Since the supervisor of this newly defined department is the former Director of Student Health, a part-time nurse practitioner was hired to cover the clinical hours lost to her increased supervisory duties.
- A part-time administrative assistant has also been added to help manage the workload of client scheduling and work.
- Other than these changes, the three departments continue to function well and have a steady load of student cases.

COUNSELING

- See Student Health Update

DISABILITY

Since the last Accreditation Report, the name of this department has been changed from “*Disability Support Services*” to “*Center for Educational Access*”. This was in an effort to put the focus on “*providing access*” to individuals eligible to receive accommodation rather than on the “*Disability*” of the individual.

- One change in the department included how accommodations are provided. Special testing for students who have disabilities has been relocated to the NIC Testing Center. As the number of students receiving services each semester has risen from 200 in the last report to 240 presently, additional staff hours were needed.
- The availability of Assistive Technology (AT), such as software for students with learning disabilities and visual impairments and blindness, has expanded on campus and is being provided in more locations i.e., College Skills Center, Center for Educational Access AT lab, Molstead Library, and outreach centers and off campus locations i.e., Ponderay, Silver Valley, Bonner’s Ferry, ABE/GED and WFTC.
- To provide systematic and easily accessible training for AT, a class in Assistive Technology has been added to the curriculum.
- A full service note taking program has also been implemented that provides trained note takers for students who are eligible to receive them. C-print is also now available for Deaf/HOH students who require real time captioning in the classroom to gain access. In response to, and support of the Deaf community, a class in American Sign Language has also been added to the curriculum which now counts as a foreign language requirement.
- The Center for Educational Access website has been more fully developed, offering more information to community members, prospective students, students, faculty and staff. Students can download paperwork for accommodation requests and make contact to CEA staff as desired via e-mail. This has simplified the process of providing services to students at a distance.
- Center for Educational Access has been relocated since the last accreditation report from College Skills Center to Seiter Hall, Rm 207. This has provided CEA with much needed space mentioned in the last report. CEA now has an AT lab, which has five computer stations, a CCTV desk for student use, several stations for students using a variety of assistive technology devices and training stations for both students and CEA staff.
- There are also three offices and a reception area, which houses three professional staff (two of whom are new since last report) and an administrative assistant. Professional staff titles are presently: Director, Access Specialist Deaf/HOH, and Assistive Technology Access Specialist Blind/Visually Impaired. The title of Coordinator changed to Director when the position moved to being a direct report to the Vice President for Student Services in January 2007.
- Center for Educational Access continues to expand, serving more students with more staff, providing more assistive technology and curriculum; networking with local (school district), regional (school districts) and state educational (Idaho Department of Education) entities. Evaluation of existing resources and processes and their effectiveness continues to be seen as important demonstrated by the ADA self-evaluation that has been put into place.

PROFESSIONAL TECHNICAL STUDENT SUPPORT SERVICES

Since the last accreditation report, NIC has changed Professional Technical Student Support Services in the following ways:

- The Coordinator of Professional Technical Student Support Services is now 100% full time and is supervised by the Director of Advising Services and Testing.
- Professional Technical Placement Services has been discontinued as a separate entity and portions of those services have been transferred to the Professional Technical Student Support Services Office and the Career Services Center.

CENTER FOR NEW DIRECTIONS

- See Student Health Update

TRIO / STUDENT SUPPORT SERVICES

The TRIO program continues to function well as described in the 2003 report. The only change is that a new director was hired in September 2007 to replace the former director who resigned.

EDUCATIONAL OPPORTUNITY CENTER

EOC's funding was discontinued as of August 2007 by the federal government. While the first three years of the grant did not seem to meet pre-determined expectations, the fourth year was outstanding and was a role model for other programs. The government did not renew the grant based on information collected while reviewing the first three years. An appeal was unsuccessful in saving the program, although the Department of Education was cited as a result of the appeal for having miscalculated grant evaluations. The miscalculation resulted in the discontinuation of NIC's program, although funding was not reinstated.

