North Idaho College

Policies, Regulations, and Financial Review Report

Submitted to the Northwest Commission
on Colleges and Universities
March 1, 2026

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Executive Summary of North Idaho College Mission Fulfillment and Ongoing Accreditation Framework

North Idaho College (NIC) sustains its accreditation through an integrated framework that links mission, strategic planning, evidence of institutional effectiveness, and continuous improvement structures overseen by executive leadership. This framework ensures that the college regularly evaluates its performance, responds to Commission recommendations, and uses data to guide decisions that advance student success, community engagement, and institutional sustainability.

Governance and Accreditation Oversight
NIC's Executive Accreditation Committee (EAC) provides centralized leadership for all accreditation activities, ensuring alignment with Northwest Commission on Colleges and Universities (NWCCU) Standards (see Executive Accreditation Committee Membership List).

Following Show Cause status (February 9, 2023, to February 24, 2025), NIC stabilized leadership and governance practices, leading to a reduced sanction of Probation and eventually return to good standing with NWCCU on February 9, 2026. NIC's renewed 2025–2030 Strategic Plan and its formalized decision-making processes are designed to sustain these gains and provide clear, consistent structures for fulfilling NWCCU expectations over time.

Mission, Strategic Plan, and Definition of Mission Fulfillment
NIC's mission emphasizes meeting the diverse educational needs of students, employers, and north Idaho communities through student success, educational excellence, community engagement, and lifelong learning (see Figure 1).

Mission fulfillment is defined as meeting or exceeding expectations on the majority of key indicators that assess institutional effectiveness across four core areas: student success, access, workforce and community engagement, and organizational health. For the 2025–2030 planning cycle, NIC has identified 12 Mission Fulfillment Indicators drawn from 21 total measures in the Strategic Plan. Each indicator was selected for its relevance, measurability, and alignment with NWCCU expectations for peer-comparative and benchmarked data. Additional measures are under consideration, informed by feedback from the recent Midcycle Review, to strengthen the connection between faculty engagement in program and general education assessment and NIC's Mission Fulfillment outcomes.

Evidence of Institutional Effectiveness
NIC operationalizes mission fulfillment through a public Power BI dashboard that displays each indicator, associated benchmarks, and recent results. The dashboard is updated as final data become available from Integrated Postsecondary Education Data System (IPEDS), the National Community College Benchmark Project (NCCBP), and NIC's internal Common Campus Measures (CCMs), providing timely evidence for responsive college-wide decision-making. For most indicators, NIC compares its performance to peer medians using IPEDS and NCCBP comparator groups that reflect rural or suburban institutions with similar demographics and regional contexts. Internal benchmarks are used for NIC-specific measures (see Peer Group Selection for additional context).

**Mission Fulfillment Indicators and Rating Framework**

NIC employs a standardized rating methodology categorizing indicators as Satisfactory (>0.90), Satisfactory but Needs Improvement (0.60-0.89), or Not Satisfactory (<0.60). Detailed methodology and current results are available in the Summary of Mission Fulfillment Measures.

Continuous Improvement Processes and Resource Alignment

NIC employs a formalized Plan-Do-Study-Act (PDSA) continuous improvement model (Figure 2) that guides planning, assessment, and resource allocation. In response to feedback from the Fall 2025 Midcycle Evaluation regarding parallel planning and assessment structures, NIC has formalized an institutional assessment and planning cycle linking student learning outcomes assessment, program review, and strategic initiatives to mission fulfillment indicators (Figure 3). This creates a closed-loop process in which evidence systematically informs planning, resource alignment, and accreditation reporting.

Figure 2

Continuous Process Improvement at NIC
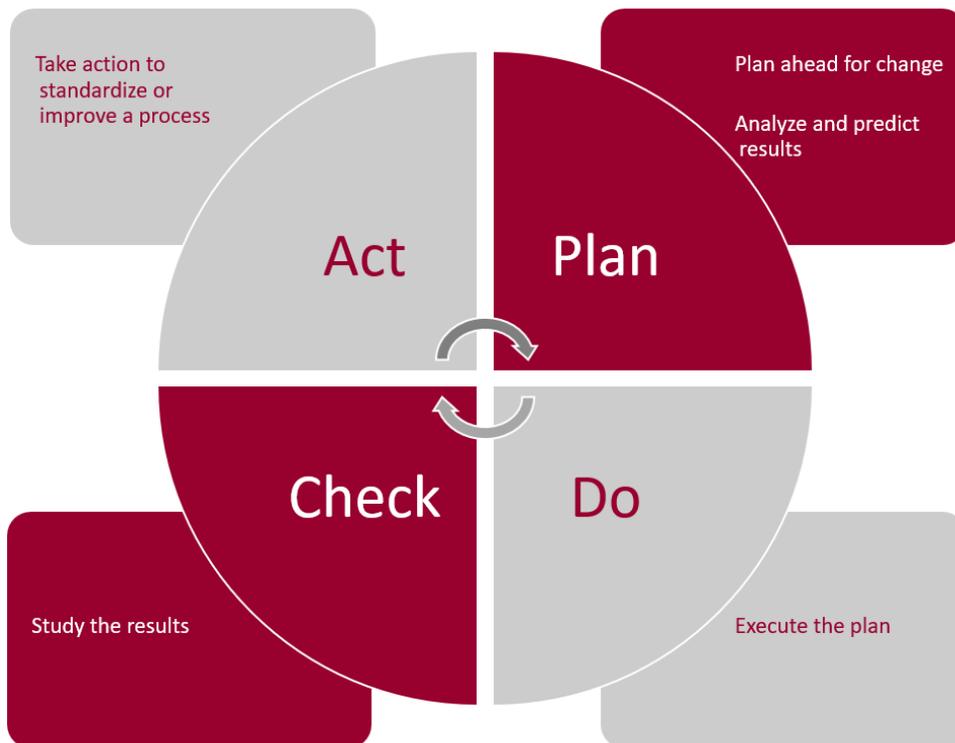
In addition, a newly structured strategic plan proposal process further connects ideas from faculty, staff, and other stakeholders to institutional priorities and resource decisions as represented in Figure 4 below.

Figure 4

Ideas and Action Projects Consideration

| Ideas and Action Projects submitted online | → | Initial review by identified standing committee (i.e. Recruitment), or identified ad-hoc committee | → | Recommendation forwarded to the President's Cabinet for consideration | → | If no consensus, then the Recommendation goes to Executive Committee for Final Decision | → | Final decision communicated to submitter of Idea and Action Project |

Stakeholder Engagement and Culture of Evidence
NIC's 2025–2030 Strategic Plan was developed through an inclusive process engaging faculty, staff, students, trustees, and community members via surveys, focus groups, and planning sessions.

The college's data infrastructure, centered on Power BI dashboards and CCMs, enables units across campus to monitor progress on strategic objectives and mission fulfillment indicators. Faculty and staff demonstrate strong familiarity with the Strategic Plan, and increasingly use benchmarked data to guide program improvements, enrollment strategies, and resource requests.

Commitment to Ongoing Accreditation and Future Focus
Through its integrated framework of governance, mission-aligned strategic planning, benchmarked indicators, and continuous improvement processes, NIC maintains a sustainable approach to mission fulfillment and accreditation. As NIC continues to move beyond prior governance-related sanctions, it remains committed to documenting evidence of effectiveness, deepening assessment practices, and demonstrating consistent adherence to NWCCU Standards across academic quality, student success, fiscal health, and governance.

Eligibility Requirements

The attached Institutional Report Certification Form documents the chief executive officer's formal attestation that North Idaho College's institutional report was broadly reviewed by the campus community, that the college is and will remain in compliance with NWCCU Eligibility Requirements throughout its accreditation cycle, and that the information and data contained in the report are true and correct to the best of the institution's knowledge, with the understanding that this information may affect the institution's continued candidacy or accreditation status.

Governance

2.A.1 *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

NIC is governed by a volunteer five-member Board of Trustees (the "board") elected from within Kootenai County for staggered, four-year terms. Each trustee represents one of five specific zones within the Community College District and must reside in the zone they represent. Additional information about the current trustees can be found on the Board of Trustees webpage.

Trustees derive their authority from and hold office in accordance with the general powers outlined in State of Idaho Code, and have no contractual, employment or personal financial obligations to the college. The board is subject to the provisions of the Constitution of the State of Idaho, the rules and regulations of the Idaho State Board of Education (ISBOE) as they apply to community colleges, and compliance with Idaho's Open Meeting Law. Board practice is governed by the Board of Trustees Policies and Procedures, which are published on the college's public website. The general obligations and responsibilities of the board are outlined in Responsibilities and Duties Policy 2.01.02, and include the following:

- To determine the broad general policies which govern the operation of the college district.
- To select and appoint the president of the college who is responsible for the general administration and implementation of board policies in the ongoing operations of the college.
- To approve annual budgets.

The board meets monthly, typically on the fourth Wednesday of the month. Agendas and minutes are posted publicly online and in a public space in front of the Sherman Administrative Building on the Coeur d'Alene campus. The board's role in the formal approval of institutional policies and procedures, as well as the annual review of existing policies and procedures, is outlined in Creation, Revision, or Elimination of Internal Board Governance Policy 2.01.14 and Governance Policy and Procedure 7.02.01.

While NIC is subject to general oversight by the Idaho State Board of Education, the leadership role of the locally elected Board of Trustees is clearly delineated in Idaho State Board of Education Policy I.A.I, which states that, "North Idaho College, College of Eastern Idaho, College of Southern Idaho and College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the Idaho State Board of Education. For the purposes of these

governing policies and procedures, NIC, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference."

NIC reviews its board policies regularly, following the guidelines set forth in the Creation, Revision, or Elimination of College Policy and Procedure 7.02.01 and the Creation, Revision, or Elimination of Internal Board Governance Policy 2.01.14. An established subcommittee of the board is responsible for reviewing and proposing revisions to Sections 2.01 and 2.02, as reflected in the Board Policy Tracking Sheet. Additionally, the College Senate has a subcommittee composed of representatives from various constituencies that reviews operational policies using a seven-year cycle. As evidenced in the College Policy Review Tracking Sheet, the subcommittee reviewed 20 policies this past academic year.

During onsite interviews conducted in the Fall 2025 Midcycle and Special Evaluation Visit, evaluators confirmed that the board operates under a comprehensive policy governance framework developed in 2023 with guidance from Association of Community College Trustees (ACCT) consultants. The board maintains a structured policy-review cycle and requires annual trustee attestation under Board Member General Conduct Policy 2.01.10 to ensure adherence to established norms and professional conduct.

Evaluators noted board members' constructive engagement and professionalism, confirmed by President's Cabinet interviews. Newly elected trustees completed comprehensive onboarding per New Board Member Orientation Policy 2.01.11 adopted in 2023, as documented in the Midcycle and Special Evaluation Confidential Report, p. 12.

On November 19, 2025, the board publicly signed off on the annual trustee affirmation document as shown in the Video Clip of the November 19, 2025, Board Meeting, (1:23:26 – 1:26:45). The recent success of the board as a high-performing board, including policy revision, was showcased during breakout sessions at the ACCT Leadership Conference and the NWCCU Annual Conference as reflected in the ACCT Leadership Conference Program, p. 75, and NWCCU Conference Program, p. 13.

The board, with guidance from consultants from ACCT, completed a formal self-evaluation process during the Fall 2025 semester and accepted the report on November 19, 2025.

Required Evidence for Standard 2.A.1
Institutional board governance policies and procedures: NIC Board Policy Webpage
System Governance Policies and Procedures: Not Applicable
Multiple Board Governance Policies: Not Applicable

Bylaws and Articles of Incorporation referencing governance structure:
    Idaho Code Title 33, Chapter 21, Junior Colleges
    Idaho State Board of Education Policy I.A.I
    NIC Board Policy Section 1: Preface

Optional Evidence for Standard 2.A.1

Board's calendar for reviewing institutional and board policies and procedures or evidence that demonstrates regular review of board policies and procedures:
     Creation, Revision, or Elimination of College Policy and Procedure 7.02.01
     Creation, Revision, or Elimination of Internal Board Governance Policy 2.01.14
     Board Policy Review Tracking Sheet (as of February 26, 2026)
     College Senate Policy and Procedure Review Process

Board onboarding materials:
     Board Member General Conduct Policy 2.01.10
     New Board Member Orientation Policy 2.01.11
     Signed annual trustee affirmation documents

Board professional development/training materials:
     Board Training Minutes or Video Recaps: 11-19-2024, 1-22-2025, 3-26-2025, 5-28-2025, 8-20-2025, 11-19-2025
     Board Training Agendas or Packets: New Trustee Orientation Plan, 1-22-2025, 3-26-2025, 5-28-2025, 8-20-2025, 11-19-2025
     Board Policy Review Tracking Sheet (as of February 26, 2026)
     College Policy Review Tracking Sheet

Board Self Evaluation:
     2025 Board Self-Assessment Summary Report (November 2025)
     Board Performance Review Policy 2.01.08

2.A.2 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

NIC has an effective system of leadership composed of qualified administrators who possess clearly defined levels of authority, responsibility, and accountability. These leaders are charged with strategic planning, operational management, and ongoing assessment of institutional effectiveness.

The college's leadership structure consists of four main advisory bodies that assist the president in planning, organizing, managing, and evaluating the institution's operations. This structure promotes inclusive and participatory governance, reinforcing NIC's commitment to effective institutional planning and assessment:

1.   **Executive Council**
     The Executive Council meets weekly and includes the president, provost, and vice president for finance and business affairs. This group serves as the primary executive leadership team, focusing on high-level institutional planning, decision-making, and resource allocation.

Executive Council Position	Name	Highest Degree Earned
President	Nick Swayne	Ph.D.
Interim Provost	Lloyd Duman	Ph.D.
Vice President for Finance & Business Affairs	Sarah Garcia	M.B.A.

2.   President's Cabinet
Meeting weekly, the President's Cabinet broadens the scope of the Executive Council by including key administrative leaders from across the college. Together, the Cabinet promotes coordination among divisions, ensures alignment with institutional priorities, and supports informed, transparent decision-making. For additional information, refer to the Organizational Chart, List of President's Cabinet Members, and CVs and Resumes of the President's Cabinet.

3.   President's Advisory Committee
Meeting monthly, the President's Advisory Committee includes all members of the President's Cabinet, along with representatives from the Faculty Assembly, Staff Assembly, Associated Students of North Idaho College, and the College Senate. The committee's broad membership fosters shared governance, promotes transparency, and ensures meaningful stakeholder participation in institutional planning, assessment, and decision-making.

4.   Management Team
The Management Team, which meets monthly, consists of the President's Advisory Committee and directors, coordinators, and chairs. This broader leadership group supports open and clear communication, implementation of institutional initiatives, and continuous improvement efforts across operational units.

Required Evidence for Standard 2.A.2
Leadership Organizational Charts:
NIC Public Organizational Chart
Leadership Organizational Chart
Curriculum Vitae/Resumes of Executive Leadership
Curriculum Vitae/Resumes of President's Cabinet

2.A.3 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

The board selected Dr. Nick Swayne as the 11th president of NIC on June 22, 2022. The search process involved a 27-member screening committee representing all of the college's constituency groups, members of the community and administration. The board subsequently extended Dr. Swayne's employment contract on December 18, 2024.

The board delegates operational authority to the college president in accordance with the President's Authority and Responsibility Policy 2.02.01. Additionally, the board conducts an annual evaluation of the president's performance as outlined in the Presidential Performance Review Policy 2.02.02. The purpose of this review is to enhance the president's performance, allow the president and the board to establish mutually agreed-upon goals, and guide annual decisions regarding compensation and other employment terms.

The Fall 2025 Midcycle and Special Evaluation report confirmed that the board adheres to Presidential Performance Review Policy 2.02.02 by recently revising and implementing the required presidential evaluation process as documented in the Midcycle and Special Evaluation Confidential Report, pp. 13-14.

According to Responsibilities Policy 2.01.02, the board is required to elect officers (chair, vice-chair, and secretary-treasurer) from among its members. The president/CEO is not permitted to serve as an officer of the board.

Required Evidence for Standard 2.A.3
Curriculum Vitae of President/CEO
Biography of President/CEO
Employment Contract of President
Board Policy:
President's Authority and Responsibility Policy 2.02.01
Presidential Performance Review Policy 2.02.02

2.A.4 *The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

The participatory governance model at NIC is facilitated by the College Senate, which comprises members of Faculty and Staff Assemblies, and the student government organization, all of whom are elected by their respective constituencies. The assemblies and the College Senate are the vehicles through which the constituent organizations of the college are able to participate in the decision-making process by making recommendations through the president to the board. Refer to Governance-Creation, Revision, or Elimination of College Policy and Procedure 7.02.01 for additional information.

The college's committee structure ensures a comprehensive focus on crucial strategic issues and key processes essential for the college's operations and future direction. Through these committees, various constituent groups exchange information, engage in discussions, reach consensus, and make recommendations to the administration, which are then communicated through the president to the board. Faculty, students, staff, and administrators share their ideas and perspectives to foster agreement and promote positive change within the institution. Refer to Faculty Assembly Constitution & By-Laws and Staff Assembly Constitution for documentation.

College stakeholders have opportunity for shaping college policy and procedures. Figure 5 highlights the general approval process. After an initial review by an ad-hoc or standing

committee, drafts of new policy proposals or changes to existing board policies are taken to faculty and staff assemblies, as appropriate, for their input before consideration by the College Senate. The president or any recognized college group may form an ad hoc committee to research and draft new policy or changes to existing policy. The president has final review before consideration by the board.

The board reviews its internal governance policies through a subcommittee using a staggered three-year cycle. The use of a subcommittee is required by the Creation, Revision, or Elimination of Internal Board Governance Policy 2.01.14. Upon completion of review, the subcommittee will bring recommendations to a meeting of the board for discussion/action.

Faculty and staff both take their governance responsibilities seriously. Both assemblies have their agendas and minutes posted so they are available to their respective constituent groups as shown in the Screenshots of Evidence (Faculty Assembly, Staff Assembly). All faculty and staff under contract or other employment agreement are eligible to sit in their respective assemblies. Both assemblies have processes for the annual selection of officers, as outlined in the Faculty Assembly Bylaws, Article III: Officers, and Staff Assembly Constitution, Article III-Officers and Responsibilities.

Representatives from the Associated Students of North Idaho College, Faculty Assembly, Staff Assembly, and the College Senate all have a seat at the table during the regular board meetings and provide updates to the trustees. The President's Advisory Council, established in 2018, provides additional inclusion into the decision-making process.

In spring 2025, NIC participated in the Great Colleges to Work For® survey (41% response rate). Results showed strong performance in Inclusion/Belonging (80%), Supervisor Effectiveness (79%), and Mission/Pride (84%), with a 13% increase in leaders actively seeking input and ideas. A key priority moving forward is to address an identified perception gap around fair employee compensation.

Required Evidence for Standard 2.A.4

Institutional governance policies and procedures:
  Creation, Revision, or Elimination of Internal Board Governance Policy 2.01.14
  Governance-Creation, Revision, or Elimination of College Policy 7.02.01
  Committees – Function, Structure, & Membership Policy 7.02.04
  List of Committees

Optional Evidence for Standard 2.A.4

Documentation of decision-making structures and processes publicly available to relevant constituencies:
     President's Advisory Council Charter
     Great Colleges to Work For® Presentation Slides of Survey Results
     Faculty Assembly Bylaws, Article III: Officers
     Staff Assembly Constitution, Article III-Officers and Responsibilities
     College Senate Webpage
     Faculty Assembly Webpage
     Faculty Assembly Constitution
     Faculty Assembly Screenshot of Minutes and Agenda Access
     Staff Assembly Webpage
     Staff Assembly Screenshot of Minutes and Agenda Access
     Staff Assembly Constitution
     Associated Students of North Idaho College Website

Academic Freedom

2.B.1 *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

2.B.2 *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

While NIC has had a 25-year-old policy on academic freedom that promotes and protects faculty's rights, in Spring 2024 the institution recognized the importance of revising this policy to include students. The dean of instruction for transfer and general education worked with Faculty Assembly to convene a group of professors from various areas across campus and an ASNIC student representative. This ad hoc committee met weekly, throughout the spring semester, to draft a new policy, Academic Freedom Policy 3.05, that included faculty and students' rights and responsibilities in relation to academic freedom as well as the institution's responsibility to support academic freedom. The new policy was approved by faculty assembly in late Spring 2024, the senate in Fall 2024, and the Board of Trustees on January 22, 2025.

Summary of Accreditation Record Related to Academic Freedom
Throughout NIC's recent governance crisis, NWCCU conducted multiple reviews of academic freedom and consistently found no evidence of active noncompliance.

Revisiting Academic Freedom
Over the past years, as governance stability returned to the campus, the institution has actively provided academic freedom programming to enhance campus understanding. The administration focused the annual Spring 2024 All Employee meeting and Spring All Faculty workshop on this topic. Dr. Andrew Finstuen, dean of the Honor's College at Boise State University was the keynote speaker and guided the faculty workshop. In addition, the Fall 2025 All Faculty meeting included a workshop with the NIC college attorney, Kevin O'Neill, regarding Idaho Code § 67-5909D. This was an orientation to the Freedom of Inquiry in Higher Education Act and included information on faculty member's rights and responsibilities in relation to this law.

Further, the institution hosted Spring 2024 and Spring 2025 "NIC Listens" events where 8-10 NIC students shared their values and experiences with community members. The goal is to facilitate people listening to each other regardless of personal views. NIC Listens is one example of how students are encouraged to express opinions without fear of censorship or retaliation.

