Part I – Agency Profile

History

North Idaho College was first known as Coeur d'Alene Junior College, a private school that was started in 1933 and operated for six years. The state legislature passed the Junior College Act in January 1939, which permitted qualified areas to establish junior college districts by a vote of eligible electors. Coeur d'Alene Junior College became North Idaho Junior College in June of 1939. On July 31, 1971, the college changed its name to North Idaho College. NIC's service area is the Idaho Panhandle, which includes Kootenai, Benewah, Bonner, Shoshone, and Boundary Counties.

General Information

North Idaho College is a comprehensive community college established in 1933 on the shores of Lake Coeur d'Alene at the headwaters of the Spokane River. NIC's vibrant college community includes 6,000+ students enrolled annually in credit courses and more than 4,800 students taking non-credit courses. College faculty and staff relentlessly focus on providing a rich, rewarding higher education experience for every student.

NIC offers a broad spectrum of career paths for students to choose from, with more than 80 academic degree, and career and technical education certificate programs. These career pathways at NIC cover various interest areas, including arts, communications and humanities; healthcare; science, technology, engineering and math; business administration and management; manufacturing and trades; and social sciences and human services.

With state-of-the-art facilities, the college's beautiful main campus is in Coeur d'Alene, Idaho, a waterfront city of 52,400 residents. Coeur d'Alene lies within Kootenai County, which is home to 165,000 citizens. The larger city of Spokane, Washington, is just 34 miles west. The greater Spokane-Coeur d'Alene metropolitan area, with a population of 734,000+, is the economic and cultural center of the U.S. Inland Northwest.

NIC plays a vital role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents of Idaho's five northern counties with the NIC Sandpoint center in Sandpoint, Idaho, online services and courses, and comprehensive outreach services. The college's regional facilities include the NIC Parker Technical Education Center in Rathdrum and the Workforce Training Center in Post Falls.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

Revenue and Expenditures

Revenue	FY 2018	FY 2019	FY 2020	FY 2021
General Funds	$12,725,000	$12,909,900	12,430,200	11,805,400
Economic Recovery	$0	$0	$0	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Property Taxes	$15,014,800	$15,299,600	$15,992,700	$16,894,100
Tuition and Fees	$11,730,200	$11,603,600	$11,715,600	$11,002,300
County Tuition	$825,600	$824,000	$751,000	$676,400
Misc. Revenue	$1,859,200	$2,053,795	$3,819,500	$6,799,400
Total	**$42,354,800**	**$42,890,895**	**$44,909,000**	**$47,377,600**
Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Personnel Costs	$27,520,600	$28,335,373	$29,856,500	$29,549,800
Operating Expenditures	$14,293,100	$14,250,384	$14,882,600	$17,040,400
Capital Outlay	$541,100	$305,139	$169,900	$787,400
Total	**$42,354,800**	**$42,890,895**	**$44,909,000**	**$47,377,600**

Source: Audited financials (actuals) as stated on the B2 report submitted to SBOE.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2018	FY 2019	FY 2020	FY 2021
General Studies [1,2]				
- Annual Unduplicated Headcount	6,398	6,106	5,840	5,368
- Annual Enrollment FTE	2,722	2,692	2,554	2,376
CCM 146/150				
Career & Technical [2]				
- Annual Unduplicated Headcount	837	794	746	730
- Annual Enrollment FTE	572	534	523	500
CCM 146/150				
Dual Credit				
- Annual Unduplicated Headcount	2,036	1,983	1,970	1,670
- Total Credits Earned	17,672	19,594	19,658	18,534
CCM 017/019				
Workforce Training [3]				
- Annual Unduplicated Headcount	4,883	5,419	4,471	4,812
- Annual Enrollment FTE	486	488	452	473
CCM 149/153				
Adult Basic Education [3,4]				
- Annual Unduplicated Headcount	414	289	299	284
- Annual Enrollment FTE	59	46	39	31
CCM 147/151				
GED Credentials Awarded				
CCM 154	239	226	231	197

[1] General Studies includes Dual Credit students.

[2] General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

[3] Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

[4] New methodology beginning in FY 2017. Reflects only those students taking 12 hours of instruction or more.