Student recruitment and support activities conducted by EOC have been transferred to other departments where feasible.

CAREER SERVICES

Since the last Accreditation report, NIC has taken steps to increase awareness of Career Services, and to further integrate these services into recruitment and retention activities.

- A marketing plan is underway involving collaboration between Career Services and College Relations. This plan is designed to ensure that all students are aware of Career Services and of the multiple opportunities available to them through this department, helping them identify and reach their academic and career goals.
- Career Services has become an integral part of the Orientation, Advising and Registration Sessions (OARS) provided to new students. During an initial meeting students are apprised of career services focused on their individual needs, whether they are positive about their career direction, fairly certain, or undecided. Increased collaboration with Advising Services is ongoing.
- Career Services provides an activity to prospective students at the First Friday recruitment event of each month in collaboration with the Admissions Office. This career development activity has been created to help prospective students explore appropriate NIC majors based upon their interests and preferred environments.
- A free career assessment is offered to prospective students during NIC Info Night and during other promotional events in collaboration with Instruction and other Student Services departments.

MULTICULTURAL AFFAIRS

Since the last Accreditation report, NIC has reorganized this department. The American Indian/Minority Student Advisor position was changed in July 2007 to American Indian Student Advisor.

- It was recognized that one staff person cannot comprehensively meet the needs of all minority students. While NIC strives to support students from all cultural backgrounds, it was unrealistic to think that one person could do this effectively. Hence, the position now reflects its sole commitment to working with Native Students and has two student workers who support the department's efforts.
- Additionally, as it relates to American Indian Students, the Nine-Point agreement with the Coeur d'Alene Tribe was given new priority. NIC has appointed eighteen staff members to assist with the implementation of the agreement. This is the largest dedication of resources towards native students that NIC has ever committed.
- The Cultural Diversity Committee and Diversity Events Committee continue to meet and implement programming and awareness opportunities.
- In terms of clubs and student involvement, the participation varies from year to year. Some years the ethnic related clubs are active, while in other years the disability rights advocacy group or the gay-straight alliance are active. All groups, as they come and go, are supported in their mission by the Associated Students of North Idaho College (ASNIC) and the administration.

AUXILIARY SERVICES

The NIC Food Service, Residence Hall, Bookstore, and Student Union all report to the Director of Auxiliary Services. Since the last accreditation report:

- The Residence Hall has become a functional, successful, and profitable entity. The facility remains full and experiences the typical problems and successes associated with residence hall environments.
- Food Service has become more efficient and profitable since the last report. Changes in menu, hours, and staff have contributed to these improvements.
- The Bookstore continues to be very successful.
- The Student Union has always run with a deficit because its income producing opportunities are not as great as in the other auxiliary services. The procedures are being reviewed and pricing structures for Union rentals are being discussed. Despite this deficit, the Union functions well and is supported by the profits in the other three areas.

STUDENT PROGRAMS / ACTIVITIES

Student Activities is a department within Student Services that contains multiple units, including Student Programs, Outdoor Pursuits, Student Government, and Recreational Sports. For the purposes of this update, the updates for their respective narratives are contained in this section.

- Since the last Accreditation was completed The Associated Students of North Idaho College (ASNIC) student government does not supervise the hiring of staff positions. This is done by the Director of Student Activities or appropriate support staff. As well there is no longer a requirement that ASNIC representatives be of sophomore or freshmen status to run for office.
- Also, ASNIC is no longer involved with student insurance issues.
- Student Activities has changed the title of Intramural Sports to Recreational Sports since the last Accreditation was completed.
- Other than these changes, the department is functioning well.