NIC's current common read is part of its Cardinal Reads program. For the 2025-2027 cycle, the selected book is *I Never Thought of It That Way: How to Have Fearlessly Curious Conversations*

in Dangerously Divided Times by Mónica Guzmán. The theme focuses on civility, information literacy, and dialogue across differences. This common read and the programming around it supports NIC's commitment to academic freedom by encouraging open inquiry, exposure to multiple perspectives, and respectful discussion of complex and sometimes controversial issues.

Academic independence is upheld through the Curriculum Council Guidelines, which define faculty responsibility and authority in the design, approval, and revision of curriculum. The Council's representative membership, defined procedures, and open meetings ensure that academic decisions are collegial, transparent, and grounded in disciplinary expertise. These governance structures demonstrate how the college safeguards academic decision-making from undue influence while promoting collaboration and continuous improvement in curriculum development.

Academic Freedom at NIC continues to serve as a foundation for intellectual rigor and the open exchange of ideas. To sustain and strengthen this culture around academic freedom, the college will continue to provide ongoing programming and professional development initiatives that engage faculty, staff, and students in dialogue about academic freedom rights and responsibilities.

As documented in sample syllabi, NIC includes a syllabus statement affirming its commitment to a respectful learning environment that supports open dialogue and the free exchange of ideas under Idaho's "Freedom of Inquiry in Higher Education" law (§ 67-5909D). Students are encouraged to engage with diverse perspectives and topics, including those related to diversity, equity, and inclusion, but are not required to adopt any specific political, religious, or ideological viewpoints. The policy emphasizes professionalism, mutual respect, and the right to express differing opinions in all classroom discussions.

Required Evidence for Standard 2.B.1 & 2.B.2
Academic freedom policies and procedures 　　　　Academic Freedom Policy 3.05 　　　　Curriculum Council Guidelines
Evidence of students' academic freedom 　　　　Academic Freedom Policy 3.05 　　　　Syllabi Statement & Sample Syllabi 　　　　Idaho Freedom of Inquiry in Higher Education Law (Idaho Code § 67-5909D)

Policies and Procedures

2.C.1 *The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

NIC publishes Transfer of Credit Policy and Procedure 5.04.06.01 on the NIC website and honors the terms of a statewide articulation policy with all Idaho public institutions, and specific articulation agreements with other four-year colleges and universities. Under the Idaho State Board of Education Statewide Articulation Policy, students who complete the general education for an associate degree satisfy the lower division general education requirements for a bachelor's degree. Courses transferred to NIC are evaluated on a course-by-course basis for program requirements in adherence with college policy. A student or advisor can log in to the NIC student information system (Self-Service) and have immediate access to degree audit to run a "what if" scenario for any degree or certificate. The Registrar's Office evaluates course work for graduation requirements and applies any current articulation agreements for transfer of courses to a particular program.

Transfer evaluations for incoming credits are completed through the Registrar's Office. Course equivalencies are maintained in the college's student information system, Ellucian-Colleague, ensuring consistent evaluations for all students. NIC publishes an Advising Services webpage and a Transfer Center webpage to support both incoming transfer students and those students who intend to transfer for further education. Students are regularly provided with transfer information and tools from staff advisors and instructional faculty members throughout their educational programs at NIC.

NIC remains committed to ensuring the efficiency and integrity of transfer processes. Building on external validation and peer recommendations, NIC will continue to monitor articulation and evaluation procedures, regularly review policy implementation, and further invest in technology and advising to optimize student mobility and success.

Required Evidence for Standard 2.C.1
Transfer of credit policies and procedures (could include catalog and transfer websites):
Transfer of Credit Policy and Procedure 5.04.06.01
Idaho State Board of Education Statewide Articulation Policy
Advising Services Website
Transfer Center Website

2.C.2 *The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

NIC maintains a comprehensive framework of policies and procedures that clearly articulates student rights and responsibilities, fostering a safe, respectful, and inclusive learning environment. Core areas addressed include academic honesty, conduct, appeals, grievances, and

accommodations for persons with disabilities. These policies are readily accessible through the Policy Manual, college catalog, student handbook, course syllabi, and the college website.

In alignment with federal, state, and institutional mandates, NIC ensures appropriate accommodations for students and employees with disabilities, as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. ADA information, accommodations procedures, and accessibility resources are communicated through multiple channels including in-person consultations, course syllabi, presentations, and the Disability Support Services Department.

NIC demonstrates its ongoing commitment to accessible technology and digital equity through its Electronic Information Technology Accessibility Policy and Procedure 3.08.09. To support compliance and continuous improvement in accessibility practices, NIC utilizes two principal tools:

> *Yuja*: Monitors course and file data within Canvas, the institution's learning management system, to provide centralized compliance dashboards and identify areas for instructional improvements.
> *Level Access*: Evaluates website accessibility, tracks compliance status, and informs action on web-based content.

Together, these resources enable NIC to systematically monitor and improve accessibility across both instructional materials and public-facing webpages. The institution's Safe Campus Team and Title IX director provide additional support to at-risk students and intervene as required, ensuring the full spectrum of student protections, equity, and access is upheld.

The policies and guidelines related to academic appeals, conduct expectations, student complaints, and protections from harassment and discrimination are clearly outlined in Grading Policy and Procedure 5.04. This information is also communicated through the college catalog and handbook. These measures comply with all regulatory standards and reflect NIC's commitment to fostering a welcoming campus community. For example, students can access detailed procedures for addressing academic concerns and appeals in the Academic Appeals/Instructional Petition section of the college catalog, which includes instructions for late withdrawal appeals, reinstatements, and suspension or disqualification appeals. The Academic Probation, Suspension, and Disqualification section (pp. 27–29) outlines expectations for academic performance and consequences for failing to meet those standards.

Attendance and conduct expectations are comprehensively published in the Registration and Records section of the online college catalog and supported by the Student Handbook, which details the Student Code of Conduct and related policies, including protections against harassment, discrimination, and academic integrity violations. Additionally, the Student Complaints and Concerns Policy and Procedure 5.16 provides standardized processes for resolving student grievances, promoting constructive dialogue and fair outcomes. Together, these resources ensure that students are well-informed of their rights and responsibilities and have clear access to support and recourse in alignment with institutional and regulatory requirements.

NIC will maintain a comprehensive and accessible framework for student rights and responsibilities, with ongoing improvements to documentation, training, and digital accessibility. In alignment with visiting team feedback, the college will prioritize formalization of assessment and evaluation cycles to strengthen continuous improvement and uphold a safe, inclusive campus environment.

Required Evidence for Standard 2.C.2
Documentation of student's rights and responsibilities policies and procedures including:
Academic honesty   Academic Integrity Policy and Procedure 5.06.01

Conduct
    Attendance and Conduct Expectations (Student Catalog)
    Student Code of Conduct Policy and Procedure 5.06
    Malicious Harassment Policy and Procedure 3.03.04
    Disruptive, Hostile, or Violent Behavior at NIC Sites Policy and Procedure 3.03.05
    Sexual Harassment, Discrimination, and Sexual Misconduct (Title IX) Policy and Procedure 3.03.06

Appeals, grievances
    Grading Policy and Procedure 5.04
    Student Complaints and Concerns Policy and Procedure 5.16
    Academic Appeals/Instructional Petition
    Academic Probation, Suspension, and Disqualification (College Catalog)

Accommodations for persons with disabilities
    Accommodations for Students and Employees with Disabilities Policy and Procedure 5.13
    Electronic Information Technology Accessibility Policy and Procedure 3.08.09

2.C.3 *The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

Since 2019, Cardinal Central, NIC's one-stop shop, has provided fair, accurate, and timely assistance to both prospective and returning students with financial aid and registration processes. The office disseminates important information through applications, brochures, and financial aid materials. Admissions staff strictly adhere to the guidelines established by the Family Educational Rights and Privacy Act (FERPA) when managing and sharing student data. For greater accessibility and visibility, Cardinal Central was relocated from Lee Kildow Hall to the Bob and Leona DeArmond Building over the summer of 2025. The move better serves prospective students in a more accessible and visible location, and to utilize the DeArmond Building for its intended use.

The college employs various methods for student placement to ensure that academic preparation aligns with course expectations. The placement processes include standardized assessments, prior coursework, high school transcripts, and guided self-placement when appropriate. These practices help identify students' existing skills in math, writing, and reading, allowing for placement in courses that best support their academic success. Furthermore, the college offers developmental education and corequisite support options for students needing additional preparation, promoting equitable access and reducing barriers to progress in college-level coursework.

The college also clearly defines and publishes its policies regarding student continuation and termination from educational programs, including the appeals process and readmission policies. Key details about NIC's mission, Admissions Policy 5.01, as well as the Academic Probation, Suspension, and Reinstatement Policy and Procedure 5.02, including tuition and fees, program and degree requirements, and placement, are clearly articulated in the college catalog, program brochures, and on the college website.

Requirements for selective and competitive-entry programs are published on the dedicated webpages for each program, including those for Nursing and Radiography Technology. The college will continue to refine admissions, placement, and support strategies to ensure equitable access and student success. Responding to peer evaluator recommendations, NIC will periodically assess placement practices, enhance support for diverse student populations, and review policies to ensure clarity and effectiveness in enrollment and program progression.

Required Evidence for Standard 2.C.3

Required Policies and Procedures for Admitting and Placing Students:
    Admissions Policy 5.01
    Cardinal Central Webpage
    Admissions & Aid Webpage
    Placement Information (College Catalog)
    Placement Information Webpage
    Programs (Webpage)
    Program Guidelines (College Catalog)
    Tuition and Fees Webpage

Policies and procedures related to continuation and termination from educational programs including appeal process and readmission:
    Academic Probation, Suspension, and Reinstatement Policy and Procedure 5.02
    Grading Policy and Procedure 5.04
    Academic Integrity Policy and Procedure 5.06.01
    Attendance Policy and Procedure 5.14
    Academic Probation, Suspension, and Disqualification (College Catalog)
    Grading Appeals & Petitions (College Catalog)
    Admissions and Academic Standards Appeal Form - includes Reinstatement (Registrar's Office)

2.C.4 *The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

NIC is dedicated to the secure retention of student records and adheres to the retention schedule set by the Idaho State Board of Education (SBOE). To ensure that data remains uncompromised and retrievable, NIC has implemented robust backup and authentication systems, including offsite, encrypted cloud storage that is immutable.

For added security, the Duo service for multifactor authentication is mandatory for all access to NIC systems from non-controlled networks, protecting personally identifiable information. NIC's guidelines for data stewardship, security, and protection are outlined in Data Stewardship, Security, & Protection Policy and Procedure 3.08.03. These guidelines cover secure methods of transferring student information, including email encryption, secure online file storage via Box, and secure file transfer protocols for transmitting data to various systems or individuals. All employees must complete annual security awareness training to reinforce student data protection measures outlined in the policy.

The college complies with the Family Educational Rights and Privacy Act (FERPA) regarding the confidentiality and release of student records. Information about these guidelines can be found in the Important Information for Students and FERPA sections of the online catalog and the college website.

To uphold students' rights, NIC provides annual FERPA training for employees. Upon completing the training, employees are required to sign a FERPA Compliance and Confidentiality Agreement. Access to student records is controlled through security levels within the Enterprise Resource Planning (ERP) system, Colleague, and procedures are in place for the release of information.

NIC is dedicated to safeguarding student records through robust technical and procedural measures and annual staff training. Continuing to respond to best practices, the college will regularly audit, update, and reinforce security protocols to remain in compliance with institutional, regulatory and NWCCU standards.

Required Evidence for Standard 2.C.4
Policies and procedures regarding secure retention of student records, (i.e., back-up, confidentiality, release, data security for physical and electronic student records, where applicable):
Idaho State Board of Education Retention Schedule
Data Stewardship, Security, & Protection Policy and Procedure 3.08.03
Data Stewardship, Security, & Protection Guidelines
FERPA Information on NIC Website
FERPA Information in Student Handbook
Security Awareness Training Policy and Procedure 3.08.08
Duo Service for Multifactor Authentication

Institutional Integrity

2.D.1 *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

Communications and Marketing Department
NIC represents itself clearly and consistently to the public and its constituents through a variety of media and publications, both electronic and printed. The Communications and Marketing Department is responsible for managing all internal and external communications to ensure messaging is clear, consistent, and aligned with the institution's mission and values. The department directs media relations, serving as the official point of contact between NIC and news organizations. The chief communications and government relations officer, in collaboration with the president, serves as the primary spokesperson for major or sensitive issues, ensuring that media inquiries and crisis communications are addressed strategically and in line with established Communications Guidelines.

Beyond media relations, the department facilitates internal communications for both employees and students. All official college-wide communications must be reviewed and distributed through the Communications and Marketing Department to ensure message consistency. This includes employee updates delivered through the *NICNow* digital newsletter and student messages intended for the entire student body, submitted via the Project Intake Form or the NICNow Request Form. The department also administers public records requests, ensuring full compliance with the Idaho Public Records Law. The department also oversees NIC's social media, podcasting, and campus bulletin boards ensuring alignment with branding guidelines and communication objectives.

Catalog
The College Catalog functions as the official source of record for the institution's academic programs and institutional objectives. Both the catalog and website outline timely completion of all certificates and degrees, whether a student is enrolled full-time or part-time. Examples include the full-time pathway in AA in Anthropology, part-time pathway for AA in Anthropology, full-time pathway for AA in Criminal Justice, part-time pathway in Criminal Justice, full-time pathway for AS in Physics, and part-time pathway for AS in Physics.

As part of the annual catalog updating process led by the registrar, multiple departments—including Instruction, Financial Aid, Finance and Business, Enrollment Services, Student Services, and Admissions—review and update information related to academic programs, policies, and support services. All departments follow an established timeline and review process to incorporate curriculum revisions, policy and procedure changes, and regulatory updates.

Changes to courses, degrees, and certificates are initiated by faculty and must follow a structured approval process. This process involves the program chair, the respective dean, the Curriculum Council, and the provost as documented by the Curriculum Council's Course Form, Course

Outline Form, and Program Form. NIC follows the NWCCU Substantive Change Policy, which requires that all new programs receive necessary approvals before implementation. The accreditation liaison officer works with the provost, the deans and the registrar's office to coordinate the approval process. The registrar does not implement catalog updates until all necessary approvals are received from the State of Idaho and, if applicable, NWCCU.

Website
The NIC website, maintained by Communications and Marketing, transitioned to a new platform in 2023 to support accessibility standards. Changes to website information are formally submitted to the Communications and Marketing web team to ensure that information is accurate, accessible, and matches the formatting of the website. The October 2025 NWCCU visiting team noted the transformational impact of NIC's public Mission Fulfillment Dashboard and data accessibility as documented in the Midcycle and Special Evaluation Confidential Report, p. 4.

The registrar, department chairs, and program leads are responsible for updating content and submitting academic program content to the web team. Updates may be sent through a general helpdesk ticket request, the website update request form or by reporting a broken link.

Information for students regarding different services can be found on the Student Section of the NIC website. Like academic program information, the various service units of the college may request updates to their information via the helpdesk system. This process allows the requester to see the progress of their requests and also offers a history of changes through the ticketing system.

Recruiting Materials
NIC ensures that accurate, current, and transparent information is provided to prospective students through a structured and collaborative review process for all recruiting materials. All recruitment communications—including print materials, digital content, advertising, and outreach messaging—are vetted through the Communication and Marketing Department.

This review process is conducted in coordination with the Admissions Office, recruiting staff, and relevant campus departments to verify the accuracy, completeness, and timeliness of information. Academic program details, admissions requirements, tuition and fees, financial aid information, student services, and institutional policies are reviewed and confirmed by subject matter experts prior to publication or distribution.

Materials are regularly evaluated and updated to reflect changes in programs, policies, or institutional offerings. This collaborative oversight ensures consistency across platforms and supports the college's commitment to integrity, transparency, and compliance with accreditation standards.

Required Evidence for Standard 2.D.1

Description of procedures or process for reviewing published materials for academic programs:
      Curriculum Council Webpage
      Curriculum Council Guidelines
      Curriculum Council Forms: Course Form, Course Outline Form, Program Form
      Idaho State Board of Education Policies on Curriculum

Links to program information that demonstrate clear information about time to completion for programs (See provided examples):
      Full-time pathway in AA in Anthropology
      Part-time pathway for AA in Anthropology
      Full-time pathway for AA in Criminal Justice
      Part-time pathway for AA in Criminal Justice
      Full-time pathway for AS in Physics
      Part-time pathway for AS in Physics

Description of procedures or process for reviewing published materials about services available to students:
      Student Section of the NIC website
      Website Update Request Form
      Annual Catalog Communication Request from Registrar
      Communications and Marketing Website
      Communications Guidelines
      Branding Strategy
      Project Intake Form
      NICNow Request
      General Helpdesk Ticket
      IT Broken Link Notifications

Description or evidence of recruiting practices that ensures accurate information is provided to prospective students   See description in response above

2.D.2 *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

Following Show Cause status beginning in 2023, NIC addressed governance deficiencies through comprehensive board training, policy revision, and leadership stabilization. The NWCCU reduced the sanction of Show Cause to Probation on February 24, 2025, recognizing substantial progress. Key improvements included:

- Board training with ACCT consultants covering best practices, finance, communication protocols, and parliamentary procedure

- Revised policies: Code of Ethics Policy 2.01.12, Board General Conduct Policy 2.01.10, and New Board Member Orientation Policy 2.01.11

- Annual trustee affirmations and formal board self-evaluation process

- Renewed president's employment contract and hire of permanent chief human resources officer

NIC recognizes the importance of strengthening accountability, transparency, and ethical practices in its management and operations. While past governance challenges resulted in NWCCU findings of noncompliance and legal consequences, the institution has taken corrective actions to address these issues and was returned to good standing with NWCCU on February 9, 2026.

As part of the training, the board publicly reaffirmed its commitment to fulfilling trustee responsibilities during the November 20, 2024, Board Meeting. Each trustee signed a written statement, including those from Chair Corkill, Vice Chair Zimmerman, Secretary-Treasurer Havercroft, Trustee Durbin, and Trustee Knudtsen, and the Board endorsed remarks by the Chair addressing prior governance concerns. The Board also commended the administration, faculty, and staff for reversing a twelve-year enrollment decline with a 21% increase in Fall 2024.

The October 2025 NWCCU visiting team report found continued evidence of sound governance practices noting that all prior votes of no confidence had been resolved and that the board is maintaining an atmosphere of trust, as confirmed by constituent leaders' rescissions or resolutions of earlier actions as documented in the Midcycle and Special Evaluation Confidential Report, pp. 13–14.

At the operational level, the college aims to respond quickly and thoroughly to inquiries and information requests (including complaints) from the media, legislators, and the general public through personnel in the President's Office and the Marketing and Communications Office. For several accreditation cycles, NIC has dedicated a full-time employee to serve as the Accreditation Liaison Officer to assist with communications and inquiries from NWCCU.

NIC has instituted equitable complaint procedures that are clear, accessible, and consistently applied. These cover student grievances, discrimination, harassment, and Title IX matters, and are supported by extensive policy documentation. Supporting documents outlining internal and external complaints procedures include the Student Code of Conduct Policy and Procedure 5.06, FERPA Compliance Statement, Grievances Policy and Procedure 3.02.23, and Professional Ethics Policy 3.05.01. Student Complaints and Concerns Policy and Procedure 5.16 provides a framework for addressing complaints not covered by existing board policies, such as those related to academic integrity and the Student Code of Conduct. For NC-SARA institutions, the college outlines when complaints may be submitted to the ISBOE and the required procedures. Complaint information is published on both the accreditation and NC-SARA websites, which direct students and prospective students to the Idaho State Board of Education or NWCCU while encouraging them to first use NIC's internal dispute resolution process.

To comply with the required evidence list for Standard 2.D.2, NIC maintains a system to collect and track "qualifying" complaints for a period of seven years. A qualifying complaint is defined as a formal concern that (1) meets the criteria outlined in Student Complaints and Concerns Policy and Procedure 5.16, and (2) has been escalated to the dean level or higher. All offices at the dean level and above are required to keep a record of all qualifying complaints, which must include the student's name, student ID number, date of complaint, nature of the complaint, and result of the complaint process. As part of the NWCCU Annual Report process, the Accreditation Liaison Officer requests and receives a list of all qualifying student complaints from the previous academic year from each office. This list does not contain any personally identifiable information, and any inquiries regarding a specific complaint are referred to the appropriate office where the complaint originated.

NIC complies with 34 C.F.R. § 106.31(a), which states that no person shall be excluded from participation in, denied benefits of, or subjected to discrimination based on sex in any academic, extracurricular, research, occupational training, or other education program or activity operated by the college. The College operates under several policies, including Civil Rights Policy 3.03.03, Malicious Harassment Policy and Procedure 3.03.04, Disruptive, Hostile, or Violent Behavior on NIC Sites Policy and Procedure 3.03.05, and Sexual Harassment, Discrimination, and Sexual Misconduct (Title IX) Policy and Procedure 3.03.06. NIC also publishes procedures for victims of sexual offenses and offers online resources and phone numbers for student support.

Ethical or procedural breaches at NIC are rare, but when they occur, the college responds promptly through established investigative and resolution processes. In October 2022, a ransomware attack forced NIC to take its services offline, but thanks to its disaster recovery plan, login access was restored within four hours and full operations resumed within 72 hours. Working with the Federal Bureau of Investigation, cyber insurance partners, and a cyber investigation team, NIC assessed the breach, implemented security measures such as mandatory password resets, and ensured all legal notification requirements were met. The college notified relevant state and federal agencies and provided one year of identity protection to potentially affected users.

