



North Idaho College

FY 2020-2024 Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

- I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA).* [CCM 187]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|---|---|---|---|-----------|
| 65.7% (Fall 08 Credential- Seeking Cohort thru summer 14) | 64.5% (Fall 09 Credential- Seeking Cohort thru summer 15) | 65.8% (Fall 10 Credential- Seeking Cohort thru summer 16) | 65.8% (Fall 11 Credential- Seeking Cohort thru summer 17) | 70% |

Benchmark: 70%¹ (by 2024)

- II. Percentage of NIC Dual Credit students that matriculate at NIC within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends.* [CCM 201]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-----------|
| 34.7% (131/377) Fall 12 Cohort | 34.7% (132/380) Fall 13 Cohort | 29.1% (125/429) Fall 14 Cohort | 26.9% (125/464) Fall 15 Cohort | 35% |

Benchmark: 35%² (by 2024)

III. Percentage of NIC Dual Credit students that matriculate at other institutions within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends. [CCM 202]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-----------|
| 43.8% (165/377) Fall 12 Cohort | 45.0% (171/380) Fall 13 Cohort | 49.2% (211/429) Fall 14 Cohort | 47.8% (222/464) Fall 15 Cohort | 55% |

Benchmark: 55%³ (by 2024)

IV. Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 193]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--|---|---|---|---------------------------------------|
| a) 38 b) 251 c) 676 Total Awards: 965 | a) 29 b) 306 c) 746 Total Awards: 1081 | a) 31 b) 473 c) 690 Total Awards: 1194 | a) 45 b) 610 c) 687 Total Awards: 1342 | Benchmark currently under development |

Benchmark: Benchmark currently under development⁴

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 194]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--|--|--|--|---------------------------------------|
| a) 35 b) 234 c) 661 Total overall unduplicated count: 898 | a) 28 b) 288 c) 729 Total overall unduplicated count: 969 | a) 20 b) 449 c) 674 Total overall unduplicated count: 905 | a) 32 b) 569 c) 656 Total overall unduplicated count: 911 | Benchmark currently under development |

Benchmark: Benchmark currently under development⁵

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends. [CCM 177]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|------------------------|-----------|
| 92% (141/154) | 93% (198/212) | 85% (69/81) | Data not yet available | 90% |

Benchmark: 90%⁶ (by 2021)

- II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends. [CCM 108]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------|
| 74.2% (13,893/18,731) Fall 14 | 76.6% (13,429/17,537) Fall 15 | 78.5% (12,978/16,536) Fall 16 | 79.2% (13,022/16,452) Fall 17 | 82% |

Benchmark: 82% ⁷ (by 2023)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

- I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends. [CCM 155]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-----------|
| 84.4% (708/839) Fall 14 to Spr 15 | 80.9% (648/801) Fall 15 to Spr 16 | 83.5% (631/756) Fall 16 to Spr 17 | 82.2% (638/776) Fall 17 to Spr 18 | 84% |

Benchmark: 84% ⁸ (by 2021)

- II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 025]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--|--|--|---|---|
| 57.6% (377/655) Fall 14 cohort NIC Rank 53% | 51.7% (323/625) Fall 15 cohort NIC Rank --- | 59.6% (352/591) Fall 16 cohort NIC Rank 67% | 53.6% (313/584) Fall 17 cohort Rank not available | Rank of 60% against IPEDS comparator institutions |

Benchmark: Rank of 60% against IPEDS comparator institutions ⁹ (by 2021)

- III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 026]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--|---|--|--|---|
| 38.8% (112/289) Fall 14 cohort NIC Rank 58% | 33.1% (98/296) Fall 15 cohort NIC Rank --- | 43.2% (117/271) Fall 16 cohort NIC Rank 67% | 39.2% (82/209) Fall 17 cohort Rank not yet available | Rank of 60% against IPEDS comparator institutions |

Benchmark: Rank of 60% against IPEDS comparator institutions ¹⁰ (by 2021)

- IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends. [CCM 195]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------|--------------------|--------------------|--------------------|---------------------------------------|
| 5.8% (341/5871) | 6.8% (374/5483) | 7.2% (361/5042) | 7.1% (331/4687) | Benchmark currently under development |

Benchmark: Benchmark currently under development ¹¹

- V. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--|
| 22% (187/832) Fall 12 Cohort | 25% (185/752) Fall 13 Cohort | 23% (151/653) Fall 14 Cohort | 27% (169/625) Fall 15 Cohort | Rank of 60% against IPEDS comparator institutions |
| NIC Rank 47% | NIC Rank 50% | NIC Rank 54% | Rank not yet available | |

Benchmark: Rank of 60% against IPEDS comparator institutions¹² (by 2024)

- VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 199]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|---------------------------------|---------------------------------|--------------------------------|---------------------------------|--|
| 16% (130/832) Fall 12 Cohort | 16% (119/752) Fall 13 Cohort | 15% (97/653) Fall 14 Cohort | 17% (105/625) Fall 15 Cohort | Rank of 60% against IPEDS comparator institutions |
| NIC Rank 47% | NIC Rank 50% | NIC Rank 62% | Rank not yet available | |

Benchmark: Rank of 60% against IPEDS comparator institutions¹³ (by 2024)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

- I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|-------------------------|-------------------------|-------------------------|-------------------------|-----------|
| 3.3% (7,368/221,398) | 3.2% (7,103/225,007) | 3.0% (6,928/230,072) | 3.1% (7,235/234,845) | 3.6% |

Benchmark: 3.6%¹⁴ (by 2023)

- II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|-------------------------|-------------------------|-------------------------|-------------------------|-----------|
| 2.1% (4,625/221,398) | 2.2% (4,989/225,007) | 2.1% (4,878/230,072) | 2.1% (4,883/234,845) | 3.0% |

Benchmark: 3.0%¹⁵ (by 2023)

- III. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher. *Statewide Performance Measure. Source: NIC Trends. [CCM 203/204]*

Math

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------------------|--------------------------------|----------------------------------|----------------------------------|---------------------------------------|
| 3.6% (41/1130) 13-14 Cohort | 8.2% (90/1095) 14-15 Cohort | 13.0% (137/1054) 15-16 Cohort | 22.6% (304/1344) 16-17 Cohort | Benchmark currently under development |

English

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------|
| 16.7% (73/436) 13-14 Cohort | 30.0% (137/457) 14-15 Cohort | 50.9% (244/479) 15-16 Cohort | 60.9% (361/593) 16-17 Cohort | Benchmark currently under development |

Benchmark: Benchmark currently under development¹⁶

- IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends. [CCM 198]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|
| 22.1% (432/1952) 12-13 Cohort | 24.1% (426/1771) 13-14 Cohort | 27.8% (431/1549) 14-15 Cohort | 27.1% (427/1575) 15-16 Cohort | Benchmark currently under development |

Benchmark: Benchmark currently under development¹⁷

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

- I. Percentage of instructional programs that describe changes/improvements to programs as a result of the Program Review process. *Source: NIC Trends. [CCM 189]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|------------------|--|
| | | | 100% | New measure; benchmark currently under development |

Benchmark: New measure; benchmark currently under development¹⁸

- II. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 162]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--|---|--|---|-----------|
| 52.2 Spring 15 Top Schools 58.9 | Survey administered on a two-year rotation; no data available | 52.2 Spring 17 Top Schools 58.5 | Survey administered on a two-year rotation; no data available | 53.0 |

Benchmark: 53.0¹⁹ (by 2022)

III. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 165]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--|---|--|---|-----------|
| 46.4 Spring 15 Top Schools 59.8 | Survey now administered on a two-year rotation; no data available | 44.2 Spring 17 Top Schools 58.4 | Survey now administered on a two-year rotation; no data available | 46.0 |

Benchmark: 46.0²⁰ (by 2022)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends. [CCM 114]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|---|------------------|------------------|------------------|-----------|
| Not assessed, resources allocated to another initiative | 81% | 81% | 89% | 80% |

Benchmark: At least 80% of SLOA goals are consistently progressing or met²¹ (by 2023)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends. [CCM 029]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|----------------------------|----------------------------|----------------------------|----------------------------|-----------|
| 0.8:1.0 163 FT & 194 PT | 0.8:1.0 161 FT & 207 PT | 0.8:1.0 156 FT & 208 PT | 0.8:1.0 160 FT & 208 PT | 0.8:1.0 |

Benchmark: No less than 0.8:1.0²² (by 2023)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends. [CCM 115]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|------------------|-------------------------------------|
| \$141,091 | \$113,822 | \$132,436 | \$175,618 | Maintain or increase funding levels |

Benchmark: Maintain or increase funding levels²³ (by 2022)

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

- I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|------------------|-----------|
| 94% (237/250) | 98% (253/256) | 98% (313/320) | 98% (322/330) | 100% |

Benchmark: 100% ²⁴ (by 2023)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

- I. Licensure Pass Rates. *Source: NIC Trends.* [CCM 091]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|------------------|-----------|
| 98% | 99% | 99% | 97% | 100% |

Benchmark: 100% ²⁵ (by 2023)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

- I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source: State Board of Education Dual Credit Report.* [CCM 020]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------|--------------------|-------------------|--------------------|--|
| 2,969 (+23.76%) | 3,639 (+22.57%) | 3,828 (+5.19%) | 7,093 (+85.29%) | Benchmark has been met; new benchmark is currently under development |