ATHLETICS

Since the last Accreditation report, the NIC Athletics department has experienced the following changes:

- The athletic program retained their affiliation with the National Junior College Athletic Association (NJCAA), but discontinued their association with the Northwest Athletic Association of Community Colleges (NWAACC). NIC was a member on an associate level with the NWAACC, which previously allowed membership status on a partial, sport-by-sport, specific basis, with approval from the conference. The association membership level was abolished by NWAACC administrators following the 2005-06 fiscal year.
- Intercollegiate golf was added to the program's field of teams in 2007. Teams are now fielded in men's and women's basketball, soccer, and golf; women's softball and volleyball; and men's wrestling. All teams are under NJCAA regulations.
- Dual association with the NJCAA and NWAACC has been removed, but increased administrative requirements mandated by the NJCAA to improve eligibility and academic monitoring has actually increased the departmental administration workload. The Athletics Director currently serves as the Regional Director for men's sports to support and enforce the NJCAA on a regional level for revised procedures. Institutions employing Regional Director are expected to display a higher level of integrity and morality as role models for fellow conference and regional member institutions.
- The success of the athletics department on a national level has increased the media exposure for the college and the community. Accordingly, to balance the workload, the College Relations department has trained an athletics department administrator to provide assistance in website maintenance, upkeep of athletic scores and communication with stories to the media. College Relations maintains authority and approval for department press releases to outside media.
- An Athletics Review Committee (ARC) appointed in 2002, completed their department evaluation and submitted recommendations in 2003 to the Board of Trustees. As a result of the approved recommendations, an Athletics Advisory Committee was established to provide continual assistance to the Athletics Director on matters of administration as needed, with communication to senior management as appropriate. Additional ARC recommendations addressed evaluating salary structure for assistant coaches, hiring a full-time athletics director, and developing policy to include booster club expenses for intercollegiate student-athletes through the business office were successful implemented. The Athletics Advisory Committee has not met in over two years, which is of concern to some faculty members on campus.

CONCERNS

No concerns were cited for this standard in the 2003 Report.

STANDARD FOUR: FACULTY

OVERVIEW

The outcome of NIC's 2003 Self Study, the subsequent visit by the Evaluation Committee, and the summative Accreditation Report concluded that the "College meets and exceeds the requirements set in Standard Four and Policy 4.1" (p. 39). The evaluation team commended the College for its "faculty evaluation policies and procedures," its "comprehensive and standardized summative evaluation form," and "for maintaining a positive working relationship between the administration and faculty" (p. 39).

It did, however, express one concern: "the Committee recommends that the Human Resources Department work with divisions to establish a clear and consistent adjunct evaluation tool, to formalize procedures across campus and to develop a centralized location for maintaining adjunct records" (p. 39).

Over the five years since the Evaluation Committee's visit, the College has, as one would expect, moved forward. Before addressing the Evaluation Committee's one concern, we begin with a brief update to Standard Four.

Division Organization (Self-Study 4.2):

- The organizational reporting structure for Instruction has changed significantly. The main change has been in the organizational hierarchy: The VP for Instruction now has two deans who oversee three broad areas of instruction: Dean for General Studies and a Dean of Professional Technical Education. In turn, each dean oversees appropriate division chairs and directors.
- This organizational structure should reduce the number of direct reports to the VP for Instruction. The ultimate goal of organizational restructuring is to reduce the bottleneck effect, to decrease the time required to implement new strategies, and to enhance communication.

Salaries and Benefits (Self-Study 4.8):

- Full and part-time salaries have increased over the past five years, at an average of about 2% per year. The part-time rate has increased to \$725 per credit hour. A goal is to tie the part-time salaries to that of the full-time instructors' base salary so that part-time instructors' wages will increase at the same rate or the same percentage as full-time instructors' salaries.
- Regarding benefits, the cost of health insurance has continued to rise. After discontinuing Group Health coverage and deciding on Blue Cross as a single provider for two years, in 2007 NIC has returned to offering both options. For faculty and staff who were required to switch out of the Group Health system several years ago and choose new physicians, re-opening the two-provider option was welcomed.