NIC acknowledges the October 2025 visiting team's recognition of significant ethical improvements. Moving forward, NIC will continue to strengthen its complaint-tracking systems, ensure that outcomes inform institutional improvements, and foster a culture of timely responsiveness and fairness to all stakeholders. The administrative team will also conduct regular reviews to assess the effectiveness of ethical standards and grievance processes, integrating feedback into ongoing training and policy refinement.

Required Evidence for Standard 2.D.2
Policies and procedures for reviewing internal complaints, including:

Student academic-related grievances:
    Student Code of Conduct Policy and Procedure 5.06
    Student Complaints and Concerns Policy and Procedure 5.16
    Grievances Policy and Procedure 3.02.23
    Professional Ethics Policy 3.05.01

Required Evidence for Standard 2.D.2 continued

Discrimination:
    Civil Rights Policy and Procedure 3.03.03
    Malicious Harassment Policy and Procedure 3.03.04
    Disruptive, Hostile, or Violent Behavior on NIC Sites Policy and Procedure 3.03.05

Title IX:
    Sexual Harassment, Discrimination, and Sexual Misconduct (Title IX) Policy and Procedure 3.03.06
    Procedures for Victims of Sexual Offenses
    Title IX – Sexual Assault and Harassment on NIC Website
    Title IX – Online Resources on NIC Website

Evidence that complaint information is provided to students and prospective students with contact information for filing complaints with its accreditor and with state approval or licensing entity that would appropriately handle a student's complaint:
    NIC Accreditation Website
    NIC NC-SARA Website
    Idaho State Board of Education, SARA Complaint Process
    NWCCU Complaints Regarding Member or Candidate Institutions

Description of process for maintaining a record of qualifying student complaints for seven years or longer and the processing of such complaints   See above description of the implementation of Student Complaints and Concerns Policy and Procedure 5.16

Policies and Procedures for reviewing external complaints:
    At the operational level, the college aims to respond quickly and thoroughly to inquiries and information requests (including complaints) from the media, legislators, and the general public by personnel in the President's Office and the Marketing and Communications Office.
    Professional Ethics Policy and Procedure 3.05.01
    Civil Rights Policy and Procedure 3.03.03
    Malicious Harassment Policy and Procedure 3.03.04
    Disruptive, Hostile, or Violent Behavior on NIC Sites Policy and Procedure 3.03.05
    Procedures for Victims of Sexual Offenses
    Title IX – Sexual Assault and Harassment on NIC Website
    Title IX – Online Resources on NIC Website

2.D.3 *The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

As noted in the response to Standard 2.D.2, the board has taken substantive action to address governance related non-compliance issues, including a specific recommendation on conflicts of interest outlined in Standard 2.D.3. Throughout the 2024 calendar year, trustees participated in ACCT consultant training that addressed conflicts of interest and provided guidance on avoiding

both actual and perceived conflicts. As of March 1, 2026, the board has reviewed and revised all conflict-of-interest policies and publicly affirmed through signed statements their commitment to avoiding conflicts of interest, as referenced in Code of Ethics Policy 2.01.12 and Board Member General Conduct Policy 2.01.10, and referenced in the Annual Trustee Affirmations.

The October 2025 NWCCU visiting team confirmed that trustees are taking seriously their role as a policy board; interviews and documents showed adherence to conduct and orientation policies, with a robust onboarding process for new trustees and clear presidential-board role clarity. The Evaluators cited policy structures (e.g., annual attestation and review cycles) as mechanisms that will sustain ongoing adherence to ethics and conflict-of-interest norms as documented in the Midcycle and Special Evaluation Confidential Report, p. 12.

At an operational level, NIC consistently follows institutional and state policies designed to prevent misconduct, prohibit conflicts of interest, promote autonomy and academic freedom, and ensure that education remains the college's primary focus. NIC adheres to the following governance documents: Conflict of Interest Policy and Procedure 3.02.15, External Employment and Professional Consulting Policy 3.02.12, State of Idaho Ethics in Governance Manual, and Employment of Related Parties Policy 3.02.05

The college will maintain a strong framework to prevent conflicts of interest through annual policy reviews, trustee attestations, and ongoing board development. In response to evaluator recommendations, NIC plans to implement annual board self-assessments, periodically update board goals, and further embed ethical practices into operational routines. These measures will help ensure sustained high standards for governance and accountability.

Required Evidence for Standard 2.D.3

Policies and procedures prohibiting conflict of interests among employees and board members:
  Board Member General Conduct Policy 2.01.10
  Code of Ethics Policy 2.01.12
  Employment of Related Parties Policy 3.02.05
  External Employment and Professional Consulting Policy 3.02.12
  Conflict of Interest Policy and Procedure 3.02.15
  Annual Trustee Affirmations

Financial Resources

2.E.1 *The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

NIC demonstrates financial stability through established audit processes, regular financial reporting, and the maintenance of sufficient cash flow and reserves to support its mission-driven programs and services. A dedicated reserve balance remains central to the college's long-term fiscal strategy.

In addressing a prior recommendation related in part to governance issues around athletics budgeting, NIC has taken decisive and transparent steps to realign its financial model with institutional priorities and ensure long-term fiscal sustainability. With the full support of the board, the president and senior leadership have implemented a variety of measures that demonstrate prudent financial stewardship, including restructuring athletics expenditures through the Athletic Budget Stabilization Plan, holding vacant positions, restoring capital reserves, and reducing reliance on fund balance support, with the plan targeting a reduction of approximately $1.8-2 million in athletic expenditures by FY2027.

As part of this strategy, the college maintained 21 vacant full-time positions in FY2025 and, in the FY2026 budget, committed to holding an additional 15 positions vacant, generating approximately $1.75 million in personnel savings. The board-approved FY2026 Operating Budget also reduced fund balance support by roughly half (from $2.6 million to $1.3 million) and reinstated a $2.6 million contribution to the capital investment reserve, achieved through athletic budget reductions, increased enrollment-driven revenue, support from the State of Idaho, and strategic expense reductions, including adjustments to enrollment workload compensation that yielded an estimated $500,000 net benefit.

Following these actions, and in the context of both the recent reduction in sanction by NWCCU and a substantial increase in student enrollment, Moody's Ratings revised NIC's financial outlook from "negative" to "stable," marking a positive shift from the April 2024 downgrade of the college's bond rating from A3 to Baa1, its second downgrade since February 2023. Despite these earlier rating actions, NIC continues to maintain a strong Composite Financial Index (CFI), carries no outstanding debt, has strengthened board governance, and has demonstrated improved financial performance and sound fiscal management. Collectively, these factors are expected to position the college for a potential bond rating upgrade in the future, as further discussed in the CFI trend analysis later in this section.

During the October 2025 Midcycle and Special Evaluation Visit, the visiting team affirmed that NIC had made significant and measurable progress toward meeting the recommendation for long-term financial stability, with a follow-up evaluation scheduled for the Spring 2027 Evaluation of Institutional Effectiveness visit as referenced in the Midcycle and Special Evaluation Confidential Report, pp. 15-16.

NIC uses the CFI annually to measure financial stability. The CFI is an index developed by the National Association of College and University Business Officers that shows the relative

financial health of an institution. The CFI is derived using the Primary Reserve Ratio, Viability Ratio, Return on Net Assets Ratio, and Net Operating Revenue Ratio. The ratios answer specific questions and provide a baseline for ongoing evaluation of capacity and effectiveness. Primary Reserve Ratio: Are resources sufficient and flexible enough to support the mission? Viability Ratio: Are debt resources managed strategically to advance the mission? Return on Net Assets Ratio: Does asset performance and management support the strategic direction? Net Operating Revenues Ratio: Do operating results indicate the institution is living within available resources?

Over the past four years, the college's CFI has ranged from a low of 5.09 in FY2025 to a high of 7.96 in FY2021. A CFI score of 3 is generally recognized as the threshold for institutional financial health, and scores below this level indicate the need for heightened attention to financial conditions. The college has effectively managed its resources during this period, and prudent fiscal practices have enabled it to navigate changing economic conditions while maintaining a CFI above the threshold. The reduction in the ratios for the most recent fiscal year is attributable to increased expenditures for student financial support, including Pell awards and institutional aid for athletes, as well as growth in salary expenses associated with improved hiring and retention of faculty and staff. The college is also making strategic investments that are expected to temporarily reduce the CFI, as documented in the latest Statement of Cash Flows, Statements of Revenue, Expenses, and Changes in Net Position, and Statements of Net Position. The college has maintained a cash reserve equal to 15 percent of all budgetary expenditures. An exhibit reflecting the CFI score since 2021 is provided in Table 1 below.

Table 1

Summary of CFI Components, 2021-2025

Ratio	2021	2022	2023	2024	2025
Primary Reserve Ratio Expendable net assets to expense. Measures the level of financial strength and flexibility.	0.85	0.75	0.74	1.43	1.36
Net Operating Revenue Ratio Operating income to unrestricted operating income. Measures operating performance.	0.13	0.07	0.06	0.06	(0.09)
Return on Net Assets Ratio Change in net assets to total net assets. Measures overall asset return and performance.	0.13	0.00	0.05	0.71	0.32
Viability Ratio Expendable net assets to debt. Measures the ability to cover debt with available resources	7.02	6.62	7.39	5.41	5.78
Total CFI Score	7.96	5.99	6.47	6.25	5.09

Source: Form 22, NCCBP and Office of Finance and Business

Adhering to Recurring Reports Policy 2.01.15, the administration provides the four quarterly financial reports to the board that are available online to the public. These reports highlight the college's budget performance, financial health, state funding projects, and provide updates to the trustees on the adoption of the next fiscal year's budget.

The college contracts with an independent external audit firm to conduct an audit each fiscal year as required by state law, the federal government, and other interested parties. Since 2015, Eide Bailly, LLC has conducted and prepared the college's annual audit report. In June of each year, the auditors perform single audit and expenditure testing. In September of each year, field work is performed. The audit, including a management letter, is presented to the board for acceptance no later than November of each year, as documented in the most recent (FY2025) Audited Financial Statements, and Board Minutes, November 19, 2025, pp 4-5.

The independent audit for the fiscal year ending June 30, 2025, was a clean audit with no findings related to the financial statements for the college. There were findings in the federal audit, all related to Title IV aid. The Financial Aid office at the college had a complete turnover in staff over the past year, and the inconsistency in management resulted in audit findings. At this time, the financial aid office is stable and fully-staffed. The audit findings have all been corrected and processes adjusted to ensure the resolution of the findings in the subsequent fiscal year.

The college maintains a strong financial position, holding more than $18 million in unrestricted cash reserves and an additional $14 million in its capital reserve account as of June 30, 2025.

The Development Department works alongside administration, faculty, and staff to support and coordinate institutional fundraising and grant procurement efforts consistent with Fundraising Policy and Procedure 7.03 and Grants Coordination Policy and Procedure 7.03.01. The Development Department includes Grants Development and Alumni Relations and facilitates partnerships with the NIC Alumni Association and NIC Foundation, Inc. The director of development serves as both the head of the department and executive director of the NIC Foundation, Inc. and reports directly to the college president and participates as a member of the President's Cabinet.

Functioning as an autonomous organization under IRS Section 501(c)(3), the NIC Foundation maintains independence from the college. The Operating Agreement between NIC and the NIC Foundation further clarifies the connection between the two organizations.

In the current fiscal (FY2026), the NIC Foundation has provided a record $1,546,464 for student scholarships in support of NIC's student recruitment, retention and completion efforts. In FY2025, NIC Foundation total assets were $51.9 million, and the Foundation made scholarship and program support payments to NIC of $1,620,425 and reimbursed NIC for staff salary and benefits in the amounts of $280,972. Expenses incurred by the college on behalf of the Foundation, such as payroll, benefits, and office supplies, are recorded as receivables and reimbursed in full by the Foundation.

The Foundation's signature fundraising event, the 32nd Annual Really BIG Raffle, once again sold all 5,000 tickets in 2025. Held on July 9, 2025, the raffle awarded more than $660,000 in prizes, with the top prize being a new 2,033-square-foot, four-bedroom, two-bathroom residence in Greenstone Homes' Montrose community in Post Falls, valued at $525,000.

Required Evidence for Standard 2.E.1

Policies and procedures that articulate the oversight and management of financial resources:
    Recurring Reports Policy 2.01.15
    Financial Quarterly Reports
    External Auditor Information on Current/Active Contract List
    Fundraising Policy and Procedure 7.03
    Grants Coordination Policy and Procedure 7.03.01
    Operating Agreement between NIC and the NIC Foundation

Latest external financial audit including management letter:
    FY2025 Financial Audit
    FY2025 Management Letter

For institutions for whom the most recent external financial audit is more than one year from the time of PRFR submission, also include the most recent Statement of Cash Flows, Income Statement, and Balance Sheet: Not applicable

2.E.2 *Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

Financial planning at NIC is designed to ensure long-term financial stability and sustainability by involving relevant stakeholders in a meaningful way, allocating resources effectively, and emphasizing transparency, strategic alignment, and active participation from various groups within the college. Business Office and Facilities Operation Policy 7.02.05 authorizes the Administrative Services Operational Guidelines that provides direction for major functions of budget planning and expenditures. One of the designated responsibilities of the board, as outlined in Responsibilities Policy 2.01.02, is to adopt the annual budget.

As discussed throughout this report, board members have engaged in extensive governance training through the ACCT, with particular emphasis on fiduciary responsibilities and policy-level engagement. This training has informed recent board actions, including the unamended approval of the FY2025 budget and associated strategic priorities, as well as direct consultation with the vice president for finance and business affairs prior to adoption of the FY2026 budget. The administration keeps trustees informed through regular budget updates, including quarterly financial reports, materials outlining the planning cycle, and monthly budget updates included in the board packet, as documented in the FY2025 third- and fourth-quarter slide decks.

The budget process begins annually with the development of budget assumptions to the board. The assumptions are based upon revenue forecasts of tuition, state allocation, property taxes, and major expense categories such as wage and salary increases, insurance premiums, potential

capital expenditures and funds for strategic initiatives identified from the Strategic Plan. For example, the FY2026 Budget Development Guide documents the planning principles, alignment with the strategic plan, enrollment assumptions, state funding changes, and expectations for budget managers, along with a detailed development timeline and board calendar.

The next major step in the budget development process is a series of college-wide open forums and public meetings where the administration presents key assumptions, guidelines, templates, and timelines. These sessions reflect the college's commitment to transparency and engagement by providing opportunities for the campus community to learn about the budget process, ask questions, and offer feedback. For example, during the FY2025 cycle, the vice president for finance and business affairs hosted a Zoom forum for budget managers and campus leaders to review planning assumptions and next steps; the session was recorded and shared for campus-wide access, as outlined in the FY25 Budget Development Email, dated April 5, 2024. Similarly, in preparation for the FY2027 budget, the vice president provided campus updates on planning discussions influenced by the governor's announcement regarding Idaho's anticipated budget deficit. To promote inclusivity and communication, budget updates are also shared with the Senate and Faculty and Staff Assemblies, and all open sessions are recorded and made available for viewing. As salary and benefits comprise a major component of the budget, Meet and Confer Policy and Procedure 3.02.24, establishes a committee with representatives from Faculty Assembly, Staff Assembly, the administration, and Human Resources (HR) to develop recommendations on salary and benefit packages for consideration in the board's annual budget deliberations.

Budget managers then lead review and planning discussions within their respective areas to ensure that budget development reflects departmental priorities and aligns with the institution's strategic goals. They are encouraged to consult with the Office of Finance and Business for guidance and to participate actively in campus-wide discussions. During the FY2025 cycle, for example, budget leaders received a standardized request template and instructions emphasizing new funding proposals that supported recruitment, retention, and mandatory cost increases, as detailed in the Follow-Up FY25 Budget Development Email, dated April 10, 2024.

Once all budget requests are consolidated and reviewed, including revenue projections and mandatory adjustments for salaries, benefits, and fixed costs, the resulting budget may show either a surplus or a deficit. If necessary, further discussions are held by the President's Cabinet to ensure that a balanced budget is achieved. Throughout this process, the board is kept informed through workshops and special meetings, and recurring reports such as those held on March 26, 2025, and April 23, 2025. The final budget proposal, which reflects all sources of revenue and expenditures under the financial control of the college, is then presented to the board for approval.

The institution's financial planning process is designed to ensure both short-term financial health and long-term sustainability. By involving stakeholders in meaningful ways, aligning resources with operational goals, and maintaining a transparent, inclusive budgeting process, the college ensures that its financial decisions are aligned with its mission, priorities, and strategic objectives.

As noted on [pages 15-16 of the October 2025 Midcycle and Special Evaluation Confidential Report,](#) the visiting team noted several important observations dealing with financial planning:

- The college's targeted budget realignments and improved board-level fiscal oversight have been implemented, contributing to greater transparency and a stronger commitment to sound financial practices.
- The President's Cabinet reported successful funding strategies for institutional priorities, moving NIC beyond the "survival mode" of the recent board governance crisis to a more deliberate, sustainable approach to resource management.
- Specific examples of these funding strategies include the strategic use of salary salvage to retain key personnel, cross-divisional partnerships (such as IT and academic program collaboration for dual-credit expansion), and adaptability in planning processes to ensure financial decisions align with college priorities. NIC recently implemented a [resource allocation module](#) for strategic plan and idea proposals to the administration along with a timeline and feedback mechanism.

Required Evidence for Standard 2.E.2

Policies and procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds:
      Business Office and Facilities Operation [Policy 7.02.05](#)
      [Administrative Services Operational Guidelines](#)
      [NIC Budget Statements Webpage](#)

Optional Evidence for Standard 2.E.2

Sample of meeting agenda, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders:
      Meet and Confer [Policy and Procedure 3.02.24](#)
      [FY2025 3Q Presentation Slides to Board](#)
      [FY2025 4Q Presentation Slides to Board](#)
      [Budget Planning Cycle](#)
      [FY2026 Budget Planning Assumptions](#)
      Resource Allocation – [Strategic Plan and Idea Proposal Intranet Screenshot](#)

2.E.3 *Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

As directed in Idaho Code [§ 33-2107](#), [§ 33-2114](#), and Board Responsibilities [Policy 2.01.02](#), the board is responsible for establishing necessary policies to assure proper accounting of all district funds and reviewing the audit on an annual basis.

As previously reported in the response to 2.E.2, the [Administrative Services Operational Guidelines](#) guide budget and accounting processes as delegated by Business and Facilities Operation [Policy 7.02.05](#). Direction from the board is designed to provide an effective system of internal controls that include Student Activity Fee Fund [Policy and Procedure 5.12](#), Continuous

Professional Service Contract Policy 7.01.04, Cash Management and Investments Policy 7.01.07, and Use and Limit of Debt Policy 7.01.08.

Since 1997, NIC has used the Colleague Enterprise Resource Planning System (ERP) system, a trusted platform in higher education. Colleague supports the college's accounting and financial operations, ensuring all transactions follow generally accepted accounting principles (GAAP). Department-level financial reports are updated daily and available to budget managers. The Office of Finance and Business also publishes a month-end close calendar outlining paperwork deadlines and expected timelines for monthly financial statements.

All financial transactions originating outside the Office of Finance and Business are subject to a thorough review process, either within the ERP system or through manual checks, to ensure authorized approvals are obtained. Access to the ERP is carefully managed through role-based profiles, with additional security measures in place to control access to specific budget codes and ensure proper oversight.

All of the college audits within the current accreditation cycle (going back to FY2020) were unmodified (clean). Reports from the external auditor confirm an effective system of internal controls and timely and accurate reporting of the college's financial information.

The board also oversees a plant fund within the annual budget to manage the revenue and expenditures related to capital expenses, maintenance, and repairs. During the budgeting process, the administration evaluates all sources of revenue, explores grant opportunities from state and local governments as well as other funding entities, and carefully reviews expenditures in the plant fund to ensure they align with institutional priorities.

Required Evidence for Standard 2.E.3
Description of Internal Financial Controls
Administrative Services Operational Guidelines (ASOG)
ASOG #7. Business and Accounting Services
Board approved financial policies, state financial policies, or system financial policies:
Idaho Code § 33-2107, and § 33-2114
Business and Facilities Operation Policy 7.02.05
Student Activity Fee Fund Policy and Procedure 5.12
Continuous Professional Service Contract Policy 7.01.04
Cash Management and Investments Policy 7.01.07
Use and Limit of Debt Policy 7.01.08

Human Resources

2.F.1 *Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

NIC ensures that all faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and the criteria and procedures governing evaluation, retention, promotion, and termination. These expectations are defined through board-approved policies, formal employment agreements, and structured orientation and evaluation processes that promote transparency, consistency, and adherence to institutional and regulatory requirements.

Recent evidence from the Fall 2025 Midcycle and Special Evaluation visit indicates that NIC is making measurable progress in improving employee retention and sustaining adequate staffing to support the continuity and integrity of its academic programs. The team reported that HR data show declines in employee departures, improved success in hiring for key leadership, faculty, and staff positions, and strengthened professional development and onboarding practices, including the appointment of a permanent chief human resources officer and increased leadership stability with the reappointment of a permanent president. The team also mentioned that a recent campus climate survey administered by ModernThink also reflects notable gains in employee confidence, communication, and collaboration, demonstrating that the college is actively strengthening its HR and institutional culture in support of employee retention (see Midcycle and Special Evaluation Confidential Report, p. 14).

