Dear Trustees,

Spring semester is underway as we welcome students and faculty back to campus. I'll update you on a few things happening with the college over the past month, but first an update to the Strategic Plan.

**NIC Strategic Plan**  
**Theme VII: Physical Resources**

**Goal 2: Advance the campus infrastructure with regards to technology and safety.**

A. Enhance online student support and education services.

1. *Bring all qualifying NIC classrooms to the minimum Information Technology standard using ARRA stimulus funding.*
   - Outcome: Improved instructional delivery to 96 classrooms.
   - Performance Measures: Plan outlining the qualifying classrooms. Completion of rooms with available funding.
   - Responsible Party: Information Technology (Steve Smith)
   - Time Frame: June 2011

   **Status:** In progress / on track. Funds were accorded from FY2010 budgets at year end to bring classrooms in the newly remodeled Seiter Hall to standard upon opening in August 2010. The project will continue to remaining rooms slated for standardization including the Workforce Training Center in Post Falls in FY2011. Forty-three (43) classrooms were standardized in 2009-2010. Twenty-seven (27) more have been completed through Oct. 2010. An additional twenty-six (26) are scheduled through May 2011 and the Information Technology Services (ITS) crew is on track to complete the builds on schedule. Final project completion is scheduled for June 2011.

2. *Develop a plan for equipment replacement.*
   - Outcome: Improved network and systems security via consultation, best practice adoption, software acquisition and standards creation.
   - Performance Measure: A plan developed with faculty input addressing equipment replacement in classrooms with institutional funding.
   - Responsible Party: Information Technology (Steve Ruppel)
   - Time Frame: 2008 - 2009

   **Status:** In progress. The Information Technology Policy and Planning Council has been reformed and is working under an updated charge. Models for computer lab equipment replacement have been completed. The classroom technology assessment model operated by the ITS team has guided the investment of $750,000 over three years to standardize classrooms. Equipment replacement schedules and funding have been
established for server and other backend technology. Schedules and guidelines for lab and office computing equipment are being prepared for inclusion in the FY2012 budget.

B. Assess campus safety practices and implement necessary improvements.

2. Improve network security.

- Outcome: Improved network and systems security via consultation, best practice adoption, software acquisition and standards creation.
- Performance Measure: A network intrusion detection and prevention device will be acquired. Network traffic will be monitored to ensure that both records and traffic are secure for all purposes. Policy development regarding information security will be undertaken. An information audit will be researched for future improvement.
- Responsible Party: Information Technology
- Time Frame: 2008 - 2009

**Status:** Reactivated and in progress. IT Project FY11-06 has been established to monitor security improvement activities. Surplus networking equipment was sold to generate funds required to obtain a network intrusion prevention system. The Intrusion Detection and Prevention system has been acquired and is being configured and tested. Subscription services for the IDS/IPS are included in FY2012 budgets. Data storage has been split between tiered, redundant locations. A log file analyzer has been included in the budget and will be acquired in early 2011. This system will be added into the college network to actively monitor traffic by June 2011.

**Other news and events happening at NIC:**

*NWCCU Accreditation Year One Report*

NIC will submit its first official report under the new NWCCU standards and timelines in March 2011. Included in the board materials is the latest draft of our Year One Report. Karen Ruppel has worked with the Accreditation Executive Committee and several different stakeholder groups to prepare a draft ready for board review. The Year One Report focuses on the college’s mission, how we fulfill that mission, and the core themes that are generated from our mission.

*Carpentry Program Comes to the Rescue*

The NIC Carpentry Program has agreed to provide some much needed remodeling help at the Silver Valley Outreach Center. The Silver Valley Center has a small IVC (Interactive Video Conferencing) room. With a small modification (moving one wall) the IVC room could be expanded and several additional students could be served in each IVC class. The Carpentry Program, under the leadership of Division Chair Doug Anderson and program instructor Dave McRae, will remove the one wall and frame in the new IVC room. This small remodel, done at considerable savings to the college, will allow Silver Valley to serve students they previously turned away.

*Spring 2011 Enrollment*

The spring 2011 semester enrollment numbers appear to indicate another record setting semester. The numbers in the table below are based on enrollment as of the first day of classes. On Thursday, January 6, the college dropped 738 students for failure to pay tuition. Since January 6, Student Services and the division chairs have been working with the
population of dropped students, attempting to re-register as many of those students as possible. During a two day period, approximately 70 per cent of the students dropped for non-payment were re-registered and the number of seats taken jumped from 24,184 to 25,286 (a 4.5% increase). The enrollment numbers below will continue to change significantly during the first week of the semester.

<table>
<thead>
<tr>
<th></th>
<th>Spring 2010 As of 1/10/10</th>
<th>Spring 2011 as of 1/10/11</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total headcount</td>
<td>5,665</td>
<td>5,931</td>
<td>4.7%</td>
</tr>
<tr>
<td>FTE</td>
<td>3,937</td>
<td>4,150</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Spring 2010 Final</th>
<th>Spring 2011 as of 1/10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of different courses offered</td>
<td>551</td>
<td>591</td>
</tr>
<tr>
<td>Number of sections offered</td>
<td>1,275</td>
<td>1,416</td>
</tr>
<tr>
<td>Total number of class seats available</td>
<td>27,694</td>
<td>30,005</td>
</tr>
<tr>
<td>Total number of seats taken</td>
<td>23,625</td>
<td>25,286</td>
</tr>
<tr>
<td>Per cent of available seats taken</td>
<td>85.3%</td>
<td>84.3%</td>
</tr>
<tr>
<td>Average class size</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Number of evening sections offered</td>
<td>115</td>
<td>126</td>
</tr>
</tbody>
</table>

**Meetings**

The following is an overview of meetings and events that I attended over the past month:

Dec 16  Met with local business person to discuss fundraising opportunities
        Coffee with board chair
        Opera Coeur d’Alene board meeting

Dec 17  Rotary

Dec 18  Opera Coeur d’Alene special board meeting

Dec 19  Coeur d’Alene Summer Theater’s production of Plaid Tidings – Schuler Auditorium

Dec 21  Post Falls Mayor’s State of the City Address – Templin’s Red Lion

Dec 24-Jan 1  NIC winter break

Jan 4  Meeting at Post Falls School District to review KTEC annexation into the city of Rathdrum

Jan 5  Discussed Sabbatical Policy with Staff Assembly chair
        Discussed ideas for President’s Cabinet opening event during Employee Day

Jan 6  Coffee with Trustee Wood
        Coffee with prospective Opera Coeur d’Alene donor
Jan 7      Rotary
Jan 10     CASA Planning Committee meeting
           Visited the SUB for coffee and conversation with faculty, staff and students
           Opera Coeur d’Alene Development Committee meeting
Jan 11     Planning meeting with Coeur d’Alene Chamber for D.C. Fly-in
Jan 12     Discussed specifics of Reduction in Force policy revision with college attorney
           Visited the SUB for coffee and conversation with faculty, staff and students
           Met with prospective donor for Opera Coeur d’Alene
Jan 13     Luncheon and presentation by Lewis-Clark State College presidential candidate
           Women’s and Men’s basketball games vs. Utah State University - Eastern Utah
Jan 14     Phone call to thank NIC Foundation donor for his support of NIC programs
           Martin Luther King Celebration – Schuler Auditorium
           Rotary

Upcoming meetings and events:
Jan 15     Women’s and Men’s basketball vs. Colorado Northwestern
Jan 17     Annual legislative pasta party in Boise co-hosted with CSI and CWI
Jan 18     Education Corridor monthly meeting with the city
Jan 19     Phone conference with Washington, DC legislative advocate regarding federal funding opportunities
           Visit and tour Physical Education, Dance, and Resort Recreation Management Division with Chair Paul Manzardo
           Visit the SUB for coffee and conversation with faculty, staff and students
Jan 20     Host Mike Patrick for tour of Trades and Industry programs and lunch at Emery’s
           Opera board meeting
           Men’s basketball vs. Salt Lake Community College
Jan 21     Rotary
           NIC Wrestling match vs. Simon Fraser
Jan 22     Coeur d’Alene Symphony’s Black & White Ball
Jan 24-27  Higher Education Week in Boise / presentations to JFAC and Senate and House Education Committees
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 28</td>
<td>Luncheon and presentation by Lewis-Clark State College presidential candidate</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Men's and Women's Basketball vs. College of Southern Idaho</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Visit the SUB for coffee and conversation with faculty, staff and students</td>
</tr>
<tr>
<td>Feb 1-2</td>
<td>Presidents' Council meeting and legislative luncheon – Boise</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Foundation board meeting</td>
</tr>
<tr>
<td></td>
<td>Attend Math, Computer Science &amp; Engineering Division Meeting</td>
</tr>
<tr>
<td></td>
<td>Closing reception for “Building Parameters” exhibit in Corner Gallery</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Rotary</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Hospice of North Idaho Wine Tasting and fundraising event</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Lunch meeting in Boise with legislators and Dennis Wheeler of Coeur d’Alene Mines</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Visit and tour College Skills Center with Division Chair Michelle Jerde</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Rotary</td>
</tr>
<tr>
<td>Feb 12-17</td>
<td>ACCT's National Legislative Summit in Washington, DC</td>
</tr>
<tr>
<td>Feb 18-19</td>
<td>Coeur d’Alene Chamber’s Executive Roundtable meeting and event at Schweitzer Resort</td>
</tr>
</tbody>
</table>
Mission statement: North Idaho College is committed to student success, teaching excellence and lifelong learning. As a comprehensive community college, North Idaho College provides educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