Faculty Workload/Duties (Self-Study 4.9):

- Expectations for faculty members have been updated. Thanks to technology and the ability to post schedules on-line, we have moved toward a more streamlined method of posting schedules and course syllabi. Across campus, both full and part-time faculty now posts their schedules in a uniform manner so that students have less confusion deciphering them. Faculty uses the following designations on their schedules: Classes, Office, Campus, and Meetings.
- A second advance is in the area of syllabus construction. Web Driver software allows instructors from each division access to syllabus building templates which can create a syllabus based on static categories, meaning those categories that either remain constant across sections or are unified in departmental offerings. Currently, the Natural Science and English/Modern Languages divisions are piloting this new technology. The goal is to have all divisions using it by fall of 2008.
- In addition, the faculty is continuing its work toward developing modular contracts for those who have release time or who have duties different or expanded from the standard contract. As noted in the 2003 Self Study, “teaching loads are based on thirty hours teaching load equivalence per academic school year.”

Faculty Participation in Institutional Governance (Self-Study 4.11):

- North Idaho College full-time faculty participate in institutional governance through the College Senate, Faculty Assembly, and various committees. Since 2003, the faculty has been involved in discussions and changes regarding the administrative structure of the college, has been a part of revisiting the process of adopting new courses in Curriculum Council, and is currently in the process of working through significant changes in policy in the Senate. The longevity of the instructional faculty combined with the turnover in administrators in the last five years has made the faculty invaluable to the stability and consistency of the institution and its governance. For this reason, the faculty has emphasized its desire to remain actively a part of the participatory governance of North Idaho College.

Faculty participation in Academic Planning (Self-Study 4.17):

- As stated in the 2003 Self Study, “NIC has a campus-wide tolerance of relatively low-enrollment courses” (p. 10). While the College struggles with relatively stagnant growth, departments have vacillated between keeping and cutting low-enrollment courses. In the fall of 2005, the VP for Instruction assembled a committee to look into how the College might better address the issue. The committee compiled data, including a process to follow after “flagging” a low-enrollment class and criteria to judge whether or not a low-enrollment class should be canceled. While the committee’s recommendations were slow to be implemented, the Dean of General Studies did follow their recommendations for the fall semester 2007.

Faculty Participation in Academic Advising (Self-Study 4.18):

- Three changes in advising have transformed the way faculty participate in academic advising. First, in 2005, the Advising Committee implemented Orientation, Advising, and Registration (OARS) for all students who are registering for the first time. Faculty participates voluntarily in the several OARS sessions offered throughout the summer and prior to the beginning of spring semester.

- Full and part-time faculty work with Student Services to offer new students an orientation session, followed by a face-to-face advising session. Afterward, each student is allowed to register for classes.
- Second, in the fall of 2007, the Advising Committee created the position of Lead Faculty Advisors assigned to each division. These full-time faculty members work the equivalent of one credit per semester to coordinate all advising efforts within a division, from assigning advisees, to training, to coordinating events.
- Third, in an effort to retain students, under the advice of the Retention Committee, the College mandated that all students on academic probation take a College Study Skills course. These include College Transitions, CSC 100; College Study Skills, CSC 105; or College Reading, CSC 104. Both faculty and advisors teach these courses.

Faculty Professional Development (Self-Study 4.19):

- Positive changes have occurred. The Faculty Instructional Development Committee (FIDC) revised the Instructional Professional Improvement Policy (PIP), # 3.02.20, twice since 2003. In the first revision, since the procedures had not been changed in many years, they increased the PIP funds available to individual faculty from \$500 every three years to \$750 every two years. These changes also involved moving the dollar amounts and other specifics from the policy to the procedure, making future changes simpler, requiring only the Senate's and the administration's blessing rather than the Board of Trustees' approval. The Senate and Board approved of these changes.
- The FIDC committee has been active in attempting to “reshape” professional development after the elimination of the Office of Professional Development (Self-Study, p. 4-20-21). However, the committee lacks participants—only attracting around four faculty members each year rather than the required one person per division—and innovative ideas are often unachievable because of budget constraints and manpower.