Key policies related to working conditions, rights, and responsibilities are located in Section 3.02 and define employment conditions, faculty workload, and tenure expectations, including Faculty Employment Policy and Procedure 3.02.08 and Tenure Policy and Procedure 3.02.09. Additional policies in this section address issues such as Alternate Work Schedules Policy and Procedure 3.02.29, Corrective Action Policy and Procedure 3.02.10, and Reduction in Force Policy 3.02.26, outlining employee rights, responsibilities, and institutional procedure.

Retention and advancement are supported through policies such as Compensation Structure (Faculty and Staff) Policy and Procedure 3.02.16, which establishes step-based placement and advancement for benefits-eligible employees and recognizes structured compensation as a primary means to attract, retain, motivate, and reward employees. This policy ties progression to years of benefitted service and, for faculty, to education and professional development as outlined in the corresponding compensation procedures. Tenure Policy and Procedure 3.02.09 Remediation of Tenured Faculty Policy and Procedure 3.02.30, and related Suspension of Tenured Faculty Policy and Procedure 3.02.31 describe conditions for continued appointment, protections afforded to tenured faculty, expectations for improvement when concerns are identified, and a structured process for adverse action.

Termination and separation processes are detailed in several policies, including Resignations, Layoffs & Dismissals Policy and Procedure 3.02.07, Reduction in Force Policy and Procedure 3.02.26, and Corrective Action Policy and Procedure 3.02.10, which describe voluntary and

involuntary separation procedures and due process steps. Termination of Tenured Faculty for Cause Policy and Procedure 3.02.32 defines grounds and procedures for ending a tenured appointment, including expectations for documentation, notice, and the opportunity for response.

Specific terms and conditions of employment may also be found in the employment agreements provided to all full-time faculty and professional staff. Annual employment agreements are typically distributed prior to the beginning of the contract term. Employees are required to return to HR, a signed copy acknowledging their understanding and acceptance of the stated terms and conditions of employment. Classified staff sign their initial agreement upon hire and receive a memo annually with their new rate of pay, if applicable.

All full-time employees complete a new employee orientation where they learn about employment policies and receive information on benefits, payroll, and professional development resources. They are also given access to the MyNIC and HR portals, which provide guidance on HR processes such as performance management and recruiting. During onboarding, employees meet with their supervisors and receive job descriptions outlining their duties and performance expectations. Job descriptions are updated before posting new positions and periodically during the reclassification process, as outlined in Reclassifications Policy and Procedure 3.02.33.

Evaluation and development policies for faculty and staff are guided by multiple policies in Section 3.02 of the Policy Manual. Faculty Evaluation Policy and Procedure 3.02.21 outlines the purpose, frequency, criteria, and procedures for evaluating all faculty groups, ensuring regular feedback on performance and alignment with institutional standards. Faculty Professional Development Policy and Procedure 3.02.20 complements evaluation by defining expectations, opportunities, and institutional support for ongoing professional growth, linking development activities to instructional quality and student success. Employee development and performance coaching for non-faculty staff are addressed in Employee Development Policy and Procedure 3.02.22, and Staff Professional Development Policy and Procedure 3.10 complements this policy by outlining institutional support and expectations for the ongoing growth of staff, parallel to faculty professional development provisions.

Supervisors and administrators are evaluated under Evaluation of Supervisors Policy and Procedure 3.09, which specifies evaluation frequency (annually for new supervisors, then biennially), documentation requirements, and the use of feedback to improve leadership effectiveness. The president is evaluated separately under Presidential Performance Review Policy and Procedure 2.02.02, which requires an annual review that includes a written self-assessment and board review of progress on established goals.

NIC supports teaching, scholarship, service, and artistic creation through several Board policies that define faculty responsibilities, protections, and ownership of creative work. Faculty Employment Policy and Procedure 3.02.08 establishes minimum qualifications, workload expectations, and core instructional responsibilities for faculty, while Teaching Focus Policy and Procedure 3.02.34 emphasizes the centrality of high-quality teaching and ongoing instructional improvement in faculty roles. Academic Freedom Policy 3.05 affirms the importance of teaching, research, and service as core academic functions and protects faculty freedom in these scholarly and creative activities. Faculty Professional Development Policy and Procedure

3.02.20 further reinforces scholarship and service by promoting continuous professional growth that supports effective instruction and contributions to the college and broader community. Intellectual Property Policy and Procedure 7.02.06, and Copyright and Fair Use Policy and Procedure 7.02.07 provide a framework for supporting innovation, artistic and scholarly production, and creative expression by clarifying ownership and use rights for works created by faculty and other college members.

NIC's HR framework is reinforced by board policies that align with its employment, evaluation, and development practices. Employee Classifications Policy 3.01 defines employee categories, benefits, and overtime eligibility, providing structural context for individual employment agreements. Equal Opportunity Policy 3.02.01, along with related nondiscrimination and harassment policies, establishes core rights and protections and sets expectations for equitable employment practices

Additional policies govern position management and employee conduct. Establishment of New Positions Policy and Procedure 3.02.02 and Filling of New and Vacant Positions Policy and Procedure 3.02.03 outline processes for creating, advertising, and filling positions consistent with recruitment and onboarding practices. Employment of Related Parties Policy 3.02.05 addresses nepotism and supervisory conflicts, while Conflict of Interest Policy and Procedure 3.02.15 defines standards for avoiding personal or financial conflicts of interest.

Policies also support the administration of compensation, development, and dispute resolution. Payroll Deductions Policy and Procedure 3.02.19 defines how certain deductions are managed, reinforcing transparent and compliant payroll practices. Grievances Policy and Procedure 3.02.23 establish formal avenues for employees to raise and resolve concerns related to working conditions, rights, or application of HR policies. Staff Professional Development Policy and Procedure 3.10 complements Employee Development Policy and Procedure 3.02.22 by outlining institutional support and expectations for the ongoing growth of staff, parallel to faculty professional development provisions.

Required Evidence for Standard 2.F.1
Human Resources Policies and Procedures: Employees Section 3.02 the Policy Manual (includes Human Resource topics such as Employee Classifications, Conditions of Employment, Non-Discrimination, Leaves, Academic Freedom, Faculty Personnel Records, Evaluation of Supervisors, Staff Professional Development, and Privacy)

Policies and procedures related to teaching, scholarship, services, and artistic creation:
    Academic Freedom Policy 3.05
    Faculty Employment Policy and Procedure 3.02.08
    Faculty Professional Development Policy and Procedure 3.02.20
    Teaching Focus Policy and Procedure 3.02.34
    Intellectual Property Policy and Procedure 7.02.06
    Copyright and Fair Use Policy and Procedure 7.02.07

Required Evidence for Standard 2.F.1. continued
Policies and procedures related for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination: 　　　　Employee Classifications Policy 3.01 　　　　Equal Opportunity Policy 3.02.01 　　　　Resignations, Layoffs & Dismissals Policy 3.02.07 　　　　Tenure Policy and Procedure 3.02.09 　　　　Corrective Action Policy and Procedure 3.02.10 　　　　Compensation Structure (Faculty and Staff) Policy and Procedure 3.02.16 　　　　Employee Benefits & Retirement Policy and Procedure 3.02.17 　　　　Faculty Evaluation Policy and Procedure 3.02.21 　　　　Employee Development Policy and Procedure 3.02.22 　　　　Grievances Policy and Procedure 3.02.23 　　　　Reduction in Force Policy 3.02.26 　　　　Alternate Work Schedules Policy and Procedure 3.02.29 　　　　Remediation of Tenured Faculty Policy and Procedure 3.02.30 　　　　Suspension of Tenured Faculty Policy and Procedure 3.02.31 　　　　Termination of Tenured Faculty for Cause Policy and Procedure 3.02.32 　　　　Reclassifications Policy and Procedure 3.02.33 　　　　Staff Professional Development Policy and Procedure 3.10

2.F.2 *The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

NIC demonstrates its commitment to educational excellence and the value of lifelong learning through robust support for the professional growth and development of its employees. The college provides numerous programs and resources that enhance the effectiveness of faculty, staff, and administrators in fulfilling their roles, duties, and responsibilities. Several of these opportunities are highlighted below.

Each year the college awards sabbaticals to tenured faculty members who seek opportunities for professional growth related to their professional discipline or teaching effectiveness. Sabbaticals are also available to staff to augment their professional development and improve their effectiveness and service to the college. Sabbatical applications are evaluated and ranked by a committee (See Committee Structure and Membership, p. 2) approved by the supervising President's Cabinet member. Over the past five academic years, the President's Cabinet has approved a total of seven sabbaticals. College employees are invited to a celebration to honor NIC employees who were granted a sabbatical as documented in NICNow, May 8, 2024. Funding for sabbaticals is contingent upon board approval of the annual budget. See Sabbatical Policy and Procedure 3.04.08, and Staff Sabbatical Policy and Procedure 3.04.08.01.

Divisions and departments have funds within their budgets to provide training and development to individuals, as appropriate and as approved through the annual budget process. Each budget manager is responsible for establishing the training budget and managing its use throughout the year. These funds are available to pay for conferences, workshops, seminars, and related

expenditures for individuals as approved by the appropriate budget manager. For faculty, NIC's academic environment encourages participation in both discipline-specific and interdisciplinary professional development. The institution allocates $15,000 in faculty professional development funds each year, and in recent years has provided an additional $17,000 to support professional development activities. These are funds that faculty apply for and "may be used for approved activities, such as credit classes, workshops, seminars, research, conferences, related materials such as books, work expected within an applicant's discipline, and other approved activities" (see Faculty Professional Development Policy and Procedure 3.02.20). The funding is available to faculty on a 3-year cycle in which faculty may receive up to $1200 in PDP funds.

NIC's Teaching and Learning Center (TLC) also plays a key role in fostering professional growth by providing diverse resources and support for faculty. Faculty are given access to workshops and training sessions that focus on topics like assessment, advising, classroom technology integration, Canvas course design, generative artificial intelligence in the college classroom, open access resources, accessibility and ADA compliance, and student engagement strategies, reflecting the college's commitment to a supportive and rich teaching and learning environment. In the spring of 2025, the TLC sponsored several sessions on TILT pedagogy: Transparency in Learning and Teaching.

In the fall of 2024, the college, working with the TLC, also began a new two-day onboarding session for new faculty hires, providing a much more thorough, comprehensive introduction to the college and its culture. New NIC faculty were connected with professional resources from all branches of campus, from Advising to Student Services to presentations on NIC Culture, retention, and accreditation. New full-time faculty are also automatically made members of the "First-Year Faculty Committee," chaired by the TLC director, that gives them a monthly space to meet and share experiences and ideas. The TLC has also developed its own internal Canvas site to house important information for new faculty and to survey the new faculty on their experiences.

Fall and Spring Convocation events have long been part of NIC's commitment to professional development. For the last several semesters, the college has brought in speakers to present on various topics such as academic freedom, creating a culture of 'relentless welcome' and 'relationship-rich education," and artificial intelligence. These semi-annual presentations bring the college's faculty and staff together for professional development, offering workshops and speakers that reinforce a unified campus focus on student success.

The deans of instruction (transfer and workforce) provide a monthly newsletter where many professional development resources, opportunities, and achievements for faculty are provided, including links to statewide workshops and discussions on topics like artificial intelligence in Higher Education as well as information on recent general college news, faculty publications, awards, and accomplishments. Having a space to showcase the professional accomplishments of NIC's faculty serves both as a celebration of their hard work and as an inspiration for other faculty who are forming their own professional development plans. See *Dean's Digest*, November 2025, December 2025, and January 2026, and *Workforce Education Happenings*, October 2025, December 2025, and February 2026.

Several internal training and development opportunities are offered to faculty and staff to enhance their personal and professional skills. Courses such as Duo multi-factor authentication and security awareness training are regularly offered by departments such as IT, eLearning, HR, Instruction, and others to enhance employees' skills. These opportunities are offered throughout the year at no cost to employees. To make these opportunities more accessible to employees in other locations, departments offering professional development activities are encouraged to make them available via live video conferencing (Zoom), which allows remote participation. NIC's online learning management system (Canvas) is another method used to deliver training to faculty at various locations; NIC's eLearning team has put together a 'Canvas Essentials for Instructors' page, including training on topics such as course design, accessibility standards, and student learning outcomes assessment tutorials on entering GEM and Program Assessment Data.

NIC's HR Department also plays a key role in fostering professional growth by providing resources and support for employees, covering a range of topics like wellness in the workplace, communications and marketing, FERPA, and Title IX.

The HR Office also offers both individual and group applications for professional development funds to augment faculty and staff professional development funds, and employees take advantage of these funds to attend conferences, take classes, and to bring in speakers for campus events. These professional development funds for employees, separate from funds described above, are available to benefit-eligible employees who have been employed continuously for one year or more. An approval committee, made up of the vice president for finance and business affairs, chief human resource officer, and the provost, reviews the applications and prioritizes fund distribution. The established criteria focus on funding those activities most closely aligned with NIC's strategic plan objectives, with preference given to tuition and fees assistance for courses taken through an institution of higher education. The fund may also be used for noncredit courses, conferences, seminars, and learning materials. Both faculty and staff have access to tuition waivers for any and all courses available through NIC. These waivers cover 100 percent of the tuition costs associated with the course(s) taken, up to eight credits. In addition, agreements with Idaho State University Lewis-Clark State College, College of Southern Idaho, and the College of Western Idaho allow for a significant reduction in tuition to pursue advanced degrees. Example documents used by NIC employees include Professional Development Funds Overview, Professional Development Funds Application Tips, Professional Development Funds Application Form, Group Professional Development Funds Application Overview, Group Professional Development Application, Staff Professional Development Funds Checklist, Staff Professional Development Funds Conference Guidelines, and Staff Professional Development Funds Application.

Required Evidence for Standard 2.F.2

Employee professional development policies and procedures for faculty, staff, and administrators:
  Professional Development Funding and PDUs: 2025-2026 Faculty Handbook
  Sabbatical Policy and Procedure 3.04.08
  Staff Sabbatical Policy and Procedure 3.04.08.01
  Faculty Professional Development Policy and Procedure 3.02.20
  Professional Development Information from HR Intranet Site (MyNIC)
  Professional Development Funds Overview
  Professional Development Funds Application Tips
  Professional Development Funds Application Form
  Group Professional Development Funds Application Overview
  Group Professional Development Application
  Staff Professional Development Funds Checklist
  Staff Professional Development Funds Conference Guidelines
  Staff Professional Development Funds Application Form

2.F.3 *Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

NIC employs appropriately qualified faculty, staff, and administrators in sufficient number to achieve its educational objectives and to establish and oversee academic policies. The number and classification of employees is show on Table 2 below.

Table 2

Number of Employees as January 6, 2026

Position Type	Employee Count
FT Faculty	131
FT Staff	365
Student-to-Faculty Ratio	13:1
All Full-Time Benefits Eligible	496
Adjunct	133
Part-time Staff	266
Students/Work-Study	112
All Part-Time	511
Total	1,007

Outstanding Recommendation
The October 2025 Midcycle and Special Evaluation visiting team indicates that the college is making substantive progress in strengthening employee retention and maintaining sufficient

staffing to support the integrity of its academic programs. Data from the HR Department show positive trends, including reduced employee departures, successful recruitment for key leadership and faculty positions, and improvements in professional development and onboarding processes. Leadership continuity has also increased with the reappointment of the permanent president and the completion of senior administrative hires, including a permanent chief human resources officer. Furthermore, the latest campus climate survey conducted by ModernThink shows significant gains in employee confidence, communication, and collaboration. Taken together, these developments reflect the college's ongoing success in building its HR capacity and enhancing its institutional culture. See Midcycle and Special Evaluation Confidential Report, p. 14.

Faculty
Eligibility for employment as a full-time faculty member is outlined in Faculty Employment Policy and Procedure 3.02.08 which was updated in 2022. Teaching in a general education subject matter area typically requires a master's degree in the discipline for which the faculty opening exists. Full-time faculty in career and technical education programs must meet the requirements outlined in the current Idaho Credential Standards for Postsecondary Career and Technical Faculty and Administrators. Instructors teaching in nationally or programmatically accredited programs must meet the applicable requirements of the respective accrediting agency. All part-time faculty are required to have the minimally accepted level of credentials demanded in their discipline areas.

The policy establishes that NIC must employ "well-qualified faculty," requires the college to determine and publish minimum qualifications for all faculty positions, and specifies that faculty must meet applicable state, statutory, and programmatic accreditation requirements. It defines how position descriptions are collaboratively developed with instructional leadership and HR to set required degrees, experience, and specialized licensure or certification, including provisions for temporary positions and exceptions to minimum qualifications under controlled condition. The college expects that each academic unit will hire qualified faculty. National searches are conducted for all full-time faculty positions by a hiring committee made up of faculty and division chairs/directors from the respective area. All faculty are evaluated for appropriate education and professional experience, and finalists interview with the instructional dean.

Dual credit faculty are also held to the same hiring qualifications; in instances where they are not, high school teachers must receive NIC faculty mentor approval as well as administrative approval. All dual credit teachers are assigned a full-time faculty mentor who ensures quality of outcomes in the high school setting by first ensuring the course objectives are aligned with the college syllabus and approving assessments. See Dual Credit Instructor Qualifications and Onboarding Process for Dual Credit Faculty.

As previously reported in the response to Standard 2.F.1, NIC's Board-approved employee policies include Equal Opportunity Policy 3.02.01, , Faculty Employment Policy and Procedure 3.02.08, Faculty Evaluation Policy and Procedure 3.02.21, Reduction in Force Policy 3.02.26, Remediation of Tenured Faculty Policy and Procedure 3.02.30, and Reclassifications Policy and Procedure 3.02.33 shape how faculty, staff, and administrative positions are created, filled, retained, remediated, or discontinued. These policies provide the framework for maintaining

sufficient numbers of qualified personnel and for adjusting staffing in ways that protect program integrity and continuity.

The 2025-2026 Faculty Handbook describes faculty titles (Assistant, Associate, Full Professor) and the criteria for advancement, including terminal degrees, scholarly and professional activity, and significant relevant professional experience with industry credentials or licensure. These expectations for rank and promotion further show how NIC aligns faculty roles and qualifications with its mission, program needs, and academic standards.

Personnel hiring policies (and affiliated procedures) include Establishment of New Positions Policy and Procedure 3.02.02, and Filling of New and Vacant Positions Policy and Procedure 3.02.03, which highlight a consistent and centralized recruitment process administered by the HR Department for benefits-eligible positions, including required approvals before posting job vacancies.

Required Evidence for Standard 2.F.3
Documentation about engagement and responsibilities specified for faculty and staff, as appropriate: Faculty Employment Policy and Procedure 3.02.08

Personnel hiring policies and procedures:
      Dual Credit Instructor Qualifications
      Onboarding Process for Dual Credit Instructors
      Equal Opportunity Policy 3.02.01
      Establishment of New Positions Policy and Procedure 3.02.02
      Filling of New and Vacant Positions Policy and Procedure 3.02.03
      Faculty Employment Policy and Procedure 3.02.08
      Faculty Evaluation Policy and Procedure 3.02.21
      Reduction in Force Policy 3.02.26
      Remediation of Tenured Faculty Policy and Procedure 3.02.30
      Reclassifications Policy and Procedure 3.02.33
      2025-2026 Faculty Handbook

2.F.4 *Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

Faculty
The purpose of evaluation of faculty at NIC is to maintain and enhance instructional excellence, to assist in making sound personnel decisions, and to assist in making tenure recommendations by providing information on performance of faculty in their major areas of responsibility. Faculty groups that are evaluated include tenured, probationary tenure-track, non-tenure track, adjunct faculty, and librarians.

Tenured and probationary tenure-track faculty members are evaluated according to the Tenure Policy and Procedure 3.02.09 which includes the following criteria:

1. Experience
2. Academic or technical education
3. Teaching effectiveness
4. Professional growth
5. Dependability in meeting contractual responsibilities
6. Professional ethics
7. Continuing performance

Faculty under the tenure track system are evaluated using a paper portfolio process, guided by Tenure Candidate Portfolio Notebook Guidelines. The evaluation of candidates is a holistic process, whereby members of the Tenure Committee examine the candidate's complete portfolio as it relates to the five aforementioned criteria. Candidates for Tenure are approved and honored by the board as documented in the May 28, 2025, Board Minutes, p. 2, May 25, 2022, Board Minutes, p. 1, and April 28, 2021, Board Minutes, pp. 1-2.

All other faculty are evaluated based on Faculty Evaluation Policy 3.02.21. Specific timelines, reports, and evaluation methods are outlined in the Faculty Evaluation Procedure 3.02.21. This policy was updated in June 2025 to include course evaluations for every class, each semester. In addition, the student course evaluation instrument was revised by a faculty sub-committee and launched in Summer 2024.

Staff and Administration
NIC promotes ongoing performance management through regular evaluation of administrators and staff. NIC administrators and staff are subject to annual performance appraisals (see Annual Employee Development Policy and Procedure 3.02.22) and 360-degree administrator evaluations (see Evaluation of Administrators Policy and Procedure 3.09).

Annual formal performance appraisals are administered through an online system for all benefit-eligible staff and administrators. HR administers the online system to ensure consistency in the approach to evaluating employee performance. The process includes self-evaluation, supervisor's appraisal, and a second-level review. HR tracks and ensures 100 percent of benefit-eligible administrators and staff employees receive annual performance evaluations, using the online performance evaluation system. Mid-year evaluations and evaluations of part-time staff are encouraged, but not required.