4:00 p.m.
CALL TO ORDER
Verification of Quorum

EXECUTIVE SESSION
Idaho Code Sections 67-2345 (b), (c), (f)

6:00 p.m. Driftwood Bay Room
RECONVENE BOARD MEETING
Verification of Quorum/Introduction of Guests
Minutes Review/Approval
Public Comment
Celebrating Success: Qwest Dual Credit Scholarship Program

CONSTITUENT REPORTS
ASNIC
Faculty Assembly
Staff Assembly
Senate

OLD BUSINESS
None

NEW BUSINESS
Tab 3: 2nd Quarter FY11 Budget Review
Tab 4: Draft Year One Accreditation Report

INFORMATION ITEMS
Legislative Session Update
Tab 5: Kootenai Technical Education Campus (KTEC)
Tab 6: Area Agency on Aging Overview
Campaign Feasibility Study
Education Corridor
City of Coeur d’Alene Presentation on Water Access

REPORTS
College President
Board Chair

REMARKS FOR THE GOOD OF THE ORDER*

ADJOURN

* Remarks are subject to NIC Policy and Procedure 2.01.03. Copies are available from the President’s Office and at each board meeting.
** Executive sessions may be called for the purposes of considering hiring a candidate for public employment; considering the evaluation, dismissal, or disciplining of a public employee; conducting deliberations concerning labor negotiations or to acquire an interest in real property not owned by a public agency; advising its legal representatives in pending or probable litigation or considering preliminary negotiations in matters of competitive trade or commerce with governing bodies in other states or nations.

NEXT BOARD MEETING
February 23, 2011
SUBJECT
Executive Session

BACKGROUND
From time to time the board will find it necessary to adjourn to executive session.

DISCUSSION
When an executive session is required, a number of specific steps must be taken. These steps are:

2. Cite one or more specific subsections in the code section.
3. Approve a motion to adjourn by two-thirds, roll call vote.
4. Take no action and make no final decisions in executive session.

COMMITTEE ACTION
Roll call vote of the members of the board of trustees with a two-thirds majority is necessary to adjourn to executive session.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
A motion under Idaho Code Section 67-2345 subsection:

_____ (a) To consider hiring a public officer, employee, staff member or individual agent;
_____ (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent;
_____ (c) To conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency;
_____ (d) To consider records that are exempt from disclosure as provided in Chapter 3, Title 9, Idaho Code
_____ (e) To consider preliminary negotiations involving matters trade or commerce in which the governing body is in competition with governing bodies in other states or nations;
_____ (f) To consider and advise its legal representatives in pending litigation or where there is a general public awareness of probable litigation;

Moved by ________ Seconded by ________           Carried:   Yes _______ No ______
Roll call:    ___________ Armon
            ___________ Meyer
            ___________ Vieselmeyer
            ___________ Howard
            ___________ Wood
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Mic Armon called the meeting to order at 5:00 p.m. and verified that a quorum of the board was present at the meeting.

ATTENDANCE
Trustees: Christie Wood
Mic Armon
Ron Vieselmeyer
Judy Meyer
Ken Howard

Also present: Priscilla Bell, President
Marc Lyons, Attorney for North Idaho College

EXECUTIVE SESSION
Motion was made by Trustee Meyer, seconded by Trustee Howard, to go into executive session under Idaho Code § 67-2345(b), (c) and (f) for the purpose of discussing issues related to specific personnel matters, matters related to the acquisition of property not owned by a public agency and to consider pending litigation. Roll call vote was taken as follows:

Mic Armon aye
Christie Wood aye
Ron Vieselmeyer aye
Judy Meyer aye
Ken Howard aye

At 5:40 p.m. a motion was made to return to open session by Trustee Meyer, seconded by Trustee Vieselmeyer. Chair Armon briefly discussed a news item regarding proposed budget cuts to education in the state of Washington. He then recessed the meeting to reconvene in the Driftwood Bay Room.

RECALL TO ORDER AND VERIFICATION OF QUORUM
Chair Wood recalled the meeting to order at 6:00 pm and verified that a quorum of the board was present.

ATTENDANCE
Trustees: Ron Vieselmeyer
Ken Howard
Mic Armon
Christie Wood
Judy Meyer
Also present: Priscilla Bell, President
               John Martin, Vice President for Community Relations and Marketing
               Jay Lee, Vice President for Instruction
               Ron Dorn, Vice President for Resource Management
               Sheldon Nord, Vice President for Student Services

APPROVAL OF MINUTES
Chair Armon called for remarks regarding the meeting minutes. There were no remarks.

Motion was made by Trustee Wood and seconded by Trustee Vieselmeyer to approve the minutes of the meeting held November 17, 2010, as presented. The motion carried unanimously.

PUBLIC COMMENT
Cyndie Hammond, director of Lewis Clark State College Coeur d’Alene, provided a brief report on IdahoGoes and some of the activities they have undertaken to raise awareness of all post secondary training and education opportunities. Activities include publication of advertisements in local periodicals, participation in local chamber events, local mayors’ addresses, NIC OARS sessions, and Head Start. She closed by announcing some upcoming events the group will be involved in.

CELEBRATING SUCCESS
Nils Rosdahl, advisor to the Sentinel, briefed the board on awards received by students and the newspaper over the past year. He introduced some members of the current Sentinel staff that were present – Loren Kelly, Mike McCall, Mike Paquin and Kat Schillinger.

Members of the board congratulated Rosdahl for his coming retirement and thanked him for his many years of advising and instruction. Rosdahl told trustees that he planned to spend his time writing and working at his hobbies.

CONSTITUENT REPORTS

ASNIC
ASNIC President Jenna Betts reported that ASNIC plans to purchase some digital signage for use in the student union for the purposes of marketing, college events, EMS and student services. She reported that ASNIC plans to work on their preliminary budget and a revision to their constitution and bylaws, and the awareness committee plans to have at least one representative at all college events.

Faculty Assembly
Chair Pat Lippert reported that a committee has been formed to deal with any reduction in force issues that may arise during the coming policy rewrite. He next reported that in January the assembly plans to implement an outreach liaison committee. He finished by reporting that the assembly supports VP Lee’s restructuring of health sciences.

Staff Assembly
Chair Alex Harris reported that the assembly had completed the staff sabbatical policy with input from Dr. Bell and legal counsel. He added that the assembly feels that a staff sabbatical program
will provide a cost neutral way for the administration to support staff as they seek ways to expand their expertise to meet the ever-changing demands of students.

_Senate_
Chair Erin Norvell let the board know that the Senate workload was currently light, but they anticipate many policy revisions from staff and students for consideration in the spring.

**OLD BUSINESS**
None

**NEW BUSINESS**

*North Idaho College Head Start Overview*
Head Start Director Beth Ann Fuller reviewed the Head Start Annual Report for 2009-2010 describing how the program is funded and who they serve - three to four year olds plus services to their families. She mentioned that there is a “Friends of Head Start” organization that helps them fund services to families that the federal TANF funds cannot support.

Fuller continued to report that they serve 294 children in the five northern counties. Of that number, 15% are children with disabilities. In the Coeur d’Alene center they have a collaborative agreement with the Coeur d’Alene school district where developmental pre-school teachers and physical therapists come to the center to help those children in need.

Fuller next reviewed the specifics of each of the documents requiring action by the board, explaining that their continuation grant and budget would require review and approval later in the spring.

Trustee Howard suggested that next year when these items come up for review it would be helpful to have any changes highlighted in order to help the trustees better review the material.

Some questions and discussion took place about the students on the wait list and about the circumstances of those students who have to leave the program before they have completed it. Fuller commented that they currently have 23 foster children who may experience many moves from family to family and due to their varied crisis situations, those children will typically come to the top of the wait list for the center in their new area.

Following this discussion, Chair Armon called for a motion to approve Head Start items reviewed and explained by Ms. Fuller.

**Motion was made by Trustee Wood to approve Tab 3 Attachments A-F for NIC Head Start services. The motion, seconded by Trustee Meyer, carried unanimously.**

*Resolution for Area Agency on Aging - Endowment Fund*
VP Dorn explained to the board that the Area Agency on Aging has sought outside assistance from the Inland Northwest Community Foundation to create an endowment fund in order to continue their services. He explained the specifics about the management and reporting requirements of the fund and further explained that AAA would need a resolution from the board authorizing the establishment of the endowment fund.
Motion was made by Trustee Howard to approve Resolution 2010-02 authorizing the Area Agency on Aging to establish an endowment fund through the Inland Northwest Community Foundation. The motion, seconded by Trustee Vieselmeyer, carried unanimously.

INFORMATION ITEMS

Employee Opinion Survey Results
Human Resources Director Wade Larson presented results from the seven areas in which questions were focused in the Employee Opinion Survey, conducted this year. He provided a brief overview of trends over the past three years, highlighted the priority areas where President's Cabinet feels focus should be placed and reported on some of the ways in which these priorities will be addressed.