CONCERNS OF THE EVALUATION COMMITTEE:

The concern of the Evaluation Committee's review of Standard Four was in the apparent lack of a consistent or unified evaluation tool used across campus for evaluating adjunct faculty. In the Accreditation Report, the committee noted that it was up to each division on campus to keep records. The Evaluation Committee suggested that the “Human Resources Department work with the divisions to establish a clear and consistent evaluation tool” (p. 39). At this point, college departments and HR have not come together to create a consistent evaluation tool, nor have procedures been “formalized across campus” (p. 39).

However, we have taken the first step in the process of addressing the aforementioned concern: to “develop a centralized location for maintaining adjunct records” (p. 39). Over the past five years, the HR department has formalized the process of receiving and distributing part-time instructor applications. When potential part-time instructors apply, HR sends their application materials to the specific division chair so that he/she can evaluate them; the chair then notifies the HR office as to whether the applicant has met the minimum qualifications and should or should not be placed in the Instructors' pool for that specific discipline. The applications are then held in the Human Resources office until a chair requests names (applications) from the pool.

STANDARD FIVE: LIBRARY AND INFORMATION RESOURCES

PART ONE: LEARNING RESOURCES—MOLSTEAD LIBRARY

Since the 2003 accreditation visit, the following changes have occurred in Molstead Library's resources, services, and staff:

Resources:

- Molstead Library and the Idaho Commission for Libraries offer NIC students and staff access to significantly more electronic resources. For example, between 2003 and 2007 the library added 70 new electronic subscriptions from vendors such as Gale, EBSCO, CQ, Facts.com, BioOne, ProQuest, WestLaw, WilsonWeb, ebrary, etc.
- A-Z Serials Solutions offers students access to full-text serial holdings from all NIC's electronic subscriptions plus information about NIC's in-house serials holdings.
- More DVDs are being added to the library's media collection and a review of the library's VHS holdings is in progress.
- The library conversion of Popcorn & Public Forums to DVD is nearly complete.
- The Kootenai County Task Force on Human Relations donated materials to Molstead Library to archive. Select items will be digitized at a future date.
- In 2006 the library purchased 22 new Dell computers for student use.
- The library received a \$5,000 NIC Foundation Grant Award to purchase 6 iPods and server for student A/V reserves.

Services:

- Molstead Library has an increased presence on WebCT/Blackboard.
- As of 2006, the Molstead Library building is wireless.
- Library staff is in the process of implementing e-reserves.
- Molstead Library is a member of the Idaho Commission for Libraries state-wide library one-card project.
- INLAN/WIN consortium, of which Molstead Library is a member, is implementing Universal Borrowers to facilitate the movement of materials among 90+ library consortium members.
- Interlibrary loans are now managed by the Circulation Department supervisor rather than an interlibrary loan assistant.
- Molstead Library staff administered a faculty library satisfaction survey fall 2005. With a 33% response rate, faculty rated services at 4.73 and the collection at 4.25 with an overall satisfaction rate of 4.55. Fall 2006, NIC students gave the library a rating of 4.27 on the colleges ACT survey. The highest rating on both surveys is 5.0.
- Lewis-Clark State College was added to the library's shared online catalog. NIC library now shares an online catalog with University of Idaho and Lewis-Clark State College.
- A librarian sits on the General Education Abilities review committee and two librarians are working with members of the Student Learning Outcomes Assessment Committee to develop an Information Literacy general education ability assessment tool. Librarians and English Composition 102 instructors anticipate piloting the assessment fall semester 2008.
- NIC librarians are partnering with local public librarians to write a LSTA grant to purchase hand-held Kurzweil readers for the visually impaired.