On a staggered cycle, administrators are evaluated in a 360-degree style process in which feedback is solicited from a variety of stakeholders. This includes input from their supervisor, direct reports, and colleagues, in addition to a self-evaluation. These evaluations are intended to assess leaders with the goal of improving management performance and thereby the work environment. Administrator evaluations were re-initiated in the 2018/2019 academic year after a lapse of several years. Policy and Procedure 3.09 is currently under revision with the goal of a two-year frequency. These evaluations are currently administered by a third-party provider.

Required Evidence for Standard 2.F.4
Administrator/staff/faculty evaluation policies and procedures:

Faculty Evaluation [Policy and Procedure 3.02.21](#)
Tenure [Policy and Procedure 3.02.09](#)
[Tenure Candidate Portfolio Notebook Guidelines](#)
Annual Employee Development [Policy and Procedure 3.02.22](#)
Evaluation of Administrators [Policy and Procedure 3.09](#)

Student Support Resources

2.G.1 *Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

NIC is committed to creating inclusive, supportive learning environments that promote student success and close achievement gaps. Through a wide range of academic support programs, student services, and flexible learning spaces, NIC ensures that students have access to the resources they need to achieve their goals, regardless of background or mode of instruction. NIC offers a wide variety of services including:

The Cardinal Learning Commons (CLC) opened in the fall of 2018 and serves as a central hub for the academic support services at NIC. The CLC promotes collaboration between academic programs and student support services to enhance student success. In addition to providing classrooms for CLC course instruction, the CLC offers academic coaching and hosts the Math Education Center.

First Year Experience (FYE) The FYE program is a structured set of curricular and co-curricular supports designed to promote the development of the whole student, improve persistence, and strengthen academic momentum in the first year.

eLearning offers support and training resources for all faculty and students regarding college-wide educational technologies, including Canvas, the college's learning management system (LMS). Additionally, eLearning provides professional development opportunities for faculty, helping them stay informed about current educational trends and best practices. The department aims to enhance the online classroom environment within the LMS, ensuring consistency across disciplines and continuity for students throughout their NIC experience.

The Academic Tutoring Program provides small-group tutoring to help students understand complex subjects, reinforce course material, improve study skills, and enhance overall academic performance. Tutoring is available in various formats, including one-on-one sessions, group tutoring, and drop-in sessions, tailored to the specific offerings of the institution.

The Testing Center offers a secure and quiet environment for student test-taking. The center, located on the second floor of the Molstead Library Building, features four flexible-use rooms equipped with computer and web access for individual testing, as well as a computer lab that can accommodate up to 22 individuals for group testing. The center supports both online and paper-based testing, adhering to the National College Testing Association (NCTA) and the Americans with Disabilities Act (ADA) guidelines. Services provided include NIC course testing, CLEP examinations, testing for outside colleges and universities, placement testing, professional certification assessments, and the Test of Essential Academic Skills (TEAS).

The Writing Center offers a student-focused environment that highlights the connection between effective writing skills and achieving success in college and beyond. Currently, the center is

equipped with 20 stand-alone computers and provides space for students to use their laptops. Each semester, the center serves approximately 7,000 students. The writing consultants at NIC are faculty members who work one-on-one with students throughout the writing process. Additionally, NIC has expanded its services by partnering with Lewis-Clark State College and the University of Idaho to assist students from these institutions who are taking courses locally.

The Math Education Center at NIC provides students with support in a variety of math courses, from introductory algebra to higher-level calculus; tutors are available to help with homework, explain difficult concepts, and guide students through problem-solving strategies. Students can drop in during scheduled hours or make appointments for one-on-one assistance, giving them flexible options to get the help they need. The center is a valuable resource for reinforcing classroom learning and building confidence in mathematics.

The Meyer Health and Sciences Tutoring Center offers support for students enrolled in biology, chemistry, physics, and other science courses. Tutors assist with understanding lab concepts, reviewing lecture material, and preparing for exams. The center also provides study guides, practice problems, and helps with access to equipment or materials needed for coursework. By offering hands-on help and supplemental explanations, the Science Center helps students strengthen their understanding of challenging science topics.

Academic Coaching at NIC focuses on broader learning strategies rather than content-specific help. Coaches work with students on time management, note-taking, test preparation, and study skills. Sessions can be one-on-one or in small groups, and they are designed to help students become more independent and effective learners. Academic Coaching is a resource for developing long-term skills that support success across all courses and programs.

Disability Support Services (DSS) is committed to supporting students with disabilities by providing academic accommodations, access, and other services. DSS offers a variety of assistive technology options and training to qualified students and provides meaningful access to all of its programs, events, classrooms, and facilities for qualified individuals with disabilities who use service animals. Through an agreement with the North Idaho Consortium of Higher Education, DSS also provides services to students attending the North Idaho campuses of Boise State University, Lewis-Clark State College, and Idaho State University.

Counseling Services provides confidential, free, and focused brief therapy sessions to support student success. The department attempts to make referrals for additional resources to students who may benefit from other kinds of counseling and for long-term care. Additionally, the department partners with other area schools and agencies with resources for suicide prevention and provides support in the aftermath of unfortunate events. The college hosts, in collaboration with other area mental health providers, reoccurring mental health awareness 'Community Conversations' that bring together health care professionals, school leaders, and students to examine the roots and impacts of rising youth anxiety, depression, self-harm, and disengagement from school, with guidance on how to identify community-based responses to these growing concerns.

Career Services provides high-quality, responsive career counseling, resources, and education to students, prospective students, and alumni to help ensure that their education is purposeful, to

assist them in choosing and achieving meaningful career and life goals, and to increase their lifelong opportunities for success. Career Services adheres to the National Career Development Association Code of Ethics, which aligns with the American Counseling Association Code of Ethics, with profession-specific guidelines for career counselors. These services were provided to 1100 individuals in the past year through self-referral, NIC referral, and extensive referral through community partner organizations and institution collaboration. Group offerings for students include instruction in approximately 40 classes per year, plus a variety of workshops.

TRIO Student Support Services Program (SSS) is a federally funded academic assistance program that aims to help participating students successfully complete their course of study at NIC and transfer to the four-year college or university that will best meet their academic and career goals. A key feature of SSS is the provision of peer tutors who meet one-on-one with SSS program participants for up to two hours a week per subject.

Veteran and Military Family Services is committed to the success of active and former military members, National Guard and Reservists, and military dependents. Veteran and Military Family Services provides the necessary resources for participants to reach their goals, such as academic resources, emergency resources, assistance accessing both veterans' benefits and the Yellow Ribbon Program.

American Indian Student Support Services provides onboarding, learning, and social support for American Indian students. The center is moving to a newly remodeled 1,600-square-foot space on the second floor of the Edminster Student Union (SUB) building. The project includes demolishing walls, removing plumbing fixtures and associated plumbing, and replacing ceilings, lighting, and mechanical fixtures. With updated finishes and an open, flexible layout, the new location will enhance the student experience—offering a welcoming environment that includes a learning lab and social gathering area for American Indian students and others to gather and interact.

Student Learning Outcomes Assessment. At NIC, outcomes assessment is part of how the college monitors student success and identifies targeted interventions to support learning. General Education is structured through the General Education Matriculation Statewide (GEM) model, which emphasizes intentional course design, shared learning outcomes, and equity-minded practices across all Idaho institutions. GEM assessment at NIC emphasizes alignment across courses and disciplines, with common outcomes assessed through coordinated faculty efforts and visualized on our GEM data dashboards. Assessment processes (including shared statewide common rubrics, capstone assignments, norming at faculty retreats, and analysis of disaggregated student data) are used to identify achievement gaps and monitor how well students are achieving core competencies such as written and verbal communication, critical thinking, and quantitative reasoning. These processes support timely instructional and curricular adjustments that promote consistent learning experiences and student success.

NIC's broader Program assessment cycle mirrors the GEM process by providing a structured, ongoing process for collecting, analyzing, and acting on evidence of student learning across NIC's academic transfer and CTE programs. This system is still being scaled up as it was developed in 2022, two years after our GEM assessment system. Programs all have set learning

outcomes published in our catalog. Faculty map course outcomes and assignment to Program learning outcomes, gather assessment data at a minimum in years 3 and 4 of their program review cycle, reflect collectively on results, and discuss actions aimed at improvement as part of their 5 year program review cycle, with particular attention to equity gaps across student populations. Together, GEM assessment and NIC's Program assessment processes foster a culture of continuous, equity-focused improvement that advances student learning, persistence, and completion.

In NIC's most recent Midcycle visit, several positive Program and GEM assessment activities for closing student achievement gaps were highlighted in the NWCCU Midcycle Report:

1. ANTH AA 2023-2024 Program Review—thoughtful use of data dashboards to improve student learning.
2. Welding Program—great assessment practices, commitment to continuous improvement, and evidence of CTE now moving into entering data in dashboards.
3. Dual Credit office response to achievement gap in success among first-gen dual credit students. Creation of new resources for students and families in advising & registration.
4. Res Hall survey: SLOA-initiated, now campus-wide response to achievement gap in many GEM classes.
5. NIC international student athletes; 2024-2025 dashboards revealed specific struggles in GEM 1; English faculty and Athletics worked together for creation of Summer Bridge program to help these students.
6. MATH: won the 2025 GEM Assessment Award, recognizing their overall exemplary assessment practices. They close the loop regularly at the course and program level, using GEM data dashboards to study achievement gaps and make targeted changes to improve student learning (such as removing high stakes final exam testing to improve results in MATH 123).
7. GEM 4 (Nat Sci): Meyer Science Tutoring Center: increased student use and increase in students meeting/exceeding expectations on the dashboards. GEM data dashboards have helped document this upward trend in student success.
8. GEM 7 (FYE) instructors noticed a gap in student success in their data for first-gen and lower SES students. As a result of seeing this data, faculty are planning deeper connections to specific campus resources and community-building opportunities.
9. Information Literacy sessions at the Molstead Library for students in Dental Hygiene cohort, which is the latest example of IL instruction emerging from ongoing assessment discussions of student learning.
10. 2-23-24 World Languages Program Review document: improved student success rate at 94.7%. Faculty attribute part of this success to the eLearning Canvas tutorials created for online classes, and our Program and GEM dashboards allowed faculty to visualize and track the improvement.

Required Evidence for Standard 2.G.1
Listing of programs and services supporting student learning and success needs:

       Cardinal Learning Commons
       First Year Experience
       eLearning
       Academic Tutoring Program
       Dual Credit
       Molstead Library
       Testing Center
       Writing Center
       Math Education Center
       Science Tutoring
       Academic Coaching
       Adult Education Center
       Disability Support Services
       Information Technology
       Counseling Services
       Career Services
       Student Support Services Program
       Veteran and Military Family Services
       American Indian Student Support Services
       Area Agency on Aging

2.G.2 *The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

NIC ensures that current and accurate information is readily available to students and stakeholders through its annual catalog and website. This information includes the institutional mission, admission requirements, academic programs, student policies, financial details, and more. Below is a summary of how this information is disseminated:

1. **Institutional Mission and Core Themes**
   NIC's Mission, Vision, and Values are prominently displayed in the online college catalog, college website, and Strategic Plan.
2. **Admission Requirements and Procedures**
   Detailed admission requirements and procedures are accessible on the Apply to NIC

webpage and in the Admissions section of the catalog. Resources such as the Transfer Equivalency Guide provide additional support for transfer students.

3. **Grading Policies**
Grading policies are consistently published in multiple locations, including:
    o Grading Policy and Procedure 5.04
    o Registration and Records section of the catalog
    o NIC Transfer of Credit Policy and Procedure 5.04.06.01
    o Course syllabi, which are publicly accessible via the directory on the website. Faculty are required to include grading policies and NIC's standardized grading scale in their course syllabi (e.g., Fundamentals of Oral Communication and Advance Blueprint Reading). Syllabi are also made available to enrolled students via canvas course sites.

4. **Academic Programs and Course Information**
All programs are designed to be completed within one or two years although some programs do require prerequisite coursework. All programs are delivered within two years, assuring that students can complete all requirements within an appropriate timeframe. Comprehensive information on programs, degree requirements, and courses is available in the catalog's Program Offerings section, Program Guideline section, and Instructional Programs webpages. Highlights include:
    o Degree Requirements and General Education (GEM) courses published in the online catalog (e.g., AS/AA Degree Requirements and AAS Degree Requirements)
    o Degree pathways with prerequisites and required coursework (e.g., Pathway for AS in Business)
    o Career and technical education programs with semester-by-semester completion guides (e.g., Pathway for AAS in Welding Technology)
    o Program learning outcomes listed in the catalog (e.g., Program Outcomes for AAS in Automotive Technology)
    o Course learning outcomes are accessible through syllabi linked to faculty directory and canvas sires or by logging in on Concourse.

5. **Faculty and Administrative Credentials**
Names, titles, degrees, and conferring institutions for administrators and full-time faculty are published in the respective sections of the catalog.

6. **Student Conduct and Responsibilities**
Rules, regulations, and policies concerning student conduct, rights, and responsibilities are detailed in the Student Handbook, the Important Information section of the catalog, and Section 5: Students of the NIC Policy Manual.

7. **Tuition, Fees, and Refund Policies and Withdraw Procedures**
Annual tuition and program fee updates are published in the catalog and on the Student Finance website. Refund policies and withdrawal procedures are outlined in the Tuition and Fees section of the catalog and relevant webpages. Additionally, printed materials are available upon request. Information about procedures for withdrawing from enrollment are available in the online college catalog under Registration and Records.

8. **Financial Aid Opportunities**
Financial aid information is detailed on the Financial Aid website and in the catalog. This includes application processes, regulations, timelines, and scholarship opportunities.

9. **Academic Calendar**
    The academic calendar is updated annually and published in the catalog and on the website.

By maintaining multiple access points in different formats for this critical information, and in keeping the information current, NIC demonstrates its commitment to transparency and accessibility, ensuring that students and stakeholders are well-informed and equipped to succeed.

Required Evidence for Standard 2.G.2
Catalog (and/or other publications) that provides information regarding:
Institutional Mission (Online, PDF, Strategic Plan)
Admission requirements and procedures (Online, PDF, Webpage)
Grading Policy (Online, PDF, Syllabi Examples 1 and 2)
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion (Online, PDF, Webpage)
Names, titles, degrees held, and conferring institutions for administrators (Online, PDF) and full-time faculty (Online, PDF)
Rules and regulations for conduct, rights, and responsibilities (Online, PDF, Student Handbook, Policy Manual)
Tuition, fees, and other program costs (Online, PDF, Website)
Refund policies and procedures for students who withdraw from enrollment – included in Tuition and Fees section (Online, PDF)
Opportunities and requirements for financial aid (Online, PDF, Financial Aid Website)
Academic Calendar (Online, PDF)

2.G.3 *Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

Where applicable, the college catalog and website provide detailed information on licensure and employment eligibility requirements for specific programs. For example, NIC's health professions and nursing programs, such as Registered Nursing and Radiography Technology, outline criteria students must meet for clinical experiences and licensure.

The Health Professions and Nursing Division publishes admissions criteria for the Associate Degree Nursing Program and the Associate of Applied Science in Radiography Technology. Additionally, selective admissions programs, such as Law Enforcement, require a comprehensive background check.

This essential information is available through the catalog, website, and program orientation sessions. Each program specifies employment prerequisites, including licensure exams and required internship hours. For example, graduates of the Associate of Science in Nursing

program must pass the National Council Licensure Examination, while Radiography Technology graduates take the American Registry of Radiologic Technologists exam.

NIC is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), which establishes national standards for interstate postsecondary distance education. This membership facilitates students taking online courses across state lines. The college provides an updated list of programs on NIC's NC-SARA webpage that may lead to licensures out-of-state, with language that recommends that students should always check with their state licensure board to confirm licensure requirements.

All requirements are reviewed and updated annually to ensure accuracy and compliance.

Required Evidence for Standard 2.G.3
Samples of publications and other written materials that describe:

Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered:
    Registered Nursing Program (example of criterion for licensure and clinical/internship experiences)
    Radiography Technology (example of criterion for licensure and clinical/internship experiences)
    Law Enforcement (example of admissions requirement of background check)
    National Council for State Authorization Reciprocity Agreements Webpage (NC-SARA)
    NIC's NC-SARA Webpage

Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials:
    Associate of Science in Nursing Program Information (example of testing requirement pass the National Council Licensure Examination for employment)
    Radiography Technology Program Information (example of testing requirement - American Registry of Radiologic Technologists for employment)

Optional Evidence for Standard 2.G.3

A list of programs leading to fields with licensure requirements:
    NIC publishes an updated list of programs on NIC's NC-SARA Webpage that may lead to licensures out-of-state, with language that recommends that students should always check with their state licensure board to confirm licensure requirements.
    Screenshot of List of Programs

2.G.4 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The NIC Financial Aid Office provides an effective and accountable program of financial aid that aligns with the college's mission by expanding access to higher education while helping students minimize educational debt. Information about major categories of assistance—including federal and state grants, institutional and foundation scholarships, federal student and parent loans, and federal and Idaho work-study—is publicly available to prospective and enrolled students through the NIC Financial Aid website, online catalog, and related student finance pages (Student Finance, Cost and Financial Aid, Payments, Refund Policy).

The Financial Aid website and catalog describe each aid type, eligibility criteria, and maximum award levels, and direct students to complete the Free Application for Federal Student Aid (FAFSA) to determine their eligibility for federal grants, work-study, and loans. MyNIC Self-Service, the secure student portal, provides individualized information on required documents, award offers by aid type, loan request features, and missing requirements. Students are notified of changes to their aid via Cardinal Mail consistent with NIC's published financial aid procedures.

Federal grants, including the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (FSEOG), are awarded to eligible students based on their enrollment in Title IV- eligible credits and federal regulations. For example, a student registered in 12 credits whose program of study requires only 10 of those credits would receive Pell Grant funding based on 10 credits of their awarded Pell Entitlement amount, as outlined in NIC's award and disbursement materials. See Sample Award Offer Notification.

NIC also administers Federal Direct Subsidized and Federal Direct Unsubsidized Loans, and Federal Direct Parent PLUS Loans, with requirements for at least half-time enrollment and completion of entrance counseling and promissory notes clearly communicated through MyNIC Self-Service and NIC's financial aid conditions-of-award documents. Loan and work-study options are presented alongside grants and scholarships so that students can make informed decisions about borrowing and employment, and the office emphasizes the use of grants and scholarships before loans to help students limit educational debt whenever possible. More details are presented in the response to Standard 2.G.5.

NIC participates in both the Federal Work-Study and the State of Idaho Atwell J. Parry Work-Study program. These programs provide opportunities for NIC students to gain valuable work experience while earning supplemental income on a flexible schedule. NIC has work-study positions available both on-campus and off-campus to include non-profit community service partners.

The NIC Foundation annually provides in excess of $1.5M dollars in scholarships to NIC students. The Financial Aid Office works closely with the NIC Foundation to ensure scholarship donors' wishes are honored in the distribution of scholarships. The scholarship application is

available online through the MyNIC student portal. Additionally, the NIC Financial Aid Office processes scholarships provided by the State of Idaho, external scholarship funders, and institutional Cardinal Grants. For non-credit students served through the Workforce Training Center, there is a scholarship process stewarded by the Workforce Training Center in collaboration with the NIC Foundation as well. All scholarship funds and program enrichment funds provided to NIC students are reimbursed to NIC following standard college processes.

Required Evidence for Standard 2.G.4

Published financial aid policies and procedures including information about categories of financial assistance:
      Financial Aid Website
      Types of Aid Website
      NIC Catalog – Financial Aid Section
      Student Finance Webpage
      Cost and Financial Aid Webpage
      Payments Webpage
      Refund Policy Webpage
      Sample Award Notification
      Work-Study Webpage
      NIC Foundation

2.G.5 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

As previously reported in the response to 2.G.4, NIC is committed to helping students understand the cost of their education in relation to their long term student debt by publishing the following webpages: Grants from the NIC Foundation, Financial Aid, Types of Aid, Work-Study, Student Finance, Cost and Financial Aid, Payments, Refund Policy.

The Financial Aid Office is currently searching for a new vendor to assist in analyzing the institution's student loan borrower population and disseminating targeted messaging to avoid and/or prevent delinquency and default. The NIC Financial Aid Office informs students about their repayment obligations at different intervals during the financial aid progression. The NIC Financial Aid Office notifies students of the available information regarding their repayment responsibilities on their MyNIC Self-Service, Cardinal Mail, award letters (with and without work-study) and at studentloans.gov.

To ensure accountability, a yearly audit is conducted by an outside accounting firm for compliance in all material aspects that are applicable to each federal program requirement. The U.S. Department of Education also performs periodic program reviews to ensure institutional compliance. The NIC Financial Aid Office is committed to monitoring and reconciling the Federal Student Aid programs on a monthly basis.

NIC's Single Audit of Federal funds from 2024-2025 resulted in six findings and no findings were located in the Financial Statement Audit. ([see FY2025 Schedule of Findings).](#) These findings were primarily related to staff turnover in the Financial Aid Office. The office is now back to full staff and all findings have been addressed and resolved to prevent future occurrences.

NIC posts its three-year cohort default rate on the [Types of Aid webpage](#), under loans. The most recent official federal rate is 0%, a figure shaped by national policy rather than an absence of repayment challenges. During the COVID-19 national emergency, federal loan payments and collections were paused, and additional relief measures prevented borrowers from entering or remaining in default, temporarily driving default rates—including NIC's—to 0%. NIC continues to track borrower outcomes through other indicators, such as repayment behavior and delinquency trends, to maintain an accurate view of loan risk. Idaho Launch funding and strong NIC Foundation scholarship support have also reduced students' reliance on loans, contributing to historically lower default rates.