Accreditation Update
Vice President Jay Lee reported on the accreditation process and the newly established standards cycle implemented by the Northwest Commission on Colleges and Universities. The new seven year standards cycle requires NIC to submit a Year One Report in March 2011, a Year Three Report and visit by NWCCU in March 2012, and a Year Seven Report and visit by NWCCU in March 2013. He went on to say that a draft of the Year One Report will be submitted to the board for their review in January.

Legislative Report
Vice President John Martin provided trustees with a list of legislative committee assignments for the legislators in districts 1 through 5 for the upcoming session. He reported that plans are being made for activities for trustees during higher education week with the legislature though the actual dates are not yet known. He finished by stating that there had been no word about budget adjustments for this fiscal year, but the board will be kept abreast of information as it becomes known.

Kootenai Technical Education Campus (KTEC)
Vice President Lee reported that the KTEC Governing Board met December 7 and they approved the contract for the architect, Longwell G.D. A request was made to change the KTEC fiscal agent from Post Falls School District and the board approved Lakeland School District to assume those responsibilities. He added that Lakeland School District will also assume responsibility for maintenance of the KTEC website and domain name. He said that discussion took place regarding planning for the facility and the curriculum and that Longwell has asked for subject matter experts, specifically educators from the school districts and NIC, to help them plan for the educational space design for the facility. He finished by stating that construction is on track to begin in July, and the original KTEC committee will reconvene quarterly.

Some discussion took place about the level of NIC's involvement in planning the curriculum as well as the potential and support for articulation agreements between the KTEC and NIC.

Trustee Meyer asked for membership lists for both the governing board and the advisory committee. VP Lee will provide those lists to all trustees.

Education Corridor
College Attorney Marc Lyons commented that the debt to the NIC Foundation, for the mill site, is paid in full and the foundation has deeded the property to the college. He reminded the board that litigation is ongoing, but the district court has already granted a summary judgment to the college.
REPORTS

College President
Dr. Bell reported that enrollment is up 12.5% from last spring and she congratulated faculty for adding 2,000 more seats by adding more evening and Saturday classes. She announced that TRIO Program Director Sally Hinders will assume additional responsibilities for advising and career services. Dr. Bell commented that the earmark for NIC's PTA program is still in the Omnibus Bill and she is hopeful the bill passes. She reported that the State Board of Education met for their December meeting on the NIC campus on December 9 and she had the opportunity to make a presentation about NIC. She finished her report with some items for trustees' calendars.

Board Chair
Chair Armon wished everyone a merry Christmas.

REMARKS FOR THE GOOD OF THE ORDER
None.

ADJOURNMENT
At 8:00 p.m. Chair Armon adjourned the meeting.

____________________________  ______________________________
Board of Trustees Chair   Board of Trustees Secretary
SUBJECT
Second Quarter Budget Review FY 10-11

BACKGROUND
Each quarter, current financial information is presented to the Board of Trustees.

DISCUSSION
• Attachment A, “FY11 Revenue Budget 12/31/10,” indicates the college’s budgeted revenue is $37,654,837. Actual Revenue through December is $24,111,675. Property tax revenue will be booked in January and will be reflected in the next quarterly report.
• Attachment B, “Actual YTD vs. FY11 Revenue Budget,” indicates actual revenues received through December of $24,111,675 or 64% of budgeted revenues. This does reflect the PTE revenue.
• Attachment C, “FY11 Expense Budget 12/31/10,” indicates the expense budget is $37,654,837. Actual expenditures through December are $15,692,891, or 42% of budget.
• Attachment D, “FY11 YTD Actual Expenses vs. Budget,” shows actual expenditures through December compared to the budget.
• Attachment E, “Forecasted Revenue Budgets,” indicates the forecasted revenue budgets for FY11, based on collections, could exceed the budget for revenues by $2,366,454 or 6.3%.
• Attachment F, “Forecasted Expenses vs. Budget,” shows projected expense budgets for FY11. Currently the projected expenditures are at 100% of budget. These will be revised for the third quarter based on additional historical information for the current fiscal year.

COMMITTEE ACTION
None.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
No action is recommended

Prepared by
Ron Dorn, Vice President for Resource Management
FY 11 Revenue Budget 12/31/10
Tab 3, Attachment A

North Idaho College

Tuition & Fees
26%
State Appropriation
25%
Property Tax
36%
PTE
11%
Other Revenue
2%

Total Revenue Budget
$37,654,837

Actual YTD vs. FY11 Revenue Budget
Tab 3, Attachment B

Actual YTD Revenue
$24,111,675

Tuition and Fees
State Appropriation
Property Tax
PTE
Other Revenue

FY11 Budget
FY11 YTD Actual

122%
98%
2%
40%
92%
FY 11 Expense Budget  12/31/10
Tab 3, Attachment C

North Idaho College

Salary 54%
Benefits 17%
Capital 2%
M&O 27%

Total Expense Budget $37,654,837

FY11 YTD Actual Expenses vs. Budget
Tab 3, Attachment D

North Idaho College

FY11 Budget FY11 YTD Actual

- $25,000,000.00
- $20,000,000.00
- $15,000,000.00
- $10,000,000.00
- $5,000,000.00
- $10,000,000.00
- $5,000,000.00
- $1,000,000.00
- $0.00

Salary 54%
Benefits 17%
Capital 2%
M&O* 27%
FY11 Forecasted Revenue Budgets
Tab 3, Attachment E

FY11 Forecasted Expenses vs. Budget
Tab 3, Attachment F
SUBJECT
Year One Accreditation Report to Northwest Commission on Colleges and Universities

BACKGROUND
In spring 2009, NIC received notification from NWCCU of a new set of standards and new seven-year reporting requirements for accreditation. In order to implement the new process, institutions were assigned a schedule based upon their last full evaluation date. NIC will complete the new seven-year process compressed into three years. The Year One Report is the first step in the process and is due to NWCCU March 1, 2011.

DISCUSSION
Key elements of the Year One Report:
- A description of institutional context
- Update on institutional changes since our last report
- Definition of mission and accomplishments that represent mission fulfillment
- Definition for each Core Theme, including its outcomes, indicators, and rationales for the indicators

FINANCIAL IMPACT
None at this time.

REQUESTED BOARD ACTION
It is requested that the board of trustees review and submit comments to the vice president for instruction. The board should take official action during the February 2011 meeting approving the college’s official submission to NWCCU.

Prepared by
Jay A. Lee
Vice President for Instruction
In spring 2009, NIC received notification from NWCCU of a new set of standards and new seven-year reporting requirements for accreditation. In order to implement the new process, institutions were assigned a schedule based upon their last full evaluation date. NIC will complete the new seven-year process compressed into three years. The Year 1 Report is the first step in the process and is due to NWCCU March 1, 2011.

The following is a review of the new standards, implementation timeline, and NIC’s Year 1 Report to NWCCU.

The new standards:
- Standard One: Mission, Core Themes, and Expectations
- Standard Two: Resources and Capacity
- Standard Three: Planning and Implementation
- Standard Four: Effectiveness and Improvement
- Standard Five: Mission Fulfillment, Adaptation, and Sustainability

The new reporting process:
- Year 1: Report on Standard 1 – reviewed by committee of evaluators
- Year 3: Expanded report for Standard 1 (update) and Report on Standard 2 – site visit
- Year 5: Expanded report for Standards 1 and 2 (updates) and Report on Standards 3 and 4 - reviewed by committee of evaluators.
- Year 7: Expanded report for Standards 1, 2, 3, and 4 to include Standard 5 (Synthesis) – team visit with evaluators assigned to each core theme.

NIC’s first reporting process under the new conversion cycle (see Appendix C of the Year 1 Report for a detailed timeline):
- 2011: Year 1 report – Standard 1 report: Mission, Core Themes, and Expectations (report only reviewed by evaluator committee).
- 2012: Year 3 report – Standard 1 update; Standard 2 report: Resources and Capacity (report and site visit).
- 2013: Year 7 report (Standards 1 and 2 update; Standards 3, 4, and 5 report: Planning and Implementation, Effectiveness and Improvement, Mission Fulfillment, Adaptation, and Sustainability (report and site visit).

The Year 1 Report

**Standard One - Mission, Core Themes, and Expectations**

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

NIC Year 1 Report planning process (see Appendix B of Year 1 Report for expanded activities):
- Executive Committee was created: Vice President for Instruction, Vice President for Student Services, Faculty Coordinator for Assessment and Accreditation, Director of Institutional
Effectiveness. Later added the Vice President for Community Relations and Marketing and Executive Assistant for Community Relations.

- Campus input solicited for core theme development.
- Three Core Themes developed: Student Success, Instructional Excellence, and Community Engagement.
- Executive Committee creates a Steering Committee of individuals from campus to serve on Theme Teams, one team for each Core Theme (see Appendix A of Year 1 Report for committee membership).
- Core Themes rolled out to campus groups and input sought through Community Rooms...three-week participation period opened to all students, faculty, and staff; Molstead Library room staffed with steering committee representatives to provide guidance; outreach staff, faculty, and students accommodated through online community rooms; data gathered used to create the foundation for the Core Theme objectives, outcomes and indicators.
- Various NWCCU workshops attended.
- Executive Committee reviews Core Theme outcomes and indicators and drafts the Year 1 Report.
- Year 1 Report to Management Team for review and input.