- With the implementation of NIC student email accounts, library staff is anticipating implementing a LibQual+ user satisfaction survey FY 2009/2010. (The need for a library user satisfaction survey was noted in the “Full-Scale Evaluation Committee Report” dated April, 2003.

Staff:

- Molstead Library continues to be managed by a four-person management team with the Public Services Librarian acting as team leader and liaison with NIC’s administration.
- Molstead Library lost one full-time position, the Interlibrary Loan Assistant, whose work is now being done by the Circulation Supervisor.
- One part-time librarian, a non-benefited 19 ½ hr a week librarian, is spearheading e-reserves. Ideally, this position will become full time at some future date.

PART TWO: LEARNING RESOURCES—INSTRUCTIONAL MEDIA SERVICES (IMS)

Currently, IMS is in the final stages of campus reorganization. The A/V support technician will report to Information Technology (IT), the graphic designer and video developer, both of whom will have significantly new job responsibilities, will report to Distance Education/eLearning; and the coordinator for IMS will report full time to the library. This reorganization will be completed by the end of spring semester 2008.

Since the accreditation team visit in 2003, IMS contributed the following:

- The video productions studio was upgraded.
- A/V support grew to 150+ classrooms, including classrooms located in NIC’s three outreach centers.
- IMS participated in the A/V planning and build of the new Meyer Health Sciences building.
- IMS staff participated in Tech Fit Committee meetings which brought IMS, DE & IT together to discuss campus technology standards and to plan outreach center projects.

STANDARD SIX: GOVERNANCE and ADMINISTRATION

OVERVIEW

Governance and Administration at NIC have seen various changes over the last 5 years, none of them significantly impacting the operation of the college. This section outlines these changes.

VICE PRESIDENTS

The institution had three vice presidents during the last accreditation report. Currently, there are four. The Assistant to the President for College Relations was re-titled Vice President for College Relations in 2006 to reflect the ever-increasing importance of the College's role in the community. The other three Vice Presidents continue to be in Administration, Instruction, and Student Services.

PRESIDENT'S CABINET

There have been minor changes in the President's Cabinet. With the exception of the Director of Instructional Technology, the Cabinet is inclusive of all staff reporting directly to the President. This reflects two changes. First, one of the Assistant Vice Presidents (of Work Force Training) no longer attends. Second, there is an expectation that direct reports to the President who did not attend previously (e.g., the Director of the Foundation, the Athletics Director) now attend.

DECISION MAKING

While there have been changes in title and attendance at President's Cabinet, there have been no fundamental changes in the last five years in the decision making process that the College employs.

COLLEGE CLIMATE

There have been some significant changes in the college climate, particularly in the last 18 months. The former President accepted a new job in California allowing a new President to be hired and to guide the College with new initiative and direction. This has had a positive impact on the college.

However, the Vice President for Instruction hired in July 2006 received a vote of "no confidence" by the faculty in Spring 2007 resulting in her resignation. Currently, an interim Vice President for Instruction provides leadership. The events leading to the vote of "no confidence" made for a very tense atmosphere and negatively affected the climate of the College.

In the last five years a new Vice President for Student Services and a new Director of Human Resources were also hired.

After two years of no salary raises in FY 03 and FY 04, college staff received a 7% across the board raise in FY 05. A 6.5% targeted increase was funded in FY 06; a 1.23% across the board increase was provided in FY 07; and a 6% targeted increase was provided in FY 08.

BOARD OF TRUSTEES

NIC's Board of Trustees includes five members elected from Kootenai County who receive no pay for their service. The Board oversees institutional operations, including hiring and evaluating the president and approving the institution's mission, policies and budget. The Board conducted a self evaluation in March 2008. At the March Board of Trustees meeting, the board members reviewed the results and established a timeline for action to improve board effectiveness in areas needing improvement.

The Board recently directed the college attorney to review all college and board policies, and that process is underway.

CONCERNS

No concerns were cited for this standard in the 2003 Report.