NIC's [Student Lending Code of Conduct](#) is designed to prevent conflicts of interest in the administration of student loans. It sets clear limits on gifts, financial relationships, and lender influence over institutional practices.

Required Evidence for Standard 2.G.5
Information to students regarding repayment obligations: [Financial Aid Rights and Responsibilities](#)

Policies and procedures for monitoring student loan programs:
    [Disbursement Policy](#)
    [Payments Webpage](#)
    [Satisfactory Academic Progress](#)
    [Financial Aid Appeal Process](#)
    [Financial Aid Student Lending Code of Conduct](#)
    [Your Right to Know Website](#)
    [Information and Policies Webpage](#)

Most recent loan default rate published on institutional website in accessible location: [Types of Aid Webpage](#)

Optional Evidence for Standard 2.G.5

Information to students regarding award and repayment obligations:
    [Sample Award Email Notification](#)
    [Sample letter to students regarding award (with work-study)](#)
    [Sample letter to students regarding award (without work-study)](#)

2.G.6 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

NIC Advising Definition

Advising at NIC is an intentional, collaborative, and inclusive process. With a holistic approach, faculty and professional advisors partner with students in meeting the essential learning outcomes, supporting academic success, and outlining the steps for achievement of the students' personal, academic, and career goals.

NIC Advising Mission

The mission of the NIC Advising Program is to empower and educate students to clarify their academic interests, make informed decisions, and set and achieve goals for lifelong learning and professional success.

NIC Advising Structure

NIC has a de-centralized advising model that reports to the Office of Instruction. The Advising Services team is comprised of an advising director, four full-time professional interest area advisors, an American Indian Student Support advisor, a Career Services Coordinator, two Veterans Resource Center advisors, one student success advisor/dual credit advisor at the Sandpoint Campus (outreach center), and a First-Year Student Success Advisor. The directors of Advising, TRIO, and Dual Credit work collaboratively to support the academic advising program and all three report to the associate dean of academic support. Career and Technical Education and Health Professions advisors (called Student Success Navigators) report through their instructional deans (See the Office of Instruction Organization Chart). The college employs one full-time student athlete development coordinator, who manages the academic advising of our student athletes, reporting directly to the athletic director.

The college's retention and completion coordinator also maintains a small caseload of advisees and supports the advising efforts for the FYE Program. Full-time faculty have advising responsibilities primarily for students in their programs. Faculty advising liaisons in each academic division coordinate with the Advising Services professional advisors for caseload assignments, training, and campus updates. Additionally, FYE program faculty have advising responsibilities for the students in their CLC 120 and 130 courses as partners to the advisors in Advising Services. Finally, the Adult Education Center has a full-time advisor (See position description). Together, the college's professional and faculty advisors support students pursuing the full range of GED, Career and Technical Education, and Academic/Transfer programs offered by NIC.

Communication and Professional Development

Advisors in all capacities at the college are experts in using the student information systems, college resources, and relevant policies and procedures to help students develop and implement a comprehensive educational plan suited to their goals. Joined by the Student Athlete Development Coordinator and the Retention and Completion Coordinator, the Advising Services, TRIO, and Dual Credit teams meet weekly for collaboration and to receive updates on curricular, enrollment services, recruitment, and retention related updates that impact their work, often inviting guest speakers from across campus. Professional advisors utilize scholarly articles and resources from NACADA to stay engaged in important advising concepts and best practices. Advisors attend (and often present sessions) at an annual state-wide advising symposium. Advising Services hosts a CANVAS advisor training course and has created clear training documents used to

onboard new faculty advisors. Finally, the professional advisors and a select few faculty advisors are certified to administer and interpret the Strong Interest Inventory career assessment and use it to support comprehensive educational planning of undecided/exploratory students on their caseloads.

In addition to professional development opportunities with organizations such as the National Academic Advising Association (NACADA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO), NIC offers periodic in-house information and training sessions for faculty and staff to help ensure they are current with curricular, technical, and student service information needed to be effective advisors. Advising Services staff, in collaboration with advising leaders among the faculty, identify advising training needs and develop training materials/workshops to meet those needs. Professional advisors responsible for advising in academic/transfer degree programs meet regularly with colleagues from top transfer institutions to ensure accurate advising for students with transfer plans. Professional advisors, in turn, train faculty advisors with this information. Professional advisors regularly attend academic division faculty meetings to ensure advising information targeted for specific divisions is shared in a timely fashion. Our closest regional transfer institutions, the University of Idaho and Lewis Clark State College, provide annual advising update meetings for NIC's professional and faculty advisors.

Communication with Students on Advising
The first step at NIC to connect students with advising happens soon after admission: students receive a welcome message to their NIC email account (Cardinal Mail), which includes instructions on how to log into the student portal and details for scheduling their mandatory Advising and Registration appointment. Advising Services, in coordination with the Communication and Marketing Office and the Office of the Registrar, then keeps students informed about Advising through a variety of easy-to-access channels, including email, phone calls and texts, NIC's Facebook and Instagram accounts, and the Advising website. This multi-channel approach ensures students receive timely, relevant updates about deadlines, academic programs, graduation requirements, and transfer opportunities without being information-overloaded. Direct messages are personalized, action-focused, and sent in manageable steps so that students know exactly what to do and when, reducing confusion and helping them stay on track. NIC recently hired a Student Communications Coordinator to help advance these efforts for both recruitment and retention goals.

The MyNIC student portal of the Colleague Student Information System, particularly the Student Planning and Advising modules, is an essential tool students use to prepare an educational plan, with the assistance of their advisor. In addition, Watermark Student Success and Engage (formerly Aviso Retention), implemented in 2019, is a system designed for intentional, collaborative faculty and staff advising that facilitates early alert notifications and robust tracking of interactions with students for authorized users across campus. These systems and tools are critical for faculty and staff communication to advance student support.

Students learn about the importance of advising through multiple sources of information on advising requirements and responsibilities, primarily through New Student Orientation and their mandatory initial advising appointment (details in the 'What to Expect in Your First Advising

Session' section of the nic.edu/advising page). Advisors provide classroom visits for each FYE course during course registration windows to remind students of degree requirements, and to review/academic planning tools and enrollment steps to support meaningful course registration. Student-facing planning and registration details are found at https://www.nic.edu/registration. Additional advising information is posted on the Advising Section of the online college catalog, the Academic Support Section of the Online Student Handbook, and in new student advising sessions for individuals or groups (see webpage screenshot).

Advisors direct transfer students to the Transfer Center website to help them prepare early and effectively to continue their degree progress after completing an AA/AS/AAS at NIC. Advising Services hosts an annual transfer fair each Fall semester to connect students with our regional transfer institutions.

The college also provides other Academic Support resources for students such as program handouts and materials associated with CTE and Health Professions programs, TRIO Student Support Services (for first-generation, low-income, and/or individuals with disabilities), veterans, and referral to other programs including Disability Support Services, and the Center for New Directions (for single parents and displaced homemakers).

Selection and Evaluation of Advisors
Professional advisors are selected based on qualifications and experience needed for delivery of such services to the diverse population enrolled at NIC and as specified in advisor position descriptions. See examples of Student Success Advisor and Veteran and Military Services Advisor position descriptions. Faculty advisors have received training on use of MyNIC and Watermark Student Success and Engage and a robust training resource is available in the employee side of MyNIC, called AVISO User References and Resource Guides. The advising director provides an annual training for new faculty advisors through the TLC (training materials available here). Advising Services hosts and regularly updates a CANVAS advisor training course for faculty advisors. Additionally, advising training resources exist for faculty advisors in Box (example from 2023 linked).

NIC Advising Model Program Review and Evolution
NIC Advising is committed to continuous improvement, regularly assessing its practices both internally and externally to better support students' academic success and overall experience. In 2021, NIC Advising invited an independent, external review of the NIC advising program through NACADA, the national authority on academic advising, which recommended improvements to NIC's Advising Program with an emphasis on building up the processes around faculty advising. With enrollment currently growing, especially in the academic transfer programs, now is a critical time to support a thriving faculty advising model. In collaboration with Advising Services and with support and oversight from instructional deans and division chairs, improving NIC's faculty advising model is a key goal for continuous improvement and growth as the Advising Program moves forward.

Descriptions and Documentation of the 2021 NACADA evaluation and support for building up NIC's faculty advising system can be found in the links below:
2021 CALC Proposal for Faculty Advising Structure

One tangible result of the external NACADA review is a new proposal being worked on by an ad-hoc committee of faculty advisors, chaired by the director of advising. In Spring 2025, the proposal received support from the college's Retention Committee, Provost's Cabinet, and the Instructional Leadership Team. The next step is to submit edits to Faculty Senate for the Teaching Focus Policy that informs faculty employment contracts. The ad-hoc committee will be prepared to submit the recommended edits in late Fall 2025 through the proper channels.

Another key outcome from the recommendations NIC received about Faculty Advising emerged with the utilization of the TLC, which was a suggested resource to reinforce expectations and accountability for faculty advisors as well as to facilitate ongoing training and mentorship opportunities. Survey data also underscore the importance of ensuring that new faculty advisors are well-prepared to support advising-related student learning outcomes. In response, collaboration has increased with the director of the TLC, who has formally co-developed a year-long training curriculum for new faculty advisors. In 2024, the TLC director began chairing the First Year Faculty Committee, which includes training and onboarding new faculty during their first year. The training curriculum includes academic advising (training materials linked here) as well as ongoing training and mentorship opportunities. In recognition of the need to extend focus beyond new students to those continuing through to graduation, early planning is underway to develop an Advising Academy for continuing faculty advisors. This initiative, led jointly by the Academic Advising Office and the TLC director, will address advising needs for continuing and graduating students and reinforce institution-wide advising competencies.

Assessment of Advising at NIC
Data is regularly collected on students' experience with advising, and the current assessment model is a learning outcomes-based evaluation. NIC's internal advising assessment is currently utilized exclusively by professional staff advisors, but it is a flexible assessment that can easily be adapted for faculty advising. Students currently have the opportunity to evaluate their professional advisors and advising experiences in either the individual advising appointment follow-up survey or the group advising follow-up survey. NIC Advising recognizes that students also need to be afforded the opportunity to assess the advising they receive from faculty advisors.

The college has noted this important recommendation, and while it has not been implemented yet, it is in the newest Faculty Advising Model proposal that has been submitted to college leadership (explained in the 2025 Faculty Advising Model Proposal).

Additionally, over the past several summers, a small cohort of faculty members has volunteered to participate in group advising sessions as part of our Campus Welcome events for new students. Their involvement enhances the orientation experience and reinforces the institution's commitment to academic advising as a shared responsibility. To ensure alignment with advising-related student learning outcomes and to support continuous improvement, participating faculty advisors are assessed through post-session evaluations. These assessments gather feedback from both students and faculty to inform future training, improve session effectiveness, and guide

ongoing faculty development efforts related to advising. Advisors and the director of advising review the evaluations each semester and feedback given directly about specific advisors is shared with them (see Advising Learning Outcomes). The current questions on the advising learning outcomes assessment are linked above in this document.

In Summary: Advising Assessment and Continuous Improvement Initiatives
Professional Advisors at NIC are trained to align their advising practice and philosophy with the advising mission, definition, and student learning outcomes. NIC Advising closes the loop on assessment by actively using the data it collects (such as student surveys, appointment trends, and survey-based evaluation of learning outcomes) to identify what's working well and where support can be improved. The team then makes targeted changes, such as updating advising materials, adjusting outreach strategies, or enhancing advisor training, and follows up by re-assessing in future cycles to ensure those changes are making a positive impact on student success.

Assessment data from both the initial advising appointment survey and the campus welcome/group advising survey indicate that NIC's advising curriculum and practices are effectively supporting student learning outcomes for new students. These positive results provide strong justification for continuing the use of the established advising student learning outcomes as a foundation for work with first-year students.

Required Evidence for Standard 2.G.6

Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas
 	
     Advising Webpage
     Advisors Webpage
     College Catalog Advising Information: online, PDF (p. 36), and Student Handbook, under Academic Support
     Student Facing Planning and Registration Details
     Watermark Student Success and Engage (formerly Aviso Retention)
     MyNIC student portal screenshot of the Colleague Student Information System
     New Student Orientation located on the Accepted Students Webpage
     Week of Welcome
     Office of Instruction Organizational Chart
     Strong Interest Inventory Career Assessment

Required Evidence for Standard 2.G.6 continued
Description and evidence of systematic evaluation of advising

2021 CALC Proposal for Faculty Advising Structure
      2021 Advising Program Review completed by NACADA
      Individual Advising Appointment Follow-up Survey
      Group Advising Follow-up Survey
      First Year Student Success Advisor Position Description

Professional development policies and procedures for advisors

Teaching and Learning Center
      TLC First Year Faculty Advisor Training Materials
      Additional Advisor Training Resources
      Canvas Faculty Advisor Training Course Screenshot
      AVISO User References and Resource Guides
      Resources – National Academic Advising Association
      Resources – American Association of Collegiate Registrars and Admissions Officers

2.G.7 *The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

Verification of Student Identity and Disclosure of Associated Charges
NIC complies with the United States Higher Education Opportunity Act (HEOA) regarding verification of student identity in distance education. NIC's learning management system (Canvas) and cloud collaboration tools (Box and OneDrive) all require authentication using unique NIC network credentials, and ADFS (Active Directory Federation Services) authenticates students against the college's central directory to control access and authorization. Enrollment in Canvas course sites is tied directly to student registrations in Ellucian Colleague, ensuring that only officially enrolled students access course materials. See User Authentication Policy and Procedure 3.08.05, and Distance Education Policy and Procedure 3.08.10.
Other methods that support user authentication include:

- Approved online proctoring options such as Respondus LockDown Browser, which secures the testing environment in Canvas and uses two factor verification.
- In person proctoring by professional staff at NIC or other approved locations, with a photo ID check required before each proctored exam.
- Instructor controlled internal password protection for exams

There are currently no charges associated with the identity verification process. Students enrolled in online courses pay the same tuition and fees as those attending face-to-face classes. If any fees are introduced in the future, they will be clearly published on the Tuition and Fees website and also accessible through the Verification and Compliance website.

In response to advances in artificial intelligence, NIC has also updated admissions and enrollment procedures and purchased additional software and services necessary to reduce fraudulent student enrollment, requiring additional documentation to support secure and verifiable student identity.

User Authentication Policy and Procedure 3.08.05 establishes identification, authentication, and authorization controls to protect non-public information technology resources, including student information. Under this policy, users are issued unique accounts and must use secure credentials to access NIC systems, helping to safeguard the confidentiality of education records. Requirements to maintain strong passwords and report suspected account compromises support compliance with FERPA and NIC's broader commitments to student privacy, as outlined on the Legal and Privacy and FERPA webpages.

NIC takes steps to ensure that confidential information collected online is secure. These steps include: ongoing user education; using tools in an effort to restrict unauthorized access, viruses, phishing, and hacking attempts; and monitoring activity to identify potential system threats. NIC routinely assesses and enhances tools and processes available to strengthen our online security.

Protection of Student Privacy in Identity Verification
NIC safeguards student privacy during the identity verification process through college-wide policies and disclosures that affirm FERPA protections, limit access to student records, and define confidentiality expectations for all personnel.

Financial Aid Rights and Responsibilities Webpage – NIC discloses to students that they have the right to privacy. All financial aid application records are confidential and disclosed only as required by law.

Family Educational Rights and Privacy Act (FERPA) - The FERPA protects student education record privacy, allowing students to access their records and restricting disclosure without their written consent.

Legal and Privacy webpage restates FERPA protections in the "Student Records" section, noting that certain student records are protected by FERPA, Idaho law, and NIC policy. This webpage also provides contact information for students who believe NIC has not followed the published privacy statement.

Use of Student Records by School Officials - NIC protects student privacy by allowing access to educational records only to school officials with a legitimate educational need, such as supporting instruction, discipline, or student services.

eLearning Verification and Compliance Webpage – NIC states that all methods for verifying student identity in distance learning must protect the privacy of student information. Privacy (Confidentiality of Personal Information) Policy 3.11 affirms NIC's commitment to maintaining the confidentiality for personnel and school records.

Ensuring Regular and Substantive Interaction in Distance Education Courses

Distance Education Policy and Procedure 3.08.10 was approved by the board on January 22, 2025. The policy and related procedures were developed in response to recent changes in federal guidelines for distance education (Code of Federal Regulations: 34 CFR § 600.2). As part of this new policy, NIC initiated a review process (see Regular and Substantive Interaction Rotation Cycle, and Regular and Substantial Interaction Checklist) to ensure adherence, including regular and substantive interaction.

Membership in NC-SARA

NIC's membership in the National Council for State Authorization Reciprocity Agreements (NC-SARA) further evidences its commitment to meeting national standards for interstate distance education activity and regulatory compliance. See NIC-NC-SARA Webpage.

Required Evidence for Standard 2.G.7

Policies and procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit:
      User Authentication Policy and Procedure 3.08.05
      Distance Education Policy and Procedure 3.08.10
      Legal and Privacy Webpage
      FERPA Webpage

Policies and procedures make it clear that these identity verification processes (e.g., admissions processes, proctoring, etc.) protect student privacy:
      Financial Aid Rights and Responsibilities Webpage
      Family Educational Rights and Privacy Act
      Legal and Privacy Webpage
      Use of Student Records by School Officials
      eLearning Verification and Compliance Webpage
      Privacy (Confidentiality of Personal Information) Policy 3.11

Notification to students at the time of registration of any additional charges associated with verification procedures:
      NIC does **not** currently charge students for the verification of student identification.
      Tuition and Fees Website

Academic policies and procedures for instructors to implement requirements for *regular and substantive interaction* in distance education courses/programs:
      Distance Education Policy and Procedure 3.08.10
      Regular and Substantive Interaction Rotation Cycle
      Regular and Substantial Interaction Checklist

Library and Information Resources

2.H.1 *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

Molstead Library Mission
Molstead Library:
- Supports the [Mission](#) of NIC as articulated in its [strategic plan](#).
- Encourages [information literacy](#), critical thinking, and the acquisition of knowledge by providing access to diverse materials and current information technologies; and by [providing instruction](#) in the use and evaluation of those materials and technologies.
- Selects, purchases, classifies, organizes, stores, retrieves, interprets and teaches the use of print, audio-visual, microfilm, electronic, and Web-based information to support NIC's curricula and to encourage lifelong learning and enhance the quality of life for students, staff, and the community served by NIC.

Library Staffing
Molstead Library is led by the Cardinal Learning Commons division chair and an assistant division chair. The chair reports to the associate dean of academic support, oversees the operations of the library, and represents the library across campus.

The [library leadership team](#) consists of full-time faculty librarians, the circulation supervisor, and senior administrative assistant. The college employs three full-time faculty librarians: reference and instruction (RIL), public services (PSL), and technical and digital services librarian (TDSL). A part-time reference assistant, also with an MLIS, provides reference services up to 19.5 hours per week assigned by the RIL (see [Library Job Descriptions](#)). In addition, the library employs a full-time circulation supervisor, a circulation technician, and three part-time library assistants. Each librarian has a specialized area of responsibility in addition to duties shared by all librarians. The RIL librarian holds primary responsibility for the development and management of NIC's information literacy instruction program. The RIL works closely with classroom faculty to ensure that instruction is tailored to the needs of each course and instructor to achieve the desired student learning outcomes. The TDSL maintains the library's integrated library system and all bibliographic records and is also responsible for all services providing discovery of materials in the library's collections, cataloging of new items, maintenance and management of special collections, and digitization initiatives, among other specialized duties. The PSL is responsible for spearheading collection management, library programming and events development, collaboration with vendors, and the management of course reserves. All librarians share responsibility for collection management, providing research consultations and instructive reference, creating and maintaining asynchronous learning materials and resources in [library research guides](#), and weekly coverage at the information desk.

The circulation supervisor oversees the library's Circulation Department and is the direct supervisor for the circulation technician and three part-time library assistants. Specific duties include the daily management of the library's physical space to maintain a welcoming environment, the creation and enforcement of [circulation policies,](#) hiring and training of

circulation employees, coordination of monthly library displays, and the physical processing of course reserves. Data from Alma's usage statistics, gate and hourly counts, reference transactions and research consultations, surveys, and other sources are considered in decision making as appropriate. Faculty and student input is regularly gathered to evaluate services and programming. Beginning in Fall 2024, library staff began soliciting bids from consulting firms for the creation of conceptual designs for a modernization and remodel of the library. In April of 2025, NIC selected Hacker of Portland, Oregon to perform the work. As part of the proposal, Hacker's team met with constituent groups including students, faculty, library staff, and college administrators to gather data prior to creating any plans. Final designs are anticipated in early 2026.

Library Collection
Molstead Library's robust collection is actively managed in support of NIC's curriculum following the selection criteria included in the library's Collection Development Policy. The general collection is included in Table 3 below.

