

03/18/2021



North Idaho College

FY 2022-2026 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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
65.8% (Fall 10 Credential- Seeking Cohort thru summer 16)	65.8% (Fall 11 Credential- Seeking Cohort thru summer 17)	64.9% (Fall 12 Credential- Seeking Cohort thru summer 18)	66.7% (Fall 13 Credential- Seeking Cohort thru summer 19)	70%

Benchmark: 70% ¹ (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
33.5% (247/737) 2016 High School Graduate Cohort	28.7% (279/973) 2017 High School Graduate Cohort	31.8% (346/1087) 2018 High School Graduate Cohort	26.8% (325/1212) 2019 High School Graduate Cohort	35%

Benchmark: 35% ² (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
52.8% (389/737) 2016 High School Graduate Cohort	51.0% (496/973) 2017 High School Graduate Cohort	51.7% (562/1087) 2018 High School Graduate Cohort	50.7% (614/1212) 2019 High School Graduate Cohort	55%

Benchmark: 55%³ (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: NIC Trends. [CCM 238]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
a) 74 b) 431 c) 687 Total Awards: 1192	a) 98 b) 556 c) 690 Total Awards: 1344	a) 74 b) 604 c) 681 Total Awards: 1359	a) 121 b) 620 c) 659 Total Awards: 1400	a) 125 b) 630 c) 700

Benchmark: a) 125 b) 630 c) 700⁴ (by 2025)

Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.

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: NIC Trends. [CCM 239]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
a) 57 b) 422 c) 675 Total overall unduplicated count: 906	a) 77 b) 534 c) 659 Total overall unduplicated count: 913	a) 65 b) 583 c) 650 Total overall unduplicated count: 872	a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 110 b) 610 c) 700

Benchmark: a) 110 b) 610 c) 700⁵ (by 2025)

Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.

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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
85%	82%	Data coming soon	Data not yet available	90%

Benchmark: 90%⁶ (by 2022)

Note: FY19 is due to ICTE on April 30 so this data is not yet available, but coming soon.

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
78.5% (12,978/16,536) Fall 16	79.2% (13,022/16,452) Fall 17	81.0% (13,459/16,614) Fall 18	81.0% (12,854/15,873) Fall 19	82%

Benchmark: 82% ⁷ (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
80.1% (686/857) Fall 16 to Spr 17	79.9% (658/824) Fall 17 to Spr 18	80.7% (671/832) Fall 18 to Spr 19	79.8% (604/757) Fall 19 to Spr 20	84%

Benchmark: 84% ⁸ (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
57.0% (389/683) Fall 16 cohort	53.3% (356/668) Fall 17 cohort	55.0% (377/686) Fall 18 cohort	56.1% (361/644) Fall 19 cohort	60%

Benchmark: 60% ⁹ (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
34.3% (93/271) Fall 16 cohort	35.9% (85/237) Fall 17 cohort	32.6% (78/239) Fall 18 cohort	35.4% (86/243) Fall 19 cohort	40%

Benchmark: 40% ¹⁰ (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
8.0% (363/4533)	8.2% (345/4198)	8.5% (332/3889)	7.8% (288/3685)	10%

Benchmark: 10% ¹¹ (by 2025)

- 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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
23% (151/653) Fall 14 Cohort	27% (169/625) Fall 15 Cohort	25% (174/685) Fall 16 Cohort	28% (188/668) Fall 17 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 54%	NIC Rank 58%	NIC Rank 55%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹² (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
17% (105/625) Fall 15 Cohort	16% (112/685) Fall 16 Cohort	20% (135/668) Fall 17 Cohort	19% (128/686) Fall 18 Cohort	Rank of 65% against IPEDS comparator institutions
NIC Rank 67%	NIC Rank 73%	Rank not yet available	Rank not yet available	

Benchmark: Rank of 65% against IPEDS comparator institutions¹³ (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
3.0% (6,928/230,072)	3.1% (7,235/234,845)	2.9% (6,900/240,202)	2.7% (6,586/245,861)	3.6%

Benchmark: 3.6%¹⁴ (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
2.1% (4,878/230,072)	2.1% (4,883/234,845)	2.3% (5,419/240,202)	1.8% (4,471/245,861)	3.0%

Benchmark: 3.0%¹⁵ (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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
17.5% (190/1088) 15-16 cohort	25.2% (245/971) 16-17 cohort	22.6% (171/757) 17-18 cohort	24.5% (135/551) 18-19 cohort	25%

English

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
30.6% (119/389) 15-16 cohort	30.2% (116/384) 16-17 cohort	23.0% (90/392) 17-18 cohort	28.9% (81/280) 18-19 cohort	35%

Benchmark: Math 25%; English 35%¹⁶ (by 2024)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
28.1% (436/1552) 14-15 cohort	27.4% (433/1578) 15-16 cohort	29.1% (493/1695) 16-17 cohort	33.6% (575/1713) 17-18 cohort	35%

Benchmark: 35%¹⁷ (by 2024)