STANDARD SEVEN: FINANCE

OVERVIEW

Finance at NIC has seen a few changes over the last five years, some of them significantly impacting the operation of the college. This section outlines these changes.

FINANCIAL PLANNING

Beginning two years ago NIC's sister college, the College of Southern Idaho (CSI), and NIC began dividing the state General Fund allocation based upon enrollments. Previously it had been divided evenly. This is causing a shifting of funds from NIC to CSI because CSI's enrollment has grown faster than and exceeds the enrollments at NIC.

In FY 07, the College of Western Idaho (CWI), a new public community college was created in the Boise area. The effect of CWI and its funding is unknown at this time, but it is anticipated to be substantial. A positive outcome of establishing CWI is the inclusion of influential legislators in community college budget discussions.

Property value growth has caused a huge concern in Kootenai County. As property values have increased, more and more individuals and groups have stepped forward expressing concern over the taxes provided to NIC and other public entities. NIC has been extremely aware of the tax increase concerns and has attempted to keep any tax increases in perspective with other taxing entities and to keep them within the judgment of what tax payers will accept.

ADEQUACY OF RESOURCES

The College continues to be financially stable. Even though some funds have been transferred to CSI due to the new allocation method, tuition and fees increases, increases in property taxes, and a thorough review and adjustment of staffing levels have compensated for the slowed revenue increases from State Government.

For FY 07, the fund balance is 12.26% of current unrestricted revenue up from 7.91% in FY 06. This large shift is because NIC intentionally and deliberately used the fund balance in FY06 to provide furniture for the new Meyer Health and Sciences building. Following those purchases the college restored and even increased the fund balance.

FINANCIAL MANAGEMENT

A new Controller was hired by NIC since the last accreditation visit and is managing the business affairs of the college well.

FUNDRAISING AND DEVELOPMENT

The only change since the last accreditation visit has been that the Director of Development, who also serves as the Executive Director of the North Idaho College Foundation, Inc., now serves on President's Cabinet.

One of the challenges the Development Department and Foundation continue to face is the lack of community knowledge about the college. The community has grown and changed significantly. A better understanding about the many ways North Idaho College adds educational, social, and cultural value to the quality of life throughout this region would further enhance friend and fundraising efforts. Our new college president is committed to expanding communications on all levels, which will help to address this challenge.

North Idaho College Foundation

The Foundation currently raises approximately \$1 million annually, manages total assets in excess of \$12 million, and returns nearly \$750,000 back to the College through scholarships, grants, and program support each year. In addition, the Foundation's recent capital campaign to secure funding for the technology and equipment for the Meyer Health and Sciences Building and enhanced scholarship support raised \$3.71 million, exceeding the \$2.1 million goal.

Alumni Relations and NIC Association

We have records of 25,111 alumni, criteria for an alumni being twelve credits or more. Of that, we have good addresses for 13,736, of which 2,293 have signed up to be Alumni Association members. We continue to strive to actively engage alumni to become active supporters of the College.

Grants Development

Grants received by the college since 1993 now total nearly \$5 million. With the new president leading the charge in encouraging the leadership, staff, and faculty to pursue outside grant opportunities, we're hopeful to submit a larger number of qualified proposals.

CONCERNS

The 2003 report cited that the College did not prepare a 3-year projection of income and expenses as required by Standard 7.A.2. The college responded to this as reported in the April 2005 Progress Report to the Commission. The college now prepares a minimum three-year projection of operating income and expenditures as required by Standard 7.A.2. It should be noted, however, that with the variation of the state funding stream, the huge growth in property development and property valuations in the county, and the pending creation of a new community college within the system, that a three-year projection of income may not be as accurate as it could be in a more stable environment.

STANDARD EIGHT: PHYSICAL RESOURCES

OVERVIEW

Physical Resources at NIC have seen several changes over the last five years. Only two of these changes are significantly impacting the operation of the college. Those changes are the construction of the Meyer Health and Sciences building and the second is the opening of three outreach centers. In addition, the college received 1.8 million dollars from the Idaho Department of Public Works in FY 08 to assist with a variety of remodeling and maintenance projects.