Table 3

Library Collection

Category	Physical	Digital/Electronic
Books	71,000+	305,000+
Databases linked directly through the library website		55 subscribed 9 open-source
Serials	110	52,000+ (most in databases)
Media	2,500+ (including DVDs & microfilm)	39,000+

Apart from the general collection, the Molstead Library Special Collection houses publications, photographs, and audio and video materials significant to the history of North Idaho and its peoples, including the Coeur d'Alene Tribe. Additional items in the Special Collections include rare and valuable books, regalia such as gifts from sister schools, artwork, and historical materials related to the college. To support students' technology needs, Molstead Library maintains eight Dell laptops for checkout. Laptops are available for 72-hour loan periods and come with commonly used software including the Microsoft Office suite. An additional laptop is reserved for checkout within the library as part of a "speech kit" for students recording video presentations. The library's classroom includes 26 Microsoft Surface tablets with keyboards for student use during instruction sessions. The main floor has 54 PCs, two of which are equipped with adaptive technology, and four MACs. All computers are preloaded with popular production software.

Extensive Interlibrary Loan services expand the materials available to NIC's students and faculty beyond those available in Molstead Library's repository. The library completes a significant number of Interlibrary Loan requests each academic year. Between 2017 and 2025, the annual average of ILL borrowing requests fulfilled for students and faculty was 307, while the annual

average of ILL lending requests sent by NIC to other libraries locally and nationwide was 1,022. ILL requests may be submitted in person at the reference desk or circulation counter, or by completing an online ILL form through the library's website.

Responsibility for the selection of materials resides with the faculty librarians and is governed by the Collection Development Policy. Librarians review the annual course catalog and work closely with classroom faculty to ensure that areas of the collection within each faculty member's subject area remain current to the curriculum. They also monitor Booklist, Choice, publisher catalogs, WorldCat, and other sources, for new works that may be relevant to their assigned subject areas.

Collection management includes systematic review of existing materials. Using data collected from Alma Analytics, and following the criteria of MUSTIE (misleading, ugly, superseded, trivial, irrelevant, or obtained elsewhere), Librarians perform regular evaluation and weeding of the collection as a further step to ensure the quality and relevance of materials. Every summer session, areas of the collection, selected by Library of Congress Subject Heading, undergo an in-depth review on a predetermined schedule. The frequency of review is determined by the relative importance of information currency and is presented in Table 4 below.

Table 4

Frequency of Renewal

Frequency*	LCSH
Annual	RB, RC, RD, RJ, RK, RM, RT
Biannual	E, KDZ, LH, LB, LC
Three years	F, GE, JK, Q, TA, TH, TJ, TK, TP, TR, TJ, ZA
Five years	A, B, C, D, G (except GE), H, J (except JK), K (except KDZ), L (except LB, LC, LH), M, N, P, S, T (except TA, TH, TJ, TK, TP, TR), U, V, Z

*To avoid overwhelming staff, LCSH on three and five-year cycles are broken into groups with staggered review dates.

Library Website
The website provides the digital gateway to Molstead Library's resources and services. The website provides remote and on-campus 24-hour discovery for all library collections through Primo VE, and provides access to the library's hosted digital content including the 64 subscription and open-source databases offered through the A-Z List of Databases. Other digital content includes streaming media, and the cloud-hosted Walden History Project. The central importance of the website led to an initiative to improve its design and function beginning in the winter of 2024.

In January of 2024, library staff began internal discussions about flaws in the existing site and created a list of desired improvements. Then, during the spring of 2024 the Library Leadership Team met with NIC's webmaster and web specialist, chief information officer, marketing manager, manager of user services, and student representatives to redesign the library's website.

The driving motivation was to improve access and usability. Several mocked-up iterations of the design were subjected to usability testing before a final version was selected. The webmaster and web specialist completed coding over the summer of 2024 and the newly redesigned site launched at the beginning of the fall 2024 semester.

The new website follows accessibility best practices including compatibility with screen readers. Other tools, available by selecting the universal accessibility icon, provide users the ability to remove images, and adjust for multiple accessibility profiles including color blindness, low vision, and dyslexia. On the homepage, links to library information and resources are clearly and simply labeled and logically organized with the most frequently accessed items immediately visible.

Through the Molstead Library website, students can now more easily search the collection, and locate access to databases, research guides, and tutorials. They also are able from a single link to reach out to a librarian for immediate help via chat, phone or email, or schedule an appointment for future assistance either face-to-face or over Zoom. Students can make an interlibrary loan request or book a study room without the need to ask for assistance. Faculty resources are also more readily available through the website. Faculty have a single link that leads to information on instruction, course reserves, artificial intelligence, and more.

Instruction and Information Literacy
The Molstead Library is committed to student success through the support of classroom instruction and independent academic investigation. Librarians provide asynchronous instruction through the development and management of Research Guides created in Springshare's LibGuides software. Students may come to the library for face-to-face reference assistance, or reach out via chat, phone, or email. In depth research consultation appointments may be scheduled to be held in a librarian's office or online. Students can access all remote reference services including appointment scheduling via a single "Ask a Librarian" link. Direct chat service access is also embedded within many database interfaces. In addition to traditional settings, librarians also participate in outreach programs to meet students and provide services wherever they are.

Formal Information Literacy Instructional Sessions: The RIL provides formal information literacy (IL) instruction in the classroom setting and remotely using Zoom and asynchronous instruction via Tutorials and pre-recorded instruction videos. All instruction is guided by the ACRL Framework for Information Literacy and the Molstead Library Instruction Plan. The RIL meets with each classroom faculty member requesting instruction to gain an understanding of their course and any related assignment being addressed. After meeting, the RIL develops lesson plans, choosing the pedagogy and resources that best support the desired student learning outcomes. In accordance with the Instruction Plan, the RIL conducts assessment through student and faculty feedback following each IL session. In Fall 2025, 49 classes (816 students) were provided information literacy instruction sessions.

The majority of IL instruction is delivered to students enrolled in Transfer and General Education courses; however, IL instruction is also provided to students enrolled in an increasing number of Career and Technical Education (CTE) programs. The latest (CTE) program to

regularly schedule instruction with a faculty librarian is Dental Hygiene. The positive impact was immediate. Dual-credit students in area high schools also receive instruction. Dual students enrolled in either COMM 101 or ENGL 102 receive instruction at the same level as other students. Most instruction is delivered face-to-face in the high school classroom.

Reference and Research Consultation: Molstead Library follows an Instructive Reference policy, and faculty librarians treat reference interactions as teaching opportunities. They conduct reference interviews before showing students how to use the library's discovery tools and may also teach search strategies, information evaluation, synthesis, responsible use, and citation styles. Research consultations provide more in-depth, one-on-one instruction for students working on research papers and are available in person or online.

Direct Student Outreach: Faculty librarians also conduct direct outreach to support students who may be unfamiliar with the library. In Spring 2025, they launched a Pop Up Library, a mobile extension of Molstead Library that can be set up anywhere on campus with Wi Fi. Using a foldable wagon, librarians transport a laptop with a scanner, reference materials such as style guides, selected circulating tabletop games, and marketing materials. With the laptop and reference books, a librarian can provide basic reference services at the remote location.

Required Evidence for Standard 2.H.1
Procedures for assessing adequacy of library collections: Collection & Management Development
Library planning committee and procedures for planning and collection development: Collection & Management Development

Library instruction plan; policies and procedures related to the use of library and information resources:
       NIC Library Website
       Library Instruction - Philosophy
       Borrowing and Circulation
       Library Research Guides
       Walden History Project
       Gate and Hourly Counts
       "Ask a Librarian" Link
       Interlibrary Loan
       A-Z List of Databases
       Tutorials
       ACRL Framework for Information Literacy
       Family Study Room

Library staffing information; policies and procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process"
       Faculty Resources
       Library Instruction Plan
       Library Organizational Chart
       Job Descriptions
       Instructive Reference

Physical and Technology Infrastructure

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Introduction

NIC maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to support its mission and academic programs. The college has a long record of coordinated facilities and technology planning that links growth on a compact waterfront campus to enrollment trends, regional workforce needs, and long-range academic priorities. Facilities master planning for the Coeur d'Alene campus grew out of early work on what became the Education Corridor, a collaborative effort among NIC, the University of Idaho–Coeur d'Alene, Lewis Clark State College, the City of Coeur d'Alene, and neighborhood stakeholders that established a framework for expanding instructional and student services facilities along the Spokane River while addressing circulation, parking, and multimodal academic priorities.

The current Facilities Master Plan (2018–2028) translates this corridor vision into specific building and site projects, phasing, and design principles. It inventories existing conditions, anticipates program growth, and sequences renovations, new construction, and infrastructure upgrades so that projects such as internal roadways, the student wellness and recreation center, and academic facility expansions reinforce a coherent campus layout instead of isolated additions. During 2025–2026, NIC is updating the plan in concert with the renewed Strategic Plan to reflect enrollment recovery, restored accreditation status, and revised long-term capital priorities, ensuring that facilities planning remains current and responsive.

NIC's Strategic Plan, particularly Goal 5 on investing in employees, facilities, and technologies to support student success, provides the primary framework for aligning facilities and IT decisions with institutional priorities. Goal 5 objectives guide compensation and professional development (5.1), resource allocation (5.2), data and reporting capacity (5.3), technology modernization (5.4), facilities sufficiency (5.5), and expanded access to housing, transportation, and other essential services (5.6). Together, the Strategic Plan, Facilities Master Plan, and IT planning processes form an integrated infrastructure framework that underpins the sections that follow on accessibility, safety and security, facilities sufficiency, and technology infrastructure. NIC effectively maintains the equipment needed to support its programs and its mission. The college strategically audits equipment resources and allocates resources to ensure smooth operations and ongoing improvements, processes explained in the Asset Management webpage on the NIC website. By actively managing replacement lists for IT, facilities, and landscaping equipment, the college stays proactive in tracking equipment lifespan and planning budgets efficiently.

Physical Facilities and Information Technology Accessibility

At NIC, accessibility is a core value that connects mission to practice. The college adheres to the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act, as outlined in its Accommodations for Students and Employees with Disabilities Policy and Procedure 5.13. NIC prioritizes accessibility across its physical and technological infrastructure to ensure every community member can fully engage in learning, work, and campus life. Additional resources and support are available through the Accessibility Resources Information Page.

Physical Accessibility
NIC consistently maintains and upgrades its facilities to meet or exceed ADA standards. Ramps, elevators, automatic doors, and accessible restrooms are standard across all buildings. New construction and renovations are guided by universal design principles, ensuring that classrooms, labs, and gathering spaces accommodate individuals with mobility challenges without creating separate or lesser experiences. Outdoor areas and common spaces are also developed with accessibility in mind, promoting a sense of inclusion throughout campus.
NIC's Disability Support Services team and Accessibility Coordinator play a key role in this effort, working closely with Facilities and Planning to anticipate needs. Routine facility audits and user feedback help the college identify and resolve access barriers quickly and proactively.

NIC demonstrates strong commitment to physical accessibility, through resources like accessible housing, automatic doors, elevators, assistive workstations, tactile resources, and coordinated emergency and digital support. These measures ensure that individuals with disabilities can move around, access campus technology, and participate fully in campus and academic life. NIC offers fully ADA-compliant accessible dorm rooms—a wheelchair-accessible "4-pod" suite with widened doorways, accessible vanities, and shared bathrooms that meet ADA standards. Campus buildings feature automatic door openers at main entrances, easing entry for those with mobility needs. Rooms for assistance dogs and tactile campus maps are also available, enhancing navigational support. Universal computer workstations equipped with assistive software are located throughout campus (e.g., library, Student Union, outreach centers), supporting those with visual and physical disabilities. Accessible elevators are available in multi-story buildings, with ADA signage and "area of refuge" points for emergency situations. Renovations completed during the summer of 2025 included ADA-compliant upgrades at the NIC Beach area, enhancing mobility and access for individuals with disabilities. Efforts are also currently underway to relocate the American Indian Center to a larger, more centrally located space within the Student Union Building. This move is intended to improve physical access to the space, increase visibility, and better serve the students who rely on its resources and programming.

Faculty use the AIM Faculty/Staff Portal to stay informed about students in their courses who have registered accommodations, including those that affect physical access to the classroom such as attendance flexibility, seating needs, or testing arrangements. Through AIM, instructors can view accommodation details by course, receive automatic email notifications when accommodations are requested or updated, and reference this information when planning classroom layouts, movement, and participation expectations. Beginning in the spring of 2026, new AIM features emphasize collaboration and clarity in how accommodations are implemented. The Flex Plan module allows faculty and students to jointly establish reasonable parameters for flexible attendance or assignment extensions, helping ensure that physical or health-related barriers are addressed without fundamentally altering course requirements.

NIC is committed fully to accessibility, fostering a welcoming environment where accessibility is woven into the fabric of campus life.

Accessibility Awareness and Engagement

To further promote a culture of accessibility, the college hosts a campus-wide Global Accessibility Awareness Day focused on accessibility awareness practices. This event provides students, faculty, and staff with resources and information to support a more accessible campus community. The college also hosts the Annual A11y Accessibility Camp Coeur d'Alene at NIC, a three-day conference focused on advancing digital and physical accessibility through education, collaboration, and innovation. Organized into three session tracks (Passion, Specialized, and Technical), the camp brings together experts, educators, tech professionals, disability advocates, and community members to explore universal design, assistive technology, and inclusive practices that improve access for people of all abilities.

Information Technology Accessibility

NIC has been highly active in its efforts to enhance Information Technology Accessibility, with all updates on NIC's community engagement with the broader IT accessibility and disability support community (and each accessibility milestone since 2020) fully documented and detailed here in the IT Accessibility Report. This report showcases the college's steadfast commitment to accessibility in infrastructure planning and practice.

North Idaho College is dedicated to making its technology accessible to everyone. NIC's websites and Canvas, NIC's Learning Management System, are monitored for accessibility with Level Access and Yuja respectively, ensuring compatibility with screen readers, providing captioned video content, and avoiding design elements that could inhibit usability. Faculty are able to access Accessibility Compliance trainings and videos and other resources in a centralized location in Box.

Through a commitment of monitoring, training, and being proactive with the campus community, NIC's Information Technology Department and accessibility coordinator continually work on new ways to meet changing accessibility requirements and provide positive experiences with accessible technology to students, faculty, staff, and community members. This commitment is further shown by the recently adopted website and Learning Management System (LMS) accessibility tool, YuJa Panorama, a document accessibility and remediation software integrated into the LMS that was purchased for campus use in 2025. This software enables faculty and staff to identify accessibility issues in Canvas digital course materials and provides guided support for improving compliance with accessibility standards, supporting equitable access to instructional content for all students. These secure, accessible, and modern technology solutions directly advance Strategic Plan Goal 5 by modernizing campus technology solutions (Strategic Objective 5.4). They also ensure that information technology infrastructure supports effective teaching, learning, and operational efficiency.

Importantly, NIC has paired this technology investment with structured professional development opportunities to ensure effective and sustainable use. Hands-on training and drop-in support sessions are offered regularly, providing faculty and staff with individualized assistance

and practical guidance on using YuJa Panorama to remediate documents and improve course accessibility. There are also accessibility resources available to faculty on the Canvas Essentials for Instructors page.

Documented progress in the IT Department's goals of advancing teaching and learning—building on initiatives from the prior NIC Strategic Plan and aligned with the new *NIC Strategic Plan 2025–2030,* can be found in the NIC IT Strategic Plan Progression Report 2025.

The board passed the adoption of Electronic Information Technology Policy and Procedure 3.08.09 on November 19, 2019. As part of this policy, every vendor providing EIT products must submit an Accessibility Conformance Report based on the Voluntary Product Accessibility Template (VPAT®) for review. This process ensures that NIC's digital tools meet accessibility standards such as the Web Content Accessibility Guidelines (WCAG) 2.1 Level A & AA and PDF/UA. All of these efforts are designed to ensure institutional compliance with current accessibility laws, including the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, the Revised Section 508 Standards, and the 21st Century Communications and Video Accessibility Act of 2010, as well as the upcoming Title II update to the ADA, effective April 24, 2026.

Accessibility and Continuous Improvement
This commitment to accessibility not only supports the college's mission of high-quality education for all students, but it also strengthens the broader goals of community engagement and lifelong learning. By bridging gaps that may be physical, digital, and social, NIC ensures that its infrastructure supports a thriving academic environment where everyone has the opportunity to learn and contribute. By embedding accessibility into the physical and digital ecosystem, NIC extends access beyond the classroom and into every touchpoint of the student experience.

Physical Safety and Security
NIC is committed to a safe and secure college environment. The college takes responsibility for providing quality security officers and support staff, with the goal of providing students, faculty, staff, and visitors a safe and stable environment that enhances student success.
Since 2014, NIC has had an assigned School Resource Officer (SRO) who is a detective with the Coeur d'Alene Police Department. The SRO position aids with law enforcement matters concerning the campus that include the adjacent and non-campus area. The SRO routinely conducts training and provides insight to the campus community on lockdown procedures, sexual assault prevention, first responder duties, and victim response. The NIC Security Department webpage contains valuable information and resources on maintaining a safe and aware campus, incident/crime/Title IX reporting forms, crime prevention, and other informational handouts, which are available to the campus community, outreach centers and the public.

The NIC Annual Security Report fulfills Clery reporting requirements and contains crime statistics for the past three years, as well as information on judicial and disciplinary processes. The report is emailed to all students and employees annually, at a minimum, is provided to all prospective students and job applicants, and is accessible on the Security Reports and Manuals.

The Security Department, along with the Community and Government Relations Office, provide access to the Emergency Response and Crisis Protocol and Communications Plans, based upon the Federal Emergency Management Agency's Incident Command system model, which can be located on the security webpage. NIC provides an emergency notification system that informs subscribers, via email, text messaging, phone system and facility-installed notification devices, how to proceed should a situation arise affecting the safety and security of the college community. NIC also uses a Campus Security Authority Crime Reporting Form for reporting and monitoring. NIC security and the SRO work cooperatively with city, county and state law enforcement, fire departments, and Kootenai County Emergency Management entities to maintain needs for communication and emergency preparedness. The protocol is reviewed annually.

The Campus Security team provides oversight on facility access by authorizing and assigning electronic identification card and key accesses for employees and students on the main campus and selected outreach centers. Authorization for building and office access is based not only on the need to conduct daily operations but on emergency sheltering protocols, if required. Campus Security provides a 24/7/365 presence on the main campus, providing regular patrols, rapid emergency response, and continuous surveillance through a comprehensive camera system across campus facilities. An additional officer is assigned during select hours to the Parker Technical Education Center (Parker) in Rathdrum, as well as the Workforce Training Center in Post Falls.

To promote safety awareness for the campus community and comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, commonly referred to as the Clery Act, NIC also publishes an annual Security and Fire Safety Report (Refer to the most recent reports: 2024 and 2025). The Clery Act is a consumer protection law intended to provide the campus community and their families with accurate, complete and timely information about safety on campus so that they can make informed decisions.

The NIC Campus Security page also includes clear and thorough materials and resources related to a variety of safety and security topics. Campus security works closely with the NIC SRO, Kootenai County Emergency Management, fire departments and law enforcement in their respective municipalities for both daily activities and emergency response and planning. The NIC security authority is limited to the geographical boundaries of college properties including land, structures, streets and parking areas. Officers are trained in first aid, emergency preparedness, de-escalation techniques, and Clery Act compliance. In collaboration with local law enforcement and emergency services, NIC regularly conducts drills and training exercises to prepare for a variety of emergency scenarios, including natural disasters, active threats, hazardous waste, and medical incidents. "After action" reports are provided and utilized to enhance and adjust future emergency response protocols.

The college also maintains an emergency alert system (NIC Alert) that delivers timely notifications via text, email, and phone during any critical incidents. Clear procedures for protocol in a variety of emergency scenarios are outlined on the Campus Security Emergency Procedures page and emergency contact numbers and protocols are listed in all classrooms and buildings.

To further enhance campus safety, NIC ensures adequate lighting in parking lots and walkways, and maintains a robust lost-and-found and incident reporting system. The institution fosters a culture of shared responsibility by encouraging community members to report suspicious activity and participate in safety awareness programs such as the Green Dot bystander intervention program, the CARE Program, and Campus Safety Programs. NIC also participates in the **Green Dot** bystander intervention program—a campus- and community-focused initiative aimed at preventing violence before it happens. Through trainings and awareness campaigns, Green Dot encourages everyone across NIC to commit small, meaningful actions ("green dots") that disrupt harmful behaviors and create a culture intolerant of violence.

NIC maintains a strong commitment to student success and campus safety through two other distinct but complementary programs: the Cardinal CARE program and the Safe Campus Program. These initiatives reflect the institution's ongoing efforts to provide a supportive learning environment, promote well-being, and proactively address safety concerns.

The Cardinal CARE Program (Coordination, Assessment, Response, Education) provides coordinated, non-clinical support for students experiencing personal, emotional, academic, or financial challenges. Administered by the Office of Student Support, the program facilitates early intervention by allowing faculty, staff, and students to submit referrals when concerns arise about a student's well-being or academic performance. Once a CARE referral is received, a professional case manager contacts the student to assess their needs and connect them with appropriate on- and off-campus resources.

The Safe Campus Program is a proactive, multidisciplinary initiative designed to identify, assess, and respond to behaviors of concern that may pose a risk to individuals or the broader campus community. This program is not disciplinary in nature; rather, it functions as a preventative measure aimed at reducing potential harm through early identification and intervention. Referrals to the Safe Campus team can be submitted by any member of the campus community. The team, composed of professionals from student services, security, counseling, and academic affairs, evaluates each situation and implements strategies to ensure a safe and supportive campus environment. Through these comprehensive measures, NIC ensures a physically secure and supportive campus environment that prioritizes the well-being of its entire community.

The Annual Security and Fire Safety Report includes statistics for the past three years concerning fires in the dorm and reported crimes that occurred on campus, on surrounding and adjacent public property and in certain off-campus property owned or controlled by NIC. The report also contains information regarding campus security and personal safety topics such as crime prevention, fire safety, disciplinary procedures, how to report crimes and how NIC will notify the campus community regarding threats to their safety.