Key Elements of the Year 1 Report:

- A description of institutional context
- Update on institutional changes since last report
- Definition of mission and accomplishments that represent mission fulfillment (what mission fulfillment looks like to us) (see Appendix D of the Year 1 Report for Planning Framework).
- Definition for each Core Theme including its outcomes, indicators and rationales for the indicators (how we know we achieved mission fulfillment).

Next Step in the cycle: work has begun on the Year 2 Report (Standard 2): Resources and Capacity; planning for spring 2012 visit.
Mission, Core Themes, and Expectations

Year 1 Report • March 2011
Prepared for the Northwest Commission on Colleges and Universities

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Introduction

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

NIC was founded as Coeur d’Alene Junior College, a private institution, in 1933. In 1939 the college became a tax-supported institution and changed its name to North Idaho Junior College. In 1949, NIC moved to its current location at the confluence of Lake Coeur d’Alene and the Spokane River, once a gathering place for the Coeur d’Alene Tribe. This site remains the main campus and provides students, employees, and community members with a unique and beautiful setting. In 1971 the college changed its name to NIC to more accurately reflect its mission as a comprehensive community college. As a place of higher learning for over 75 years, NIC is steeped with tradition. The students, faculty, staff, and neighbors take pride in NIC’s outdoor facilities, its buildings, the lake front, and the traditions that surround our academic culture.

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

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

In this report, NIC provides its response to Standard One for the first time under the Northwest Commission on Colleges and Universities’ (the Commission) revised accreditation standards and process. This report identifies Core Themes that collectively encompass NIC’s mission and establish objectives and meaningful indicators that form a basis for evaluating accomplishment of the objectives and mission fulfillment.
Institutional Context

North Idaho College (NIC) is one of only three community colleges in Idaho, each of which serves a large geographical portion of a predominately rural state. NIC serves a vast and rugged five-county service area located within the mountainous, forested terrain of the Idaho Panhandle region—spanning more than 7,000 square miles and containing approximately 280,000 residents, almost 22% of the State’s population. As the only higher education institution based within its five-county service area, NIC takes responsibility to provide educational opportunities and enhanced quality of life for the students and the communities it serves.

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

NIC’s 45-acre main campus is located in Coeur d’Alene, Idaho. The traditional base of Coeur d’Alene's economy is the natural resources sector, primarily the timber and mining industries. While these enterprises continue today, Coeur d’Alene’s economic base has evolved and expanded to include many new industries. Tourism related businesses provide 7,700 jobs in Kootenai County and it is home to 250 manufacturing businesses with over 4,700 employees. Advances in telecommunications operations have also attracted customer service call centers to the region employing more than 2,500 people. The continual creation of new jobs by a growing variety of businesses requires that NIC remain flexible and focus its concern on providing educational opportunities to adults in order to meet the region’s workforce needs.

NIC offers associate degrees in 38 transferable academic majors, and associate of applied science degrees or certificates in 39 professional-technical programs. In fall 2010, NIC served 6,347 students enrolled in transfer, professional-technical and dual enrollment programs, representing 4,435 full-time equivalent students. In addition, during the 2009/2010 school year, 1,400 students were enrolled in Adult Basic Education courses and more than 8,000 students were enrolled in non-credit community education and workforce training courses. NIC works closely with the University of Idaho, Lewis-Clark State College, Idaho State University, and Boise State University to provide transfer options for students.

NIC’s mission statement identifies the responsibility to provide access to educational opportunities to the communities of the five northern counties of Idaho: Boundary, Bonner, Kootenai, Benewah, and Shoshone Counties. In addition to the main campus, services are offered in four (4) Kootenai County locations at Workforce Training Center, Lakeside Adult/Basic Education Center, Ramsey Building, and Atlas Building; and three (3) county outreach centers located in the cities of Bonners Ferry, Kellogg, and Ponderay. The outreach centers were built capitalizing on shared community resources, the use of technology, and unique programming. Courses are delivered by interactive video conferencing (IVC), over the Internet, or at the outreach centers.
Preface

Update on Institutional Changes since Last Report

NIC posted a 12.16 percent increase in for-credit enrollment for fall 2010 with an increase of 688 students from the previous year’s fall enrollment of 5,659, bringing the total for-credit headcount for fall 2010 to a record 6,347. To meet the demand, instructors increased class sizes, added course sections, hired more than 20 new faculty members, and expanded teaching assignments. Internet classes were expanded and new scheduling techniques were utilized to maximize the usage of classroom space. The current economic downturn has affected the region’s economy and unemployment rates in the five northern counties of Idaho are currently in the double-digits. As the college experiences both growth and financial challenges, the overall effectiveness of the college takes on greater importance. These challenges require comprehensive planning and assessment processes so that the college can ensure it is meeting its mission.

In compliance with Operational Policy 2.A, the college participates in the Commission’s requirement to communicate substantive changes in instructional programs. The college submitted substantive change reports in 2010 for three programs offered at outreach locations and was granted full approval of the changes that expanded access to educational programs in its service region. In addition to expanded program offerings at the outreach centers, NIC added several new programs in 2009-2010, including Virtual Administrative Assistant, Interdisciplinary Studies, Fire Service Technology, Computer Applications, and Business Leadership.

Expansion of the college’s physical footprint is necessary to meet future growth needs. To this end, NIC has been successful in acquiring needed land. The NIC Foundation purchased the former DeArmond Mill site, over seventeen acres adjacent to the NIC main campus, and deeded it to the college. NIC, in partnership with the University of Idaho and Lewis-Clark State College, is planning a joint-use building with classrooms and office space as the first building on this site. This building will also be home to a combined student services function. NIC has also purchased 40 acres north of the current campus near the city of Rathdrum. This acreage is adjacent to a recently approved and funded joint technical high school to be built in the near future. NIC plans to build a Trades & Industry facility as part of the overall project called the Kootenai Technical Education Campus, or KTEC. This building is high on NIC’s priority list for state funding.

Response to Recommendations

NIC was first accredited by the Commission in 1950. Its last full-scale evaluation visit was in 2003, after which the Commission reaffirmed the college’s accreditation.

NIC’s most recent review by the Commission was a five-year interim report and visit which occurred in spring 2008. This review resulted in one recommendation for the college to address:

Recommandation 1: The evaluators commend the college for identifying the general education outcomes through the general education abilities and making great progress over the last two years to assess these outcomes. However, the evaluators recommend that the institution still needs to focus on regularly and systematically assessing all general education outcomes to assure that students who complete programs explicitly demonstrate that they have achieved these outcomes. Although the institution has
examples of improvements in teaching and learning initiated due to results of assessment, this is not consistent and not well documented. The evaluators recommend that the institution provide evidence that its assessment activities lead to improvement of teaching and learning across all general education outcomes.

NIC responded to this recommendation with a progress report submitted to the Commission in April 2010. On August 5, 2010 the Commission informed NIC that it was “satisfied that progress had been made” regarding Recommendation 1 of the spring 2008 Regular Interim Evaluation Report.

**Most Recent Review of Mission and Core Themes**

NIC is a comprehensive community college guided by its institutional mission and strategic goals. While the mission has remained constant for over 10 years, the current goals of the institution were approved when the 2008-2013 NIC Strategic Plan was developed over an eight-month period by constituents from across northern Idaho. The strategic planning process had several phases and resulted in a five-year plan that guides NIC’s development in several critical areas. The Strategic Planning Steering Committee was made up of 10 NIC members and 10 community members. The process included: data collection from internal and external constituents, data review by the steering committee and stakeholder groups, development of a set of preliminary goals from the data, a mini-SWOT analysis by stakeholder groups to provide comment on the preliminary goal analysis, and a final review by the steering committee and President’s Cabinet. This draft was opened for public comment before being sent for approval to the NIC Board of Trustees. No changes were made to NIC’s Vision and Mission Statements.

In spring 2009, several NIC representatives attended the Commission’s workshop for training under the new standards process. At that time, an Accreditation Executive Committee was created consisting of the vice president for instruction, vice president for student services, vice president for community relations & marketing, director of institutional effectiveness, faculty coordinator for assessment and accreditation, and executive assistant for community relations. Work began to identify and develop NIC’s Core Themes through campus-wide input from various constituent groups. The executive committee organized suggestions and recommended three Core Themes consisting of Student Success, Instructional Excellence, and Community Engagement. At this time, the executive committee chose individuals from campus to serve on “theme teams;” one for each Core Theme. During summer 2009, the Core Themes were approved by the President’s Cabinet and presented to the NIC Board of Trustees.

In fall 2009, an Accreditation Steering Committee was developed consisting of faculty and staff to work with the Accreditation Executive Committee to identify objectives, outcomes, and indicators (See Appendix A – Accreditation Steering Committee). The steering committee developed a plan to solicit campus wide input into the process using “Community Rooms.” A three-week period for participation was selected and a “Community Room” opened in the Molstead Library to all students, faculty, and staff. The room was staffed with steering committee representatives and guidance was provided to help solicit input regarding activities and programs supporting the three Core Themes. To accommodate outreach staff, faculty, and students, online Community Rooms were also created. Using the data gathered through the Community Rooms, the steering committee developed objectives, outcomes and indicators for the Core Themes. In spring and fall 2010, the executive and steering committees further developed the Core Theme indicators and established mission fulfillment statements. (See Appendix B – 2009-2010 Timeline of Accreditation Planning Activities).
NIC will complete the first seven year cycle under the new standards in three years with visits occurring in spring 2012 and 2013 (See Appendix C – 2009-2013 NIC Accreditation Timeline). The current Core Themes align with NIC’s Strategic Goals and it is planned that at the end of the first cycle under the new accreditation standards, the Core Themes and college’s Strategic Plan will mirror each other in terms of their headings and structure. The executive committee currently has plans to expand its membership to include members from campus governance groups as we continue forward with the Standard Two report and prepare for our year three visit in 2012.
Chapter One: Mission, Core Themes, and Expectations

Section 1.A: Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Mission

NIC is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, NIC provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

Vision Statement

NIC will be...

