



# North Idaho College

FY 2021-2025  
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]  
Benchmark: 70% <sup>1</sup> (by 2025)
- II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. *Source: NIC Trends.* [CCM 227]  
Benchmark: 35% <sup>2</sup> (by 2025)
- III. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]  
Benchmark: 55% <sup>3</sup> (by 2025)
- 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]  
Benchmark: a) 70 b) 650 c) 700 <sup>4</sup>
- 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]

Benchmark: a) 60 b) 600 c) 700<sup>5</sup>

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]  
Benchmark: 90%<sup>6</sup> (by 2022)
- II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]  
Benchmark: 82%<sup>7</sup> (by 2024)

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]  
Benchmark: 84%<sup>8</sup> (by 2022)
- 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]  
Benchmark: 60%<sup>9</sup> (by 2025)
- 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]  
Benchmark: 40%<sup>10</sup> (by 2025)
- 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]  
Benchmark: 10%<sup>11</sup>
- 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]  
Benchmark: Rank of 60% against IPEDS comparator institutions<sup>12</sup> (by 2025)
- 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]  
Benchmark: Rank of 60% against IPEDS comparator institutions<sup>13</sup> (by 2025)

**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]  
Benchmark: 3.6% <sup>14</sup> (by 2024)
- II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]  
Benchmark: 3.0% <sup>15</sup> (by 2024)
- 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  
English  
Benchmark: Math 25%; English 35% <sup>16</sup>
- IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends.* [CCM 198]  
Benchmark: 30% <sup>17</sup>

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

*Performance Measures*

- I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]  
Benchmark: 53.0 <sup>18</sup> (by 2023)
- II. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]  
Benchmark: 46.0 <sup>19</sup> (by 2023)

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]  
Benchmark: At least 80% of SLOA goals are consistently progressing or met <sup>20</sup> (by 2024)
- II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]  
Benchmark: No less than 0.8:1.0 <sup>21</sup> (by 2024)

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]  
Benchmark: Maintain or increase funding levels <sup>22</sup> (by 2023)

### **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]  
Benchmark: 100%<sup>23</sup> (by 2024)

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]  
Benchmark: 100%<sup>24</sup> (by 2024)

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]  
Benchmark: +10%<sup>25</sup>
- II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.* [CCM 019]  
Benchmark: 20%<sup>26</sup>
- III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.* [CCM 017]  
Benchmark: 25%<sup>27</sup>

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

#### *Performance Measures*

- I. Distance Learning proportion of credit hours. *Source: NIC Trends.* [CCM 015]  
Benchmark: 25% of total student credit hours is achieved<sup>28</sup> (by 2024)

### **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]  
Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region<sup>29</sup> (by 2024)

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]

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
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	50.1% Spring 19  National Average 56.2%	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 <sup>30</sup> (by 2023)

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]*  
Benchmark: Proficiency outcomes will be defined <sup>31</sup> (by spring 2021)

**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]*  
Benchmark: Total tuition revenue not to exceed 33.3% of revenue <sup>32</sup> (by 2024)
- 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]*  
Benchmark: Rank of 60% against IPEDS comparator institutions <sup>33</sup> (by 2022)
- 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]*  
Benchmark: Rank of 60% against IPEDS comparator institutions <sup>34</sup> (by 2024)
- IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends. [CCM 170]*  
Benchmark: Annual direct costs maintained <sup>35</sup> (by 2024)

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]*  
Benchmark: \$0.90 per gross square foot <sup>36</sup> (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 Associate Vice President for Planning and Effectiveness leads the President's Cabinet 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

Administrative Rules are promulgated through the State Board of Education. This information is contained in the State Board of Education's K-20 Strategic Plan.

## Footnotes

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<sup>1</sup> 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.

<sup>2</sup> 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. ~~Numbers are as of March 3, 2020.~~ Students who graduate during a fall or winter term may not be fully represented.<sup>3</sup> 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. Students who graduate during a fall or winter term may not be fully represented.

<sup>4</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Total awards by award level.

<sup>5</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>6</sup> 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.

<sup>7</sup> 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.

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

<sup>9</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population.

<sup>10</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population.

<sup>11</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Based on a cohort of new students. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring.

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

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

<sup>14</sup> 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.

<sup>15</sup> 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.

<sup>16</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>17</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253.

<sup>18</sup> 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.

<sup>19</sup> 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.

<sup>20</sup> 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.

<sup>21</sup> 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.

<sup>22</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees.

<sup>23</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>24</sup> 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. FY19 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, Radiography Technology, and Medical Laboratory Technology.

<sup>25</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>26</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>27</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>28</sup> 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.

<sup>29</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 8.2% Other, and 1.8% Unknown. Source = U.S. Census Bureau Quick Facts, July 2018.

<sup>30</sup> 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.

<sup>31</sup> Proficiency outcomes will be defined by spring 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing.

<sup>32</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

<sup>33</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

<sup>34</sup> 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.

<sup>35</sup> 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.

<sup>36</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

## Appendix 1

	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
<b>Institution/Agency Goals and Objectives</b>			
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.		✓	
<b>GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency</b>			
Objective A: Foster a culture of inclusion.	✓		
Objective B: Promote a safe and respectful environment.	✓		
Objective C: Develop culturally competent faculty, staff and students.			
<b>GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources</b>			
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).

**2020 CSC Controls Progress (Note: CIS Controls V7.1 – We are moving to the new model which incorporates six Basic Controls and is a modification from the earlier five Controls, which is included below this updated model for comparison):**

Basic Control	Progress	Expected Substantial Completion	Exceptions	Notes
<b>CSC 1:</b> Inventory and Control of Hardware Assets	Implemented with exceptions.	Fall 2020	802.1x certificates for all devices	Impossible to do client certs for all devices. Also, 802.1x port authentication testing in one facility with plans to expand.
<b>CSC 2:</b> Inventory and Control of Software Assets	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.
<b>CSC 3:</b> Continuous Vulnerability Management	Mostly Implemented with exceptions	August 2021	Scope of scanning limited to servers only.	Does not include third party/independent scanning. Scanning not implemented on end user workstations. Currently has scanning solution, yet is reviewing SCAP integrations.
<b>CSC 4:</b> Controlled Use of Administrative Privileges	Implemented with exceptions	December 2020	Scope of control limited to server core and network admin privileges.	All Windows Server Admin credentials now utilize controlled use of Admin Privileges. Currently working on project to remove admin privileges from user workstations.

<b>CSC 5:</b> Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers	Implemented with exceptions	June 2018	Secure configuration on Mobile Devices and Laptops	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. We continue to use secure configuration on servers.
<b>CSC 6:</b> Maintenance, Monitoring and Analysis of Audit Logs	Implemented with exceptions	March 2020	Scope of monitoring and analysis limited to servers only.	Very limited scope on workstations, mobile devices, and laptops. All servers have the audit logs maintained, monitored, and analyzed.

**Pre-2020 CSC Controls Progress (Note: This list reflects CSC numbering as defined when NIC first implemented them and not the latest Version 7.1)**

Control	Progress	Expected Substantial Completion	Exceptions	Notes
<b>CSC 1:</b> 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.
<b>CSC 2:</b> 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.
<b>CSC 3 (5):</b> 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.
<b>CSC 4 (3):</b> 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.