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁶

- II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.* [CCM 019]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------------------|----------------------------------|----------------------------------|----------------------------------|--|
| 9,922 credits (9% of total) | 12,213 credits (11% of total) | 13,481 credits (13% of total) | 17,672 credits (18% of total) | Benchmark has been met; new benchmark is currently under development |

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁷

- III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.* [CCM 017]

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|-----------------------|-------------------------|-------------------------|-------------------------|--|
| 993 (13% of total) | 1,165 (16% of total) | 1,377 (20% of total) | 2,036 (28% of total) | Benchmark has been met; new benchmark is currently under development |

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁸

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: NIC Trends. [CCM 015]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|---|---|---|---|---|
| 14,183 credits (25.1% of total) Fall 14 | 12,738 credits (24.3% of total) Fall 15 | 11,971 credits (23.9% of total) Fall 16 | 11,791 credits (24.1% of total) Fall 17 | 25% of total student credit hours |

Benchmark: 25% of total student credit hours is achieved ²⁹ (by 2023)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends. [CCM 105]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--|---|---|---|--|
| 80.1% White 14.2% Other 5.7% Unknown | 78.2% White 10.6% Other 11.2% Unknown | 77.9% White 11.2% Other 10.9% Unknown | 76.4% White 12.2% Other 11.4% Unknown | Maintain a diverse, or more diverse population than the population within NIC's service region |

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region ³⁰ (by 2023)

II. Students surveyed perceive NIC provides an inclusive, respectful and safe environment. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 123]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|--|---|
| | | | Question developed; next survey round in 2021 | New measure; benchmark currently under development |

Benchmark: New measure; benchmark currently under development ³¹

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 106]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|---|--|---|--|---|
| 42.6% Spring 15 National Average 53.5% | Survey administered on a two-year rotation; no data available | 38.5% Spring 17 National Average 55.1% | Survey administered on a two-year rotation; no data available | Increase by 2% annually until the national average is met or exceeded |

Benchmark: Increase by 2% annually until the national average is met or exceeded ³² (by 2022)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

- I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends. [CCM 174]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|-------------------|---|
| | | New | No Data Collected | Proficiency outcomes will be defined by spring 2020 |

Benchmark: Proficiency outcomes will be defined³³ (by spring 2020)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

- I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends. [CCM 172]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|------------------|------------------|--|
| 30.0% | 29.1% | 26.6% | 24.5% | Total tuition revenue not to exceed 37.5% of revenue |

Benchmark: Total tuition revenue not to exceed 37.5% of revenue³⁴ (by 2023)

- II. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|-------------------|-------------------|-------------------|-------------------|---|
| \$3,022 | \$3,214 | \$3,288 | \$3,494 | Rank of 60% against IPEDS comparator institutions |
| NIC Rank 72.7% | NIC Rank 72.7% | NIC Rank 72.7% | NIC Rank 59.1% | |

Benchmark: Rank of 60% against IPEDS comparator institutions³⁵ (by 2021)

- III. Graduates per \$100k – Graduates per \$100,000 of education and related spending by institutions as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 159]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|---------------------|---------------------|---------------------|------------------------------------|---|
| 2.06 (898 Grads) | 2.07 (969 Grads) | 1.79 (905 Grads) | IPEDS financials not yet available | Rank of 60% against IPEDS comparator institutions |
| NIC Rank 36% | NIC Rank 50% | NIC Rank 59% | Rank not yet available | |

Benchmark: Rank of 60% against IPEDS comparator institutions³⁶ (by 2023)

IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends. [CCM 170]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------------|
| \$196,663 Net revenue | \$174,795 Net revenue | \$195,039 Net revenue | (\$41,047) Net Deficit | Annual direct costs maintained |

Benchmark: Annual direct costs maintained ³⁷ (by 2023)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.
This objective is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.
Performance Measures

I. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends. [CCM 192]*

| FY15 (2014-2015) | FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | Benchmark |
|------------------|------------------|---|---|---|
| | | \$0.98 per gross square foot \$702,624/719,173 square feet | \$0.99 per gross square foot \$720,212/727,863 square feet | Benchmark will be defined after 3 years of data is gathered |

Benchmark: Benchmark will be defined after three years of data is gathered ³⁸ (by 2020)

KEY EXTERNAL FACTORS

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
 - The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College’s core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College’s goals for the strategic plan are also the college’s core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

RED TAPE REDUCTION ACT

Please see the Board of Education strategic plan for Red Tape Reduction Act information.

Footnotes

¹ Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year.

² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers.

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Other Institutions excludes NIC.

⁴ Benchmark currently under development. Total awards by award level.

⁵ Benchmark currently under development.

⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only.

⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.

⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

⁹ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

¹⁰ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

¹¹ Benchmark currently under development. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring.

¹² Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹³ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁶ Benchmark currently under development.

¹⁷ Benchmark currently under development. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253.