- A comprehensive community college, a regional leader in an integrated education system, and a catalyst for positive change.
- A student-centered institution that embraces innovation and flexibility in response to community needs.
- The first choice of students seeking an accessible and affordable quality education.
- A caring, supportive learning community where the principles of equality are modeled and promoted.
- An institution dedicated to scholarship, personal growth, and lifelong learning.

College Values

The values upon which NIC bases its mission and vision statements are the principles, standards, and qualities the college considers worthwhile and desirable. The college ensures that its values are freely chosen, publicly affirmed, and consistently acted upon. NIC recognizes that the quality of its faculty and staff is key to the accomplishment of its mission.

- Pursuing Excellence
- Promoting Scholarship
- Ensuring Access to Education and Training
- Upholding Ethical Practices and Integrity
- Serving the Community
- Fostering Human Dignity
- Modeling Citizenship
- Furthering Cooperation and Collaboration
- Maintaining Accountability
- Nurturing Creativity

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Definition of Mission Fulfillment

Following models which focus on excellence, NIC has created its vision for mission fulfillment through its Core Themes. Fulfilling NIC’s mission requires innovative and engaging teaching and learning processes, highly-qualified faculty, competent support staff and programs, successful students, appropriate supporting technology and facilities, healthy communication, visibility in our service region, and public support. As a comprehensive community college,
NIC’s fundamental mission is to provide educational opportunities for all populations, which can best be described in terms of its Core Themes: Student Success, Instructional Excellence, and Community Engagement.

NIC’s Core Theme Objectives are derived from the college mission. They define the Core Themes and lead to the outcomes which are observable results of actions and accomplishments based on one or more of the related Core Theme indicators. Most of the Core Theme indicators in the Standard 1 Report focus on process indicators (methods of delivery; assessment; quantity produced) and outcomes indicators (benefits or impacts; results), with the understanding that inputs (time; money; staff; materials) will be identified in Standard 2. In order to holistically provide a comprehensive picture of the college, a variety of indicators go beyond traditional financial and academically-related variables that are quantifiable. Examples of less tangible indicators are accessibility for all students, participation in activities, and student/faculty/staff expectations and satisfaction levels. Some of the Core Theme indicators are well-established with analysis methods in place, while others will take time to implement before establishing benchmarks.

The approach taken for benchmarking the Core Theme indicators is based on a Likert-type rating. As applicable, Core Theme indicators will have a definition, how they are measured, their source, the standard for measure as well as criteria for the standard. The standard will include percentage ranges for each of the three levels as are appropriate for that particular indicator. The levels have a color associated with each one so they can be easily identified. If a Core Theme objective indicates weaknesses, a plan to improve will be implemented.

The three levels and their associated color include the following:
- Exceeds Expectations (green)
- Meets Expectations (yellow)
- Needs Attention (red)

**Accomplishments that Define Mission Fulfillment**

The Core Theme objectives are representative of NIC’s mission. These objectives will be measured through accomplishments identified in the Core Theme indicators. The Core Theme objectives are:

- **Objective 1:** To help individuals become North Idaho College students.
- **Objective 2:** To help students reach their educational goals.
- **Objective 3:** To offer educational opportunities to best serve a diverse population.
- **Objective 4:** To maintain a student-centered learning environment.
- **Objective 5:** To promote innovation and excellence in teaching.
- **Objective 6:** To establish and maintain collaborative community partnerships.
- **Objective 7:** To establish and maintain a supportive and sustainable learning and working environment.

The evaluation of mission fulfillment occurs through evaluation of its Core Themes of Student Success, Instructional Excellence, and Community Engagement. This framework provides NIC with a means for identifying its institutional strengths and challenges. Regular reflection by administration, staff, and faculty will inform planning and promote practices focused on continuous improvement (See Appendix D – Institutional Planning Framework).
Section 1.B: Core Themes and Expectations

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

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

Mission Alignment: North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

Strategic Plan Alignment: Theme II – Student Support: Goal 1 - Improve student access; Goal 2 - Implement initiatives to increase student success; Goal 3 - Improve student communications.

Description of Core Theme I – Student Success: Woven throughout the fabric of NIC’s philosophy, vision and mission statements, values, goals and outcomes is a common thread of purpose – student success. NIC is a comprehensive, student-centered institution, committed to student success, expanding students’ potential, helping students grow and learn. This is demonstrated through recruitment, enrollment, processes, support services, facilities, student programs, recreational opportunities, athletics, performing arts, and extra-curricular activities. The college recognizes that student success is possible by providing access to education, and promoting persistence and progress in studies until a student’s educational goals are achieved. It also recognizes that student success is enhanced by engaging students in college and community activities which provide complementary skills which reinforce learning.

Objectives, Outcomes, Indicators and Rationales

Core Theme I has two objectives:

Objective 1: To help individuals become North Idaho College students
Objective 2: To help students reach their educational goals

| Objective 1: To help individuals become North Idaho College students |
|-------------------------|-------------------------|
| **Outcomes**            | **Indicators**           |
| 1. Effective support services and resources available to prospective students in order to ensure access. | Implementation of program review in non-instructional programs. |
| 2. Prospective students successfully transition to North Idaho College. | Student satisfaction with services. |
|                         | Rates of enrollment representative of Northern Idaho population. |
|                         | ABE, GED, WINGS, Tech Prep students’ transition rates into degree/certificate programs. |
|                         | Student rates of participation in orientation programs. |

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

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

Rationale: Transition, enrollment and persistence rates help NIC determine whether it is providing sufficient levels of access, particularly to segments of the population that have historically been underserved by higher education. Additionally, this data validates the value of transitional programs such as ABE, GED, WINGS, and Tech Prep; as well as targeted outreach services to the college, students and the community. Persistence rates help NIC keep students on a path leading from college readiness to achievement of educational goals by monitoring movement through courses and programs.

Rationale: Student rate of participation in orientation programs. NIC serves a student population with vast differences in educational goals, challenging socio-economic backgrounds, and a variety of levels of readiness for college level coursework. Orientation programs for first-time entering freshmen have been shown to increase enrollment and to reduce attrition rates. NIC has implemented orientation for most credit-seeking students. By monitoring participation rates in orientation programs, NIC increases its potential to identify student needs and ensure the quality and availability of orientation for all students.

### Objective 2: To help students reach their educational goals

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students achieve their educational goals.</td>
<td>Academic success rates.</td>
</tr>
<tr>
<td>2. Effective academic support services and resources.</td>
<td>Success rates in college skills classes.</td>
</tr>
<tr>
<td>3. A culturally competent student body.</td>
<td>Degree attainment rates.</td>
</tr>
<tr>
<td></td>
<td>Transfer rates.</td>
</tr>
<tr>
<td></td>
<td>Job placement rates.</td>
</tr>
<tr>
<td></td>
<td>Implementation of program review in non-instructional programs.</td>
</tr>
<tr>
<td></td>
<td>Educational opportunities reported through the Diversity Steering Committee Annual Report.</td>
</tr>
</tbody>
</table>

Rationale: Academic success rates. NIC has developed a multi-faceted approach to measuring the success of its programs. Although graduation, transfer and retention rates are traditional indicators of student success, there are other indicators that reflect the demographic characteristics and attendance patterns of community college students. NIC’s institutional data sets allow for analysis of student progress in addition to these traditional indicators.

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

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

**Rationale:** *Transfer rates.* NIC regularly reviews degree requirements to align its curriculum with the 4-year institutions’ curriculum in the State of Idaho. NIC monitors rates of transfer to not only show trends and progress over time, but to show that students are successfully transferring to other institutions of higher learning.

**Rationale:** *Job placement rates.* Professional-technical and workforce education students enroll in programs that prepare them to enter the workforce upon graduation. By tracking successful placement in related employment, we ensure NIC’s programs are aligned with industry skills and reflect market demand.

**Rationale:** *Implementation of program review in non-instructional programs.* NIC believes that all programs, whether instructional or support, lead to student success and student learning. Program review in instructional programs is well-established at NIC; however, program review in non-instructional programs is new. Review of non-instructional programs will allow NIC to consider a broader set of questions such as efficiencies, use of resources, and student learning outcomes achieved through co-curricular activities. Program review in non-instructional programs will be implemented on a five-year, recurring cycle.