This section outlines these changes.

FACILITIES

The Meyer Health and Sciences building was opened since the last accreditation visit. This facility is a state-of-the art science and nursing teaching facility of 51,000 gross square feet. Many of the existing faculty members and programs were moved from Seiter Hall into the Meyer Health and Sciences building. As well, the nursing program was moved into the facility. The space previously used by nursing has been assigned to the Athletics and Physical Education programs. Funds have been requested from the Department of Public Works to remodel Seiter Hall into a general classroom building but, in the meantime, the building has had minor remodeling to maintain its usefulness.

Three new educational outreach centers were opened since the last accreditation visit. Those centers are in Sandpoint (Ponderay), Kellogg, and Bonners Ferry. To help meet the needs of these centers, the college has added two “circuit rider” positions. A technology specialist and a student services specialist visit the outreach centers weekly to assist with connectivity needs and student support needs.

Through the FY 08 funding from the Idaho Department of Public Works, the Winton–Post buildings have been upgraded, including an elevator being added to Winton Hall. The addition of the elevator brought this facility into compliance with ADA standards.

MAINTENANCE AND OPERATIONS

Maintenance is very adequate on the campus, and employees, students, visitors and the public regularly praise the attractiveness of the campus grounds and facilities.

HEALTH, SAFETY, & ACCESS

Since the last report, the campus crisis manual has been extensively updated and related training for employees has been provided. Moreover, the college now engages in regular emergency management and response exercises.

EQUIPMENT

No major changes have taken place.

PLANNING

Regular planning for Maintenance and Operations takes place annually in conjunction with the budgeting process.

CONCERNS

No concerns were cited for this standard in the 2003 Report.

STANDARD NINE: INSTITUTIONAL INTEGRITY

OVERVIEW

The institutional integrity at NIC has been maintained over the last five years. There have been regular updates to campus policy and procedure, and institutional procedures are regularly being followed. Two minor changes are worthy of mention in this section.

POLICIES & PROCEDURES

With the hiring of a new President, the college has begun the arduous process of updating its entire Policy Manual. This process, initiated by the Board of Trustees and supported by the President's Cabinet, is following established processes for input and recommendation.

Several defining campus documents have seen significant reorganization and/or improvement in the last few years, including the College Catalog, Student Handbook, and Administrative Procedures Manual. These reviews helped to institute improvements in how NIC complies with the Clery Act, institutes judicial processes for students, and remains consistent in applying procedure to all employees.

WEBSITE

A major improvement since 2003 involves the College website. The entire website was redesigned in 2006-07 to focus on ease of use. Campus policy and information is now easier to find and more clearly represented. In September 2007, the first annual report in several years was published and posted on the college website. The 2006-2007 Report to the Community is shown in Appendix 1.14.

CONCERNS

No concerns were cited for this standard in the 2003 Report.

Appendices

- 1.1. 2004-2007 Strategic Plan
- 1.2. 2004-2007 Action Plans
- 1.3. 2004 and 2006 Progress Reports
- 1.4. 2008 Dashboard Indicator Report
- 1.5. “Closing the Loop” Report
- 1.6. SLOA Committee Timeline
- 1.7. Three-Year Budget Projection
- 1.8. NIC Organizational Chart
- 1.9. College Catalog General Education Requirements
- 1.10. 2008-2012 Program Review Schedule
- 1.11. Division Assessment Practices
- 1.12. Current Student Services Organizational Chart
- 1.13. Current Student Services Staff Profile
- 1.14. 2006-2007 Report to the Community

Exhibits

- A. Student Learning Outcomes Notebook
- B. Strategic Planning for 2008-2013 Notebook
- C. NIC College Catalog
- D. Political Science Program Review Notebook
- E. Student Services Planning and Assessment Guide