¹⁸ New measure; benchmark currently under development. There were only two programs under review in FY2018. In the Program Review document for Communications, there is wording of “improvements” in section 7.1. In the document for Culinary Arts, there is a statement that improvements were made to curriculum as a result of advisory committee meetings documented in section 7.4.

¹⁹ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²⁰ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.

²² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.

²³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Actual dollars spent on professional development.

²⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY18 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, Radiography Technology, and Medical Laboratory Technology.

²⁶ Benchmark has been met; new benchmark is currently under development.

²⁷ Benchmark has been met; new benchmark is currently under development.

²⁸ Benchmark has been met; new benchmark is currently under development.

²⁹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites.

³⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 7.9% Other, and 2.1% Unknown. Source = U.S. Census Bureau Quick Facts, July 2017.

³¹ New measure; benchmark currently under development. Data will represent one custom survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

³² Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

³³ Proficiency outcomes will be defined by spring 2020. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing.

³⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

³⁵ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

³⁶ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated. Includes all degrees/certificates as reported to IPEDS, including those certificates of less than one year.

³⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. The deficit in 17-18 is due to an unusual increase in "other expenses" - \$1.3M that resulted in a negative balance of \$177K for residence hall income for that year. Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC. Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs. The Student Wellness & Recreation Center is funded by student fees and building revenues. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center.

³⁸ Benchmark will be defined after three years of data is gathered.

Appendix 1

| | Goal 1: EDUCATIONAL SYSTEM ALIGNMENT | Goal 2: EDUCATIONAL ATTAINMENT | Goal 3: WORKFORCE READINESS |
|---|---|--------------------------------------|-----------------------------------|
| Institution/Agency Goals and Objectives | | | |
| GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life | | | |
| Objective A: Provide innovative, progressive, and student-centered programs and services. | ✓ | ✓ | |
| Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience. | | ✓ | ✓ |
| Objective C: Promote programs and services to enhance access and successful student transitions. | | ✓ | |
| GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes | | | |
| Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region. | | ✓ | ✓ |
| Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning. | ✓ | | ✓ |
| Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement. | ✓ | ✓ | |
| Objective D: Recognize and expand faculty and staff scholarship through professional development. | ✓ | | |
| GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs | | | |

| | | | |
|---|---|---|---|
| Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve. | | | ✓ |
| Objective B: Demonstrate commitment to the economic/business development of the region. | | | ✓ |
| Objective C: Promote North Idaho College in the communities we serve. | | ✓ | |
| Objective D: Enhance community access to college. | | ✓ | |
| GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency | | | |
| Objective A: Foster a culture of inclusion. | ✓ | | |
| Objective B: Promote a safe and respectful environment. | ✓ | | |
| Objective C: Develop culturally competent faculty, staff and students. | | | |
| GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources | | | |
| Objective A: Exhibit trustworthy stewardship of resources. | | ✓ | |
| Objective B: Demonstrate commitment to an inclusive and integrated planning environment. | ✓ | | |
| Objective C: Explore, adopt, and promote initiatives that help sustain the environment. | | | |

Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College (NIC) has adopted the National Institute of Standards and Technology (NIST) Framework and is currently aligning security practices to the framework and subcategories. NIC has worked with other CIO's and Security teams in Idaho Higher Education and have adopted the CSC controls along agreed upon exceptions where the nature of higher education limit the ability to fully satisfy each control (see exceptions below).

CSC Controls Progress (Note: This list reflects CSC numbering as defined when NIC first implemented them and not the latest Version 7)

| Control | Progress | Expected Substantial Completion | Exceptions | Notes |
|---|------------------------------------|---------------------------------|--|---|
| CSC 1: Inventory of Authorized and Unauthorized Devices | Implemented with exceptions | August 2018 | 802.1x certificates for all devices | Currently implemented on all NIC owned machines. Unable to inventory all public wireless devices. |
| CSC 2: Inventory of Authorized and Unauthorized Software | Implemented with exceptions | August 2018 | Software Whitelisting | Currently implemented on all NIC owned machines. Due to nature of education and software, management of white listing every application is not feasible. |
| CSC 3: Secure Configurations for Hardware and Software | Mostly Implemented with exceptions | August 2018 | File integrity checking tools | Currently done as best practices. Continue to align to NIST framework and document practices for standardization. NIC does not currently have a Security Content Automation Protocol (SCAP) tool. |
| CSC 4: Continuous Vulnerability Assessment and Remediation Control Description | Implemented with exceptions | June 2018 | Scope of scanning limited to servers only | Does not include third party/independent scanning. |
| CSC 5: Controlled Use of Administrative Privileges | Implemented with exceptions | June 2018 | Scope of control limited to server core and network admin privileges | All Windows Server Admin credentials now utilize controlled use of Admin Privileges. |