**Rationale:** *Educational opportunities reported through the Diversity Steering Committee Annual Report.* The Diversity Steering Committee is responsible for coordinating a variety of groups and activities on campus which support development of a culturally competent student body. Many of these activities are integrated with the Human Rights Education Institute, an independent, internationally recognized center for human rights. An annual report from the Diversity Steering Committee will serve as an indicator of a culturally competent student body. Examples of activities that are reflected in the report include, a Student Leadership Development Class (SOSC 102) that places significant emphasis on cultural competency; a Student Education sub-committee charged with implementing a program and developing techniques for teaching students cultural competency; and The United Against Hate group created to develop and provide student, faculty and staff training and dialogue focused on cultural competency.

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

**Mission Alignment:** North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

**Strategic Plan Alignment:** Theme I: Programs: Goal 1 - Improve and expand educational opportunities, programs, and courses for the student population and community; Goal 2 - Expand and improve alternative delivery of education; Goal 3 - Develop and expand opportunities for high school students enrolled through NIC, emphasizing professional-technical and dual credit/enrollment programs. Theme VI: Diversity and Human Rights – Goals 1: Promote diversity and human rights, including respect for all elements of the college.

**Description of Core Theme II – Instructional Excellence:** NIC fulfills its role as a comprehensive community college by offering courses and programs in five areas: transfer education, professional-technical education, basic skills education, workforce education and community education. Programs are characterized by a curriculum that is well-ordered and
diverse and by a faculty and support staff committed to teaching excellence and student success. The focus of the Instructional Excellence theme encompasses three objectives aimed at evaluating what NIC views as the underpinning for achieving excellence: quality programs which meet diverse needs, student-centered teaching and learning, and innovation and excellence in teaching. The outcomes and indicators for this theme provide a useful way of making sense of the challenge of measuring “Instructional Excellence.” The Instructional Excellence theme provides a means for evaluating the institution’s progress toward providing educational opportunities that promote student success, teaching excellence and lifelong learning.

Objectives, Outcomes, Indicators, and Rationales

Core Theme II has three objectives:

Objective 1: To offer educational opportunities to best serve a diverse population.
Objective 2: To maintain a student-centered learning environment.
Objective 3: To promote innovation and excellence in teaching.

| Objective 1: To offer educational opportunities to best serve a diverse population. |
|----------------------------------|----------------------------------|
| **Outcomes**                     | **Indicators**                   |
| 1. Students obtain college-level | Institutional student data meet  |
| skills to pursue and achieve    | defined success rates.           |
| their educational goals.         | Successful implementation of      |
| 2. Students acquire the         | program review and advisory       |
| knowledge, skills, and          | committee recommendations.        |
| attitudes defined through the    | Consistent curriculum review      |
| General Education Abilities.     | process which aligns courses and |
| 3. Students successfully transfer | programs with 4-year college or   |
| to 4-year institutions.         | industry requirements.            |
| 4. Professional-technical        | Actions/improvements made to      |
| students acquire the            | courses and programs based upon   |
| knowledge, skills, and          | student learning outcomes         |
| attitudes needed to meet the    | assessment results.               |
| needs of regional employers.    | Licensure examination results and  |
| 5. Workforce Development and     | employment rates.                 |
| Customized Training courses and  | Enrollment in and completion of   |
| programs provide opportunity to | short-term workforce training and  |
| upgrade or develop new skills.  | customized training courses/      |
| 6. ABE/GED students transition   | programs.                        |
| to college-level courses.       | Customer/student feedback on     |
|                                 | courses, training, and services.  |
|                                 | Completion, transition, and      |
|                                 | placement rates of ABE courses    |
|                                 | and GED programs.                |

Rationale: Institutional student data meet defined success rates. NIC has developed a multifaceted approach to measuring the success of its programs. Although graduation, transfer and retention rates are traditional indicators of student success, there are other indicators that reflect the demographic characteristics and attendance patterns of community college students. NIC’s institutional data sets allow for analysis of student progress in addition to these traditional indicators.

Rationale: Successful implementation of program review and advisory committee recommendations. The review of programs is intended to improve the overall quality of existing instructional programs offered to NIC students. Its purpose is to assist the faculty in conducting a self-study of their programs to assure that the educational programs are responsive to the needs of our students. The program review process provides a seamless method for tying goals to strategic initiatives and budget planning. Advisory committees are required for all
professional-technical programs at NIC. These committees provide interaction with employers and workers who are current in their field. Advisory committee recommendations result in improvements to the curriculum, internships/job opportunities for students, and ensure the skills and knowledge of NIC graduates meet current industry standards.

**Rationale:** Consistent curriculum review process which aligns courses and programs with 4-year college or industry requirements. As a comprehensive community college, courses and programs must respond to the rapid expansion of information and skill sets, and at the same time respond to professional standards and Idaho State Board core requirements for transferability. A well-designed and aligned curriculum ensures it is relevant, current, transferable, and competitive. Institutional processes are faculty-driven and promote the integration and application of knowledge reflected in the disciplines, general education, and industry skill requirements.

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

**Rationale:** Licensure examination results and employment rates are critical indicators of success for the professional-technical programs. Employment indicates how well NIC prepares students to be successful in their chosen field. Licensure examination results are indicators of success for specific programs in fields that require certification for employment and practice.

**Rationale:** Enrollment in and completion of short-term workforce training and customized training courses/programs. Enrollment data allow NIC to identify areas of need and increase or reduce programming accordingly. Successful completion of Workforce Training programs allows NIC to track short-term training rates and monitor the success of its trainers.

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

**Rationale:** ABE/GED students transition to college-level courses. The performance measures for ABE programs are outlined in the Workforce Investment Act, Title II, Adult Basic Education and Family Literacy. These measures include adult learners who show measurable gains in completing an educational level, passing the GED test, getting a job or advancing in a job, or entering higher education or vocational training.

<table>
<thead>
<tr>
<th>Objective 2: To maintain a student-centered learning environment.</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>1. Flexible learning environment meets diverse needs.</td>
</tr>
<tr>
<td>2. Learning environment encourages student participation and feedback on teaching and learning.</td>
</tr>
<tr>
<td>3. Learning environment provides consistent communication of student responsibilities.</td>
</tr>
</tbody>
</table>
Rationale: Range of programs, locations, delivery methods, technology infrastructure and training to meet all population needs. NIC is an open-access, comprehensive community college serving a diverse student population in a rural state with challenging socio-economic circumstances. Over the last few years, NIC has worked to provide outreach to a vast service region through the use of technology and outreach center programming. Maintaining a range of services is necessary to meet the needs of all populations in its service area.

Rationale: Actions/improvements in consideration of course evaluations and student satisfaction surveys. Course evaluations and student satisfaction surveys provide a means to produce useful feedback which instructors and the college can use to improve the quality of instruction and the teaching and learning environment. The results of course evaluations are beneficial in that instructors can review and improve their teaching methods, curriculum, and teaching resources. Satisfaction survey results from students are related to their perceptions of their educational experience at NIC and provide a means for improving instructional programs, educational services for students, and resources and facilities.

Rationale: Consistent statements and publication of student responsibilities. The college is dedicated to the open exchange of knowledge and skills, growth in student capacity for critical thinking, and the development of responsible students. Effective communication between all the constituencies in the college is necessary to fulfill the mission and assure student success.

<table>
<thead>
<tr>
<th>Objective 3: To promote innovation and excellence in teaching.</th>
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<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>1. Faculty, staff and administrators participate in activities that facilitate teaching and learning.</td>
</tr>
<tr>
<td>2. The college maintains highly-qualified faculty and staff.</td>
</tr>
<tr>
<td>3. Culturally competent faculty, staff, and administrators.</td>
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</tbody>
</table>

Rationale: Tracking of faculty, staff and administrator participation in professional development activities. NIC believes by helping faculty and staff grow in their scholarly and professional work, it enables them to provide service and leadership across instruction, services, and outreach and encourages productive collaborative relationships among participants. In return, the college and its students benefit from a professionally competent faculty and staff.

Rationale: Percentage of faculty (regular and adjunct) who meet standards for their disciplines. NIC hires faculty who are academically and experientially qualified professionals to teach in its programs. NIC maintains high standards of recruitment and hiring to ensure the most qualified applicants are selected through rigorous hiring processes. A well-qualified faculty contributes to high quality instruction. The ability to attract and retain excellent faculty is critical to the college’s mission.

Rationale: Percentage of faculty and staff participate in a defined evaluation process. All full-time faculty members are evaluated according to established criteria by their peers and division chair on a rotating basis every three years. Evaluation records for purposes of retention, promotion or tenure indicate the performance of faculty in all assigned areas of their workloads, including teaching. These evaluations provide evidence of effective teaching, as well as evidence for improvement. All staff are evaluated in their assigned areas on an annual basis. These evaluations provide evidence of acceptable performance or improvement, as well as aid in identifying individual development goals.
Rationale: Training and education reported through the Diversity Steering Committee Annual Report. During spring Semester 2010, 12 faculty and staff received cultural competency training with Dr. Raymond Reyes, a nationally renowned educator on intercultural relations. Dr. Reyes also facilitated a Diversity Summit that was attended by 50 faculty, staff, students and community members. At that Summit, ideas for restructuring the Diversity Steering Committee were proposed and those ideas are being implemented during the 2010-2011 academic year. One aspect of that restructuring is the formation of a Workforce Training Committee whose goal is to implement programs that will educate the workforce. This in turn will allow them to work more effectively to infuse the value of cultural competency in the workplace and in classes. In addition, The United Against Hate group was formed to create student, faculty and staff training and dialogue to have a more culturally competent campus. All of these activities are documented in an annual Diversity Steering Committee Report which will serve as a measure of a culturally competent faculty, staff and administration.