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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
52.2 Spring 17 Top Schools 58.5	Survey administered on a two-year rotation; no data available	50.9 Spring 19 Top Schools 60.1	Survey administered on a two-year rotation; no data available	53.0

Benchmark: 53.0¹⁸ (by 2023)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
44.2 Spring 17 Top Schools 58.4	Survey now administered on a two-year rotation; no data available	48.6 Spring 19 Top Schools 60.9	Survey administered on a two-year rotation; no data available	48.0

Benchmark: 46.0¹⁹ (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
81%	89%	89%	81%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met ²⁰ (by 2024)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
0.8:1.0 156 FT & 208 PT	0.8:1.0 160 FT & 208 PT	0.8:1.0 161 FT & 210 PT	0.7:1.0 150 FT & 213 PT	0.8:1.0

Benchmark: No less than 0.8:1.0 ²¹ (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$132,436	\$175,618	\$180,950	\$89,267	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels ²² (by 2024)

Note: FY20 decline due to COVID-related travel restrictions.

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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
98% (313/320)	98% (322/330)	96% (348/363)	98% (281/286)	100%

Benchmark: 100% ²³ (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
99%	97%	99%	92%	100%

Benchmark: 100%²⁴ (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
3,828 (+5.19%)	7,093 (+85.29%)	8,111 (+14.35%)	7,721 (-4.81%)	+10%

Benchmark: +10%²⁵ (by 2024)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
13,481 credits (13% of total)	17,672 credits (18% of total)	19,594 credits (20% of total)	19,658 credits (21% of total)	20%

Benchmark: 20%²⁶ (by 2024)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
1,377 (20% of total)	2,036 (28% of total)	1,983 (29% of total)	1,970 (30% of total)	25%

Benchmark: 25%²⁷ (by 2024)

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

Performance Measures

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
11,971 credits (23.9% of total) Fall 16	11,791 credits (24.1% of total) Fall 17	11,805 credits (24.7% of total) Fall 18	11,520 credits (25.4% of total) Fall 19	27% of total student credit hours

Benchmark: 27% of total student credit hours is achieved²⁸ (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
77.9% White 11.2% Other 10.9% Unknown	76.4% White 12.2% Other 11.4% Unknown	78.3% White 13.2% Other 8.5% Unknown	77.8% White 14.5% Other 7.7% 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 ²⁹ (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
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%	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 ³⁰ (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]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
New	No Data Collected	86% (226/262)	88% (2,752/3,123)	90%

Benchmark: 90% of degree seeking students (by 2024) ³¹

Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.

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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
26.6%	24.5%	23.9%	23.1%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue³² (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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$3,288	\$3,360	\$3,396	\$3,396	Rank of 60% against IPEDS comparator institutions
NIC Rank	NIC Rank	NIC Rank	NIC Rank	
72.7%	68.2%	72.7%	72.7%	

Benchmark: Rank of 60% against IPEDS comparator institutions³³ (by 2022)

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$195,039 Net revenue	(\$41,047) Net loss <i>(see footnote)</i>	\$22,927 Net revenue	(\$130,011) Net loss <i>(see footnote)</i>	Annual direct costs maintained

Benchmark: Annual direct costs maintained³⁴ (by 2025)

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]*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	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	\$0.94 per gross square foot \$684,137/727,863 square feet	\$0.86 per gross square foot \$653,996/756,863 square feet	\$0.90 per gross square foot

Benchmark: \$0.90 per gross square foot³⁵ (by 2022)

KEY EXTERNAL FACTORS

- Changes in the economic environment, including the COVID-19 pandemic
- 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 Executive Accreditation and Planning Team 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.

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. NIC will discontinue the VFA survey after AY2021.

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. Numbers are as of 3/8/2021. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented.

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. Numbers are as of 3/8/2021. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented.

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

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. FY19 data is due to ICTE on April 30 so this data is not yet available, but coming soon.

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 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. FY20 numbers are pre-IPEDS submission.

¹⁰ 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. FY20 numbers are pre-IPEDS submission.

¹¹ 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. Numbers revised February 2021. Refreshed nightly so numbers may change slightly, i.e. incomplete grade changes.

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. FY20 numbers (Fall 18 cohort) are pre-IPEDS submission and should be considered preliminary at this point.

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

¹⁷ 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, 147, 157, 160, 170, and 253.

¹⁸ 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.

¹⁹ 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.

²⁰ 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.

²¹ 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.

²² 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. FY20 is substantially lower due to COVID-related travel restrictions.

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

²⁴ 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. FY20 includes Pharmacy Tech, Medical Lab Tech, Medical Assistant, Law Enforcement, Physical Therapist Assistant, Registered Nursing, and Practical Nursing.

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

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

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

²⁸ 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. FY19 (Fall 18 cohort) has been revised.

²⁹ 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 2019.

³⁰ 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.

³¹ Proficiency outcomes were recently defined (spring 2021). GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started

collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.

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

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

³⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. The net loss in 19-20 is due to the pandemic. The deficit in 17-18 was 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.

³⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.