Each year, NIC sends an email notification to all current students, faculty, and staff regarding the availability of the Annual Security Report. The report can be viewed online at nic.edu/security. Faculty, staff, students, and community members may also request a printed copy from the NIC Security Department at (208) 769-5912. Additional security information and resources are available on the NIC Security webpage.

Hazardous Waste
As of July 1, 2018, the State of Idaho—through the Division of Building Safety—adopted the standards outlined in Industrial Safety Idaho Statutes and Administrative Rules for safety inspections. Consequently, the Occupational Safety and Health Act (29 CFR 1910) applies to all public and private employers within the state. During that same time period, the Idaho Department of Environmental Quality classified NIC as a very small quantity generator (see email communication from January 27, 2018 and November 25, 2019). NIC's classification has not changed since this initial assessment.

NIC engages Clean Harbors for all hazardous waste management and emergency spill response. Clean Harbors is North America's leading provider of environmental and industrial services. The company serves a diverse customer base, including a majority of Fortune 500 companies. Its customer base spans a number of industries, including chemical, energy and manufacturing, as well as numerous government agencies. These customers rely on Clean Harbors to deliver a broad range of services such as end-to-end hazardous waste management, emergency spill response, industrial cleaning and maintenance, and recycling services.
Clean Harbors provides an online record of all hazardous waste disposals that assists the college in complying with all governmental reporting requirements to ensure operations as a very small quantity generator (See NIC's Clean Harbors Account update, approval email, workflow description, Clean Harbors Agreement and the Hazardous Waste Disposal Log).

The college has appropriate policies and procedures addressing the safe use, storage and disposal of hazardous or toxic materials, and has a college-wide collection and tracking process to ensure appropriate and safe disposal. In addition, members of the college facilities leadership team regularly visit areas and conduct safety audits to provide guidance and ensure compliance.

The college has centralized the management of chemical hygiene and disposal to the director of facilities to ensure that all programs and locations are operating safely and within college guidelines and laws. The director of facilities works closely with the Natural Sciences Division lab manager to coordinate all chemical safety efforts across college locations and ensure accurate inventory and disposal (See the Division of Natural Sciences Plan Chemical Hygiene Plan). The college has a Risk Management Committee and a Risk Management resource page. NIC's Risk Management Committee oversees the development and implementation of practices designed to minimize financial, safety, and liability risks on campus, including safety training, proper building maintenance, insurance coverage, accident reporting, and internal controls. In an effort to ensure a safer learning environment and better management of toxic materials, the college removed all underground fuel storage tanks on the main campus during the development of the DeArmond College and University Center and now utilizes a commercial fuel card system for procurement of campus fuel needs.

Cybersecurity
The Information Technology (IT) Department at NIC takes its cybersecurity responsibilities seriously to ensure that student, staff, and faculty information is safe and protected. With the ever-rising increase of bad actors trying to access higher education systems, resources, and information, the department is committed to continually improving its security and response

postures. The full development of cybersecurity protocols, updates, and protections is outlined here in the IT Department's NIC Cybersecurity Profile (2025).

In October 2022 NIC experienced a ransomware event which crippled its network and infrastructure. Because NIC had a robust backup and recovery strategy in place, NIC's IT Department was able to restore login services to academic systems such as Canvas, the student portal, and the Student Information System for students within six hours. All additional primary services were restored within 48 hours. Upon investigating the alert, NIC realized that its traditional approach to Cybersecurity needed to be redesigned and thought about in a different way, primarily focusing on user behaviors that were at one time considered to be red flag rules for insider threats. As identity theft and phishing continues to increase, the NIC IT Department has now focused on data behavioral monitoring in combination with advanced network security. NIC implements a comprehensive set of physical security controls, outlined in the Cybersecurity Profile, to protect its IT systems and infrastructure. The college uses an electronic access control system tied to employee ID cards for sensitive areas such as data closets, with access tightly restricted and monitored via swipe logs. Over 200 surveillance cameras record activity across campus, aiding investigations alongside access logs. The IT Department also conducts regular hardware inventory audits and uses environmental sensors in server rooms to detect hazards like smoke or water leaks. In case of power outages, each data closet is equipped with uninterruptible power supplies (UPS), and NIC's primary data centers have backup generators. These systems are designed to maintain continuity and safeguard critical equipment.

In terms of technical security controls, also detailed in the Cybersecurity Profile, NIC employs multiple layers of protection to defend against cyber threats. These include DNS and URL filtering, next-generation firewalls, endpoint detection and response (EDR) using SentinelOne, and centralized monitoring through extended and managed detection services. NIC uses multi-factor authentication (MFA), Azure Entra for single sign-on, and regular vulnerability scanning (external via CISA and internal via Tenable). Sensitive data is monitored and classified using Varonis to prevent data loss or unauthorized access. Additional administrative security controls are further detailed in the Cybersecurity Profile and include strategies like strict VPN access controls, role-based access control review cycles, security awareness trainings through Ninjio, log auditing, segmented networks, and phishing detection tools. Together, these physical and technical safeguards form a strong cybersecurity framework that protects both NIC's infrastructure and user data.

Information Technology Policies
IT policy begins with the Information Technology Planning and Policy Committee. Once policy additions or changes are identified and drafted, they are sent to President's Cabinet for approval. If the Cabinet approves the new policy or change, it is sent to the College Senate. If the College Senate approves the new policy or change, it is sent to the board for final approval and is ultimately voted on.

> The combination of these policies formulates the entire security policy for NIC.
> The current NIC Policies and Procedures for Information Technology and Security are:
>> Acceptable Use Policy and Procedure 3.08.01
>> Electronic Mail Policy and Procedure 3.08.02
>> Data Stewardship, Security, and Protection Policy and Procedure 3.08.03

Information Technology Security and Response Policy and Procedure 3.08.04
User Authentication Policy and Procedure 3.08.05
Media Sanitation and Disposal Policy and Procedure 3.08.06
Cloud Services Policy and Procedure 3.08.07
Security Awareness Training Policy and Procedure 3.08.08
Electronic Information Technology Accessibility Policy and Procedure 3.08.09
Distance Education Policy and Procedure 3.08.10

Sufficiency in Quantity and Quality: Adequate Facilities
The physical facilities and campuses at NIC are accessible, safe, secure, support the college's mission and provide for quality learning and working environments.

Responsibilities and Duties Policy 2.01.02 charges the board with "engag[ing] in and approv[ing] long-range facilities planning for campus site utilization, physical plant development, and further educational needs," establishing a standing policy expectation that the adequacy of facilities is systematically evaluated and addressed.

The president fulfills this board's charge through monthly recurring reports that include updates on the condition of buildings and grounds drawn from program administration, faculty, and staff, as well as an annual facilities report on major projects and potential upgrades, such as the relocation of the American Indian Student Center to the second floor of the Student Union Building.

In fall 2025, NIC launched a renewed Strategic Plan (described earlier in this section) that embeds an explicit commitment to adequate and robust facilities in the college's long-term direction, including Strategic Objective 5.5, 'Ensure campus facilities support and encourage learning and collaboration' led by the vice president for finance and business affairs, which integrates the evaluation and improvement of facilities sufficiency into the institution's planning and accountability structures. Strategic Objective 2.1, which centers on designing and implementing clear pathways for transfer and Career and Technical Education students in collaboration with business, industry, and higher education partners, likewise depends on sufficient, appropriately equipped classrooms, laboratories, shops, and specialized learning spaces and, as those pathways are refined, creates an ongoing mechanism for assessing whether physical facilities meet external standards and partner expectations. This work is reinforced by strong advisory committees for Nursing, Health Professions, and CTE programs and by NIC's close relationships with Idaho's three public universities, which help ensure that facilities continue to align with current academic and workforce needs.

The college developed an updated Facilities Master Plan and instituted a system to quantify and track deferred maintenance. The college uses several procedures to assess the adequacy of physical space including software to track deferred maintenance. With broad input from stakeholder groups and oversight from the board, the college developed an updated Facilities Master Plan in 2018. This process was led by a diverse team of faculty and staff that received input from each department and unit on campus through peer led meetings. This master plan has been established in concert with the Academic Master Plan and is intended to be responsive to changing instructional needs. The Facilities Master Plan provides a framework and planning

direction for the future development of the campus and provides direction for future capital planning. The purpose of the plan is to forecast future student growth that is likely to occur, to identify changes that will likely take place in delivery methods, offered courses, campus technology and to identify physical plant improvements needed to meet these changes. Through the Facilities Master Plan, college leadership is aware of the current status of existing facilities and is able to make informed decisions regarding the need for any additional structures. Annually, the board sets aside approximately $2,600,000 into a capital reserve for the purpose of capital improvements.

NIC demonstrates that its physical facilities are adequate and responsive to the needs of students, faculty, staff, and the broader community through its commitment to ongoing maintenance, modernization, and accessibility across campus. Key facilities such as the Molstead Library, the Student Wellness and Recreation Center, and the Hedlund Building offer updated academic, wellness, community makerspaces, and student support spaces, while specialized labs in the recently expanded Meyer Health and Sciences Building and Parker support hands-on learning aligned with workforce needs. NIC regularly gathers input through campus climate surveys, program reviews, and facilities planning processes, ensuring responsiveness to evolving needs.

NIC continues to secure external funding to support equipment and program enhancements for career and technical programs. In recent years, the college was awarded approximately $1.27 million from the Idaho Division of Career and Technical Education's Leading Idaho 2.0 grant program to strengthen and expand CTE offerings. These funds complement ongoing federal and institutional investments in facilities, technology, and instructional resources that help ensure programs remain aligned with current industry standards and workforce needs.

A facilities team reviews current inventory, including procurements over the past four years, and makes budget recommendations for equipment replacement. The college has invested $280,000 in facilities equipment replacement, including notable upgrades to landscape equipment, equipment for snow removal and updates to the college's transportation fleet. Facilities has a rolling equipment replacement schedule for all equipment based on useful life. In addition, the college utilizes lease and rental equipment for specific projects where advantageous.

The Office of Finance and Business is responsible for the recording, reporting, and planning of financial resources for the college. Business and Facilities Operations Policy and Procedure 7.02.05 requires the Office of Finance and Business to focus on two goals: ensuring a safe environment for students, staff, and the public; and keeping records for and custodianship of funds and other assets for the college.

The board has authorized the use of a plant fund in the annual budget to manage revenue and expenditures of capital expenses and maintenance and repair items for the college. As part of the budgeting process, the administration reviews all revenues and potential grant opportunities (grants/funds from state and local governments and other entities) as well as related expenditures in the plant fund. The Facilities Master Plan and the capital budget are both managed by the vice president for finance and business affairs.

The college utilizes the NIC Dormitory Housing Commission (DHC), a blended component unit established under Idaho Code § 33-2118, to issue and manage revenue bonds for major capital projects such as the residence hall and the Student Wellness and Recreation Center. As of the most recent audited financial statements, the college's only long-term bonded indebtedness consists of revenue bonds issued through the DHC for the Student Wellness and Recreation Center, with $7.205 million outstanding as of June 30, 2025, down from $7.435 million in 2024. The board and administration regularly monitor this debt within the college's overall financial planning and comply with associated bond covenants, including maintaining required reserves and coverage ratios for principal and interest payments.

As a condition for the issuance of debt, NIC holds in reserve, an amount equal to the largest principal and interest payment for the bonds. Efforts to maintain and expand affordable, accessible student housing through the Dormitory Housing Commission and partnerships with community organizations also align with Strategic Objective 5.6, which calls on the college to expand access to housing, transportation, and other essential services so that students have the support necessary to succeed.

Outside of the DHC, NIC does not have any outstanding debt. The college has no financial obligation to pay the debts of the DHC. It does, however, have responsibility to collect the fees and revenue pledged to the bonds. With the establishment of the capital investment reserve, the college has set aside a revenue stream with the purpose of financing the construction or renovation of facilities. The fund was most recently used to add learning space of the Meyer Health Sciences Center without the use of debt.

Pursuant to the Facilities Master Plan, the fund will support additional identified projects. For FY2026, the board approved a variety of one-time initiatives, demonstrating its commitment to enhancing student learning environments and promoting collaboration through the continued development of public and shared spaces. The Molstead Library has received new, high-quality furniture installations, including private individual study pods and furnishings that support group study, aligning its amenities with the collaborative study standards established in the Meyer Health and Sciences Building, thereby improving comfort and usability for students and advancing Strategic Objective 5.5's focus on learning spaces that support collaboration. Innovation Space enhancements are also part of this commitment, including upgrades to the Innovation Space in the Hedlund Building designed to foster creative, interdisciplinary collaboration among students and faculty. To support programmatic expansion, the Dental Hygiene program has been relocated to a newly constructed addition in the basement of the existing facility, increasing instructional space and accommodating program growth. Other one-time projects funded include investments in information technology infrastructure, the relocation of the American Indian Student Center, and furnishings for the Fort Ground facility.

The Student Wellness and Recreation Center (SWRC) and NIC's Parker Center campus continue to provide high-quality, well-maintained facilities that support both academic excellence and student wellness and engagement. To support continued innovation in learning space design, several employees, including the director of innovation, attended the Summer School Teaching and Learning Studio at Stanford University in 2024 and 2025. The institute focused on

innovative design strategies to enhance problem-solving and emphasized the importance of creating highly interactive physical environments to engage students in learning.

Advanced Technology
Information Technology has a comprehensive plan for developing a technology infrastructure that is aligned with the college master plans. IT provides avenues for input through the IT Policy and Planning Council, the Enterprise Systems Priority Council, the Data Assurance Group, and the Electronic Information Technology Committee. The IT Master Plan focuses on several key areas, including advancing teaching and learning, improving system processes, improving user experiences and outcomes, supporting and maintaining a robust infrastructure, and promoting collaboration and data-informed decision making. A current summary of actions taken on the IT Master Plan can be found here.

NIC is committed to ensuring that the information technology (IT) equipment used at the college is current and replaced within a reasonable lifecycle. To accomplish this, NIC utilizes Equipment Replacement Schedules (ERS) to ensure that critical equipment sets, as defined by the CIO, IT directors, vice president of finance and business affairs, President's Cabinet, and the president remain up to date.

Equipment Schedules
NIC has recently updated several of its schedules to more fully encompass network and infrastructure hardware. To support proactive planning and operational reliability, NIC maintains a comprehensive Equipment Replacement Schedule that is regularly reviewed and updated to ensure timely maintenance and replacement of critical resources. The college manages a dedicated funding stream that provides for adequate maintenance and replacement. Detailed IT Equipment Replacement Scheduling Forecast Models are regularly crafted and adjusted.

As mentioned in other sections of this report, faculty and staff are provided opportunities to provide input on the equipment and instructional resources needed for their respective budgets. Each academic division has designated replacement and repair accounts to manage unexpected events or emergencies that may arise during the academic year as documented in NIC's FY2026 Instructional Equipment Budget (Replacement and Repair).

Required Evidence for Standard 2.I.1
Facilities master plan, including:
Equipment replacement policies and procedures   Asset Management Webpage
Procedures for assessing sufficiency of physical facilities   Asset Management Webpage   Responsibilities and Duties Policy 2.01.02   Strategic Plan 2025-2030 (refer to Strategic Goals 2.1 & 5.5)   NIC IT Strategic Plan Progression Report 2025   Board Monthly Recurring Reports   Annual Facilities Report   Strategic Planning Process   Summary of Replacement Equipment Schedules
Policies and procedures for ensuring accessible, safe, and secure facilities   Facilities Master Plan, 2018-2028   Accommodations for Students and Employees with Disabilities Policy and Procedure 5.13   Accessibility Resource Information Page   Disability Support Services Webpage   NIC's IT Accessibility (A11y) Webpage   ADA – Compliant Accessible Dorm Rooms   Area of Refuge Points for Emergency Situation (Located on the Faculty and Staff Resources Webpage)   Global Accessibility Awareness Day   Annual A11y Accessibility Camp Coeur d'Alene at NIC   Information Technology Accessibility Report   Confirmation of Siteimprove Contract   Faculty Accessibility Compliance trainings and videos   Electronic Information Technology Policy and Procedure 3.08.09   NIC Security Department Webpage   Security Reports and Manuals Webpage   Emergency Response Crisis Protocol Manual   Emergency Text Alert Webpage   Campus Security Authority Crime Reporting Form   Incident Reporting System and Other Safety Information   Campus Security Emergency Procedures Webpage   Green Dot Safety Program   Safe Campus Program   Cardinal Care Program Form (CARE Report)   Risk Management and Insurance Webpage   AIM Student Portal (Located on the Eligibility for Services Webpage)   Business and Facilities Operations Policy 7.02.05   NIC's FY 2025 Instructional Equipment Budget (Replacement and Repair)

Required Evidence for Standard 2.I.1, Continued

Policies and procedures for the use, storage, and disposal of hazardous waste
    Environmental Safety Webpage (Chemical Hygiene Plan)
    Email of evidence of participation in Clean Harbors Program
    Clean Harbors Profile - Email Approval
    Clean Harbors Agreement

Technology master plan and planning processes
    NIC IT Strategic Plan Progression Report 2025
    Information Technology Master Plan
    Summary Actions on IT Master Plan - 2025
    ERS FY 26 Forecast Model

Link to Clery Annual Security Report posted on website
    NIC Annual Security Report
    September 29, 2025, Clery Disclosure Email Notification to NIC Community

Cybersecurity Policies and Procedures, including description of training
    NIC Cybersecurity Profile - 2025
    Acceptable Use Policy and Procedure 3.08.01
    Electronic Mail Policy and Procedure 3.08.02
    Data Stewardship, Security, and Protection Policy and Procedure 3.08.03
    Information Technology Security and Response Policy and Procedure 3.08.04
    User Authentication Policy and Procedure 3.08.05
    Media Sanitation and Disposal Policy and Procedure 3.08.06
    Cloud Services Policy and Procedure 3.08.07
    Security Awareness Training Policy and Procedure 3.08.08
    Electronic Information Technology Accessibility Policy and Procedure 3.08.09
    Distance Education Policy and Procedure 3.08.10

Moving Forward

Mission Fulfillment, Resource Allocation, and Strategic Planning Alignment
NIC will continue to build on the progress made in formalizing our Continuous Improvement Processes and aligning resources with strategic priorities. Our Plan-Do-Study-Act (PDSA) model has created a clear framework for planning, assessment, and resource allocation, and NIC will maintain this approach while seeking opportunities to streamline and integrate processes further. The college will continue to strengthen the connection between student learning outcomes assessment, program review, and strategic initiatives, ensuring that evidence consistently informs planning, resource allocation, and decision-making at all levels. This includes continuing to scale NIC's closed-loop assessment cycle so that we visualize and track how data actively drives improvements in teaching, learning, and institutional effectiveness.

Finally, NIC will continue moving forward with its efforts to scale up these processes across instructional and student service programs, fostering shared understanding and engagement with continuous improvement practices. By building on current successes, the college aims to create a culture in which assessment and resource alignment are fully integrated into the day-to-day work of faculty, staff, and administrators, ensuring that NIC's mission and goals continue to guide all institutional activities.

Preparation for EIE Year 7 Visit (Spring 2027)
The college is actively advancing key institutional improvements in preparation for the Year Seven Evaluation of Effectiveness. A draft template for the Year Seven report is underway, and the executive team will identify section contributors and assign responsibilities for NWCCU standards, narrative development, and supporting evidence documentation.

Building on Momentum with Stabilized Governance
In celebration of stabilized governance at the board level and a steady executive leadership team, including the anticipated appointment of a new permanent provost, NIC looks forward to building on this institutional stability to advance strategic initiatives, strengthen programs, and further integrate assessment and resource alignment practices. This stability positions the college to focus on long-term planning, enhance support for student success, and continue fostering a culture of continuous improvement across all divisions. The welcome news in February 2026 that NWCCU returned the college to Good Standing status marked a pivotal milestone in NIC's recovery and renewed focus on mission fulfillment.

NIC is well positioned to continue celebrating its strengths in serving students and the community, while also pursuing exciting innovations that enhance enrollment, retention, student learning, campus life, and student engagement. With stabilized governance at the board level and a consistent executive team, including the soon-to-be-hired permanent provost, the college is ready to build on recent successes and foster sustainable growth. Moving forward, NIC will focus on deepening growth and retention strategies, such as the college's commitment to a Relationship Rich educational culture, reviving campus night life with after-hours and weekend study spaces, the First Year Experience program, Cardinal Classical Pathway, as well as campus innovation spaces and collaborations, further strengthening student learning outcomes and community impact. These efforts, combined with ongoing attention to continuous improvement

and resource alignment, ensure that the college remains responsive to emerging opportunities and the needs of its learners.

NIC Strategic Plan and Facilities Master Plan
Moving forward, NIC will continue to update the Facilities Master Plan as a guiding framework for strategic campus development and capital planning. By aligning the Facilities Master Plan with the new Strategic Plan, the college ensures that decisions about physical space, technology, and instructional delivery remain responsive to evolving student and program needs. Leadership will continue to use the plan's data on current facilities and deferred maintenance to make informed decisions about future structures, renovations, facilities adjustments, and improvements. With ongoing input from faculty, staff, and other stakeholders, the college will prioritize projects that support anticipated student growth, enhance learning environments, and maintain a modern, flexible campus. The annual allocation of approximately $2,600,000 to the capital reserve ensures that these priorities can be implemented in a deliberate and sustainable manner.