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

Mission Alignment: North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

Strategic Plan Alignment: Theme III: College Communications and Climate – Goal 1: Improve organizational and inter-departmental communications. Theme IV: Finance and Funding - Goal 1: Pursue expanded funding opportunities through NIC Foundation for student success, faculty-staff support, facility development, and program development. Theme V: College Image and Relations - Goal 1: Enhance community perception of NIC among targeted groups; Goal 2: Promote awareness and recruitment through a strong marketing campaign. Theme VII: Physical Resources - Goal 2: Advance the campus infrastructure with regards to technology and safety.

Description of Core Theme III – Community Engagement: Healthy community interaction, both internal and external, are vital to NIC’s continued success. As a community college, part of NIC’s mission is to meet the needs of the communities it serves. This requires institutional involvement with the community through education, scholarship, outreach, and partnerships. Core Theme III focuses on the benefits of engaging community. NIC offers a wide variety of programs that promote learning, diversity, a place for social dialogue, artistic performances, and athletics. Resources are dedicated to creating partnerships with business, industry, government, and other educational entities. Support and engagement of students, faculty, and staff in activities that allow them to explore their interests and capabilities, a well-managed campus which provides appropriate infrastructure and safety, and a satisfied faculty and staff ensures the continued vitality of the NIC internal community.

Objectives, Outcomes, Indicators, and Rationales

Core Theme III has two objectives:

Objective 1: To establish and maintain collaborative community partnerships.
Objective 2: To establish and maintain a supportive and sustainable learning and working environment.
Objective 1: To establish and maintain collaborative community partnerships

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sustained relationships with businesses, community, and educational entities.</td>
<td>Engagement with, and support from, area business, industry, educational institutions, and community entities.</td>
</tr>
<tr>
<td>2. Partnerships generate services, programs, and resources.</td>
<td>Participation in community service and governmental entities.</td>
</tr>
<tr>
<td></td>
<td>NIC Foundation fundraising report.</td>
</tr>
</tbody>
</table>

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

Rationale: *Participation in community service and governmental entities.* NIC recognizes its role as a center for learning, scholarship, creative activities, cultural events, and athletics. NIC’s administrators, faculty, staff and students regularly support, serve, and contribute to a variety of community events, boards, chambers of commerce, non-profits, and commissions. The college recognizes these contributions and believes it reflects the employee’s dedication to its objective of establishing and maintaining collaborative community partnerships.

Rationale: *NIC Foundation fundraising report.* This indicator supports the NIC Foundation fundraising efforts which are vital to the success of NIC’s programs, services, and students. The NIC Foundation’s annual report is evidence of a wide variety of funds and activities which directly support the college mission.

Objective 2: To establish and maintain a supportive and sustainable learning and working environment

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students, faculty, staff, and administrators engage in learning opportunities, wellness, scholarships, and creative projects.</td>
<td>Participation tracked in campus programs designed to develop or enhance learning, wellness, scholarship, or creativity.</td>
</tr>
<tr>
<td>2. Attract and retain quality employees.</td>
<td>Strategic initiatives accomplished that are designed to attract and retain quality staff and faculty.</td>
</tr>
<tr>
<td>3. Effective lines of communication within the campus community.</td>
<td>Availability and assessment of internal communication initiatives, resources, and activities through satisfaction surveys.</td>
</tr>
<tr>
<td></td>
<td>Campus Safety Reports.</td>
</tr>
</tbody>
</table>

Rationale: *Participation tracked in campus programs designed to develop or enhance learning, wellness, scholarship, or creativity.* Employee participation in professional opportunities indicates a degree of satisfaction and comfort in their work environment. Participation in programs that stimulate learning, promote creativity and scholarship, and promote wellness, creates a staff who are likely to contribute more readily to the college and continue in their employment.

Rationale: *Strategic initiatives accomplished that are designed to attract and retain quality staff and faculty.* NIC is committed to attracting and retaining high quality employees. Several
Strategic Goals address recent changes to NIC’s hiring practices including developing a formal mentoring program, revising the Professional Development Program, establishing new hiring practices, and a recent job analysis and creation of an internal equity structure with alignment/restructuring of pay grades. The salary changes will be adopted as appropriate and depending upon available funds.

**Rationale:** *Availability and assessment of internal communication initiatives, resources, and activities through satisfaction surveys.* Employee Opinion surveys provide a means to produce useful feedback which the college can use to improve the campus environment and overall campus communication.

**Rationale:** *Biannual ADA Code and Compliance Report.* NIC is committed to providing access and reasonable accommodations to students, faculty and staff with disabilities in compliance with the American with Disabilities Act of 1990 (ADA) and corresponding state and federal law.

**Rationale:** *Campus Safety Reports.* The personal safety and security of students, staff, and visitors and the protection of property are high priorities at NIC. Creating and maintaining a healthy and safe campus environment requires the cooperation and involvement of everyone. NIC ensures campus safety through a variety of emergency preparedness plans. Emergency plans and procedures are available on the NIC Campus Security web pages. NIC subscribes to an Emergency Alert System available to all employees and students. The Campus Security Department uses a variety of methods and measures to ensure compliance with all safety needs.
Chapter Summary

NIC's Year 1 Report has been a collaborative effort from the start. An 18-member steering committee that guided the process was made up of faculty, staff and administrators representing the college community. Core Theme sub-committees made up of steering committee members met on a regular basis to identify objectives, outcomes and indicators for each Core Theme. The final report was reviewed by every constituent group on campus, the college President, and the NIC Board of Trustees.

NIC's Year 1 Report describes the college's institutional purpose, objectives, intended outcomes and indicators. Together, these provide a foundation for NIC's institutional effectiveness and mission fulfillment. Preparation of the Year 1 Report has encouraged the college to consider more carefully how information it gathers illustrates its overall mission fulfillment. The new process has enabled the college to see the institution's strengths and challenges as well as the inner-connectedness of the mission, programs, policies, and services.

Although the initial “phasing in” of the new accreditation process requires NIC to accomplish the transition to new standards in three years, NIC views it as a means for better aligning Idaho State Board of Education goals, institutional goals, strategic goals, and program goals in order to close the planning and evaluation loop. The current climate in higher education focuses on evidence of accomplishments, decision-making in the context of outcomes and measures, and accountability to students and community. The new standards process requires that the college focus on its accomplishments, tie its decision-making to indicators that reflect the outcomes, and be accountable for its decisions. A process which requires in-depth collaboration across all constituent groups and focuses on continuous improvement ensures that NIC will have the opportunity to expand, grow, and meet the needs of the communities it serves.
EXECUTIVE COMMITTEE
Jay Lee, Vice President for Instruction
Sheldon Nord, Vice President for Student Services
John Martin, Vice President for Community Relations & Marketing
Ann Lewis, Director of Institutional Effectiveness
Karen Ruppel, SLOA/Accreditation Coordinator
Mindy Patterson, Executive Assistant

Core Theme 1: Student Success
Sheldon Nord, VPSS
Michele Jerde, College Skills Chair
Chantel Black, Assistant Registrar
Stephen Fendos, Business Instructor - Bonners Ferry
Myra Darty, Psychology Instructor

Core Theme 2: Instructional Excellence
Karen Ruppel, SLOA/Accreditation Coordinator
Tami Haft, Registrar
Lloyd Duman, English & Modern Languages Chair
Cheri Beard, Senior Administrative Assistant, Office of Instruction
Deb Ortiz, Radiography Technology Instructor
Bill Jhung, ISBDC Regional Director, WFTC

Core Theme 3: Community Engagement
Ann Lewis, Director of IE
Suzie Deane, Information Analyst - HR
Vicki Morgan, ABE Coordinator
Victoria Potts, College Skills Instructor
Carol Lindsay, Social/Behavioral Sciences Chair
Terry Jones, Music Instructor
## Spring 2009-Fall 2010: Timeline of Accreditation Planning Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td><strong>Spring 2009</strong></td>
<td>Executive Committee was created by President’s Cabinet with the following members: Vice President for Instruction, Vice President for Student Services, Faculty Coordinator for Assessment and Accreditation, Director of Institutional Effectiveness.</td>
</tr>
<tr>
<td></td>
<td>Letter sent by Vice President for Instruction to constituent leaders soliciting campus input into core theme development; Executive Committee organized suggestions and created a recommendation for three Core Themes consisting of Student Success, Instructional Excellence, and Community Engagement.</td>
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<tr>
<td></td>
<td>Executive Committee members visited Divisions, Chair Meetings, Instructional Council, and Faculty and Staff governance groups to present new accreditation process and Core Theme structure.</td>
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<td></td>
<td>Executive Committee created a Steering Committee of individuals from campus to serve on Theme Teams, one team for each Core Theme.</td>
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<tr>
<td><strong>Summer 2009</strong></td>
<td>Committee Structure for the coming year was developed (see Appendix A); Executive Committee assigned as Theme Team Leaders for each of the three Themes with Vice President for Instruction providing oversight.</td>
</tr>
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<td></td>
<td>Core Themes were taken to President’s Cabinet and the Board of Trustees for review/approval.</td>
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<tr>
<td><strong>Fall 2009</strong></td>
<td>Steering Committee met to review materials and new process, with break-out sessions for Theme Teams and Leaders.</td>
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<td>Campus input solicited using “community rooms.” Three-week participation period opened to all students, faculty, and staff; Molstead Library room staffed with steering committee representatives to provide guidance; outreach staff, faculty, and students accommodated through online community rooms; data gathered and used to create the foundation for the Core Theme objectives, outcomes and indicators.</td>
</tr>
<tr>
<td></td>
<td>Executive Committee attended NWCCU workshop.</td>
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<tr>
<td><strong>Spring 2010</strong></td>
<td>Change in Executive Committee structure, Vice President for Community Relations &amp; Marketing and Executive Assistant for Community Relations added.</td>
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<tr>
<td></td>
<td>Vice President for Instruction and Faculty Coordinator attended NWCCU training.</td>
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<td></td>
<td>Steering Committee met to review and discuss the draft Theme objectives, outcomes, and Indicators.</td>
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<td></td>
<td>Closure e-mail sent to current Steering Committee; Theme Teams’ work on Year 1 Report completed.</td>
</tr>
<tr>
<td><strong>Spring/Summer 2010</strong></td>
<td>Mission fulfillment discussions led to idea to add two more Core Themes (Resource Stewardship and Diversity &amp; Inclusion); idea presented to President’s Cabinet and further discussion resulted in keeping with three original Core Themes.</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>Executive Committee plans to add representatives from campus governance to the Steering Committee as work begins on the Year 2 report.</td>
</tr>
<tr>
<td></td>
<td>Year One Report to Management Team for Review.</td>
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</tbody>
</table>
## North Idaho College
### Accreditation Timeline
#### 2009 - 2013

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2009</strong></td>
<td></td>
</tr>
</tbody>
</table>
| - Identify Core Themes  
| - Identify Objectives, Outcomes & Indicators for Core Themes |
| **Spring 2010** |  
| - Finalize Objectives, Outcomes & Indicators for Core Themes  
| - Identify Goals and Indicators of Mission Fulfillment  
| - Draft the Year 1 Report *(Standard 1 report only)*  
| - Begin Planning for Year 3 Report |
| **Fall 2010** |  
| - Finalize Year 1 Report |
| - Begin Year 3 Report *(update Standard 1; Standard 2 report and visit)* |
| **Spring 2011** |  
| - Submit Year 1 Report to NWCCU by March 1  
| - Continue work on Year 3 Report  
| - Begin planning for Year 7 Report *(update Standards 1 and 2; Standards 3, 4, and 5 report and visit)* |
| **Fall 2011** |  
| - Finalize Year 3 Report  
| - Prepare for spring visit  
| - Begin data collection for Year 7 Report |
| **Spring 2012** |  
| - Year 3 Report submitted (Jan.) for spring visit  
| - Spring – evaluation team visit *(April 16-18)*  
| - Continue collecting data for Year 7 Report  
| - Begin writing Year 7 Report |
| **Fall 2012** |  
| - Finalize Year 7 Report  
| - Prepare for spring visit |
| **Spring 2013** |  
| - Year 7 Report submitted (Jan.) for spring visit  
| - Spring - evaluation team visit *(dates TBA)* |

= Report due
## North Idaho College Institutional Planning Framework

### Visual Representation

<table>
<thead>
<tr>
<th>State Board of Education (SBOE) Strategic Plan (a/o November 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td>A Well Educated Citizenry</td>
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<tr>
<td>Critical Thinking and Innovation</td>
</tr>
<tr>
<td>Transparent Accountability</td>
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</tbody>
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<table>
<thead>
<tr>
<th>North Idaho College (NIC) Accreditation</th>
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</thead>
<tbody>
<tr>
<td><strong>Core Themes</strong></td>
</tr>
<tr>
<td>Student Success</td>
</tr>
<tr>
<td>Instructional Excellence</td>
</tr>
<tr>
<td>Community Engagement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Theme Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To help individuals become North Idaho College students</strong></td>
</tr>
<tr>
<td><strong>To help students reach their educational goals</strong></td>
</tr>
<tr>
<td><strong>To offer educational opportunities to best serve a diverse population</strong></td>
</tr>
<tr>
<td><strong>To maintain a student-centered learning environment</strong></td>
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<tr>
<td><strong>To promote innovation and excellence in teaching</strong></td>
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<tr>
<td><strong>To establish and maintain collaborative community partnerships</strong></td>
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<tr>
<td><strong>To establish and maintain a supportive and sustainable learning and working environment</strong></td>
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<tr>
<th>NIC Program Review</th>
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<tbody>
<tr>
<td>Goals</td>
</tr>
<tr>
<td>Mission Statements</td>
</tr>
<tr>
<td>Data/Information/Evidence</td>
</tr>
<tr>
<td>Visits/Review</td>
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<tr>
<td>Action Plans</td>
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</table>
SUBJECT
Kootenai Technical Education Campus

BACKGROUND
NIC faculty and staff will join employees from the Coeur d’Alene, Post Falls, and Lakeland school districts in the architectural planning of the KTEC high school facility. A series of meetings have been scheduled through February 2011 to facilitate conversation about the design of the professional technical high school facility.

DISCUSSION
The planned curriculum for the KTEC high school facility includes automobile mechanics, welding, machining, construction and health professions. The architects have asked for input from high school and NIC professional technical instructors. Doug Anderson and Mike Mires will represent NIC’s interest in the automobile mechanics, welding, machining, and construction areas, and Lita Burns and Gina Prindle (our new Director of Nursing) will represent NIC in the planning of the health professions area. Cathleen Sanborn, NIC employee and region one tech prep coordinator, will also take part in the meetings. Cathleen works with professional technical instructors of the region (both high school and college) to assure that all professional technical curriculum is aligned with the college curriculum, providing the articulation agreements that are required by the state professional technical office.

Following the meetings of the instructors or curriculum experts, the KTEC Advisory Committee of business leaders will meet with the architects to assure that their vision of the facility is also being preserved. In February, both the curriculum leaders and the advisory committee members will meet in session to develop a final vision for the KTEC high school facility.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
None at this time.

Prepared by
Jay A. Lee
Vice President for Instruction
SUBJECT
Area Agency on Aging of North Idaho

BACKGROUND
Each year at this time, an annual report is presented before the board by Ms. Pearl Bouchard, the director of Area Agency on Aging. North Idaho College is the umbrella agency and the fiscal agent for Area Agency on Aging, covering the five northern counties of Idaho.

DISCUSSION
Because the board of trustees is the governing board of North Idaho College, it is important for them to understand the programs under their purview. Ron Dorn, Vice President for Resource Management, oversees the Area Agency on Aging.

COMMITTEE ACTION
None

FINANCIAL IMPACT
There is no financial impact on North Idaho College as state and federal government, private gifts, and donations fund Area Agency on Aging.

REQUESTED BOARD ACTION
None. This report is informational only.

Prepared by,
Pearl Bruno Bouchard, MPA
Director, Area Agency on Aging
Area Agency on Aging of North Idaho

Our mission is to work in partnership with older adults, families, and the community to secure information and services that maximize independence and quality of life.

Presented by Pearl Bouchard, Director
To NIC Board of Trustees January 19, 2011

Where you go for answers on aging . . .
1-800-786-5536
www.aaani.org

Idaho’s Aging Network of Area Agencies on Aging

Area I
Coeur d’Alene
North Idaho College

Area II
Lewiston
Community Action Partnership, Inc.

Area III
Boise
Sage Community Resources

Area IV
Twin Falls
College of Southern Idaho

Area V
Pocatello
Southeast Idaho Council of Governments

Area VI
Idaho Falls
Eastern Idaho Special Services Agency
North Idaho College as Parent Organization

- Responded to community need in 1987
- Contracts with the Idaho Commission on Aging (Governor’s Office)
- Fiscal agent
- Human Resource support
- All other administrative, facility, and programmatic endeavors are funded through grants and donations

Areas of Focus 2010

- Quality Improvement Program—Retired and Senior Volunteer Program (RSVP) and Adult Protection Program
- Office of Performance Evaluations—Idaho Legislature
- Aging and Disability Resource Center
Areas of Focus 2011

- List of Practical Things to Do
- Medicare-themed conference April 20
- Resource Development—volunteers and planned giving

Resource Development

- **Building Capacity with Volunteers**
  - 2005 initiated opportunities for VISTA members to serve
  - 2007 grant awarded by INWCF to initiate volunteer advocates
  - 2010 initiated service learning project with nursing students
  - 2011 will initiate Friendship Corps through VISTA member

- **Planned Giving**
  - Planned Giving Committee to advise agency
  - Seeking 10 founding members at $1,000 each to create the agency designated fund with INWCF.
Current Status of Wait Lists

- 86 people waiting for a social worker to visit them to assess their needs and connect them with community resources
- 51 family members waiting for a break from 24/7 care of a loved one
- 49 people waiting for assistance from a homemaker

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

- 12 people (2010) admitted into skilled nursing care
- 18 people (2010) deceased while waiting for services

Area Agency on Aging of North Idaho

Aging is not lost youth, but a new stage of opportunity and strength.
Betty Friedan

Where you go for answers on aging.
1-800-786-5536
www.aaani.org