Part II – Performance Measures

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Strategic Plan Goal 1: Student Success						
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. Timely Degree I[1] Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, System-Wide Performance Measure) CCM 195/Metric 50	actual	8.2% (345/4198)	8.5% (332/3889)	7.8% (288/3685)	8.0% (280/3517)	----------
	target	*Benchmark under development*	10%	10%	10%	10%
2. Timely Degree II [2] Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, System-Wide Performance Measure) CCM 196/Metric 40	*actual*	27% (169/625) Fall 15 Cohort NIC Rank 58% *(IPEDS)*	25% (174/683) Fall 16 Cohort NIC Rank 55% *(IPEDS)*	28% (188/668) Fall 17 Cohort Rank not yet available *(IPEDS)*	27% (184/686) Fall 18 Cohort Rank not yet available *(Preliminary)*	----------
	target	*Rank of 60% against IPEDS comparator institutions*	*Rank of 60% against IPEDS comparator institutions*	*Rank of 60% against IPEDS comparator institutions*	*Rank of 60% against IPEDS comparator institutions*	*Rank of 60% against IPEDS comparator institutions*
3. Timely Degree III [3] 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. (Goal 1, Objective A, System-Wide Performance Measure) CCM 238/Metric 120	*actual*	a) 98 b) 556 c) 690 Total awards 1,344 (IPEDS)	a) 74 b) 604 c) 681 Total awards 1,359 (IPEDS)	a) 121 b) 620 c) 659 Total awards 1,400 (IPEDS)	a) 81 b) 639 c) 717 Total awards 1,437 (Preliminary)	----------
	target	*Benchmark under development*	a) 125 b) 630 c) 700	a) 125 b) 630 c) 700	a) 125 b) 630 c) 700	a) 125 b) 630 c) 700

4. Guided Pathways VII [4] Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, System-Wide Performance Measure) CCM 199/Metric 180	actual	16% (112/683) Fall 16 Cohort NIC Rank 73% *(IPEDS)*	20% (135/668) Fall 17 Cohort Rank not yet available *(IPEDS)*	19% (128/686) Fall 18 Cohort Rank not yet available *(Preliminary)*	15% (97/644) Fall 19 Cohort Rank not yet available *(Preliminary)*	----------
	target	*Rank of 60% against IPEDS comparator institutions*	*Rank of 60% against IPEDS comparator institutions*	*Rank of 65% against IPEDS comparator institutions*	*Rank of 65% against IPEDS comparator institutions*	*Rank of 65% against IPEDS comparator institutions*
5. Timely Degree IV [5] Number of unduplicated graduates, broken out by a) certificates of less than one year; b) certificates of at least one academic year and c) associate degrees (Goal 1, Objective A, System-Wide Performance Measure) CCM 239/Metric 170	actual	a) 77 b) 534 c) 659 Total overall unduplicated count: 913 *(IPEDS)*	a) 65 b) 583 c) 650 Total overall unduplicated count: 872 *(IPEDS)*	a) 105 b) 604 c) 619 Total overall unduplicated count: 893 *(IPEDS)*	a) 66 b) 629 c) 659 Total overall unduplicated count: 902 *(Preliminary)*	----------
	target	*Benchmark under development*	a) 110 b) 610 c) 700	a) 110 b) 610 c) 700	a) 110 b) 610 c) 700	a) 110 b) 610 c) 700
Strategic Plan Goal 2: Educational Excellence High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes						
6. Math Pathways VI [6] Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, System-Wide Performance Measure) CCM 198/Metric 70	actual	27.4% (433/1578) 15-16 Cohort	29.1% (493/1695) 16-17 Cohort	33.6% (575/1713) 17-18 Cohort	33.9% (573/1689) 17-18 Cohort *(Preliminary)*	----------
	target	*Benchmark under development*	*30%*	*35%*	*35%*	*35%*

7. Reform Remediation V [7] 2a) MATH: 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. (Goal 2, Objective A, System-Wide Performance Measure) CCM 203/Metric 60	actual	25.2% (245/971) 16-17 Cohort	22.6% (171/757) 17-18 Cohort	24.5% (135/551) 18-19 Cohort	26.1% (109/418) 19-20 Cohort *(Preliminary)*	----------
	target	*Benchmark under development*	25%	25%	25%	25%
8. Reform Remediation V [8] 2b) ENGLISH: 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. (Goal 2, Objective A, System-Wide Performance Measure) CCM 204/Metric 60	actual	30.2% (116/384) 16-17 Cohort	23.0% (90/392) 17-18 Cohort	28.9% (81/280) 18-19 Cohort	20.1% (54/268) 19-20 Cohort *(Preliminary)*	----------
	target	*Benchmark under development*	35%	35%	35%	35%

Acronyms Defined:
- CCM: Common Campus Measure (internal tracking system)
- Metric: Tracking number established by the Idaho State Board of Education (ISBOE)
- IPEDS: Integrated Postsecondary Education Data System

Performance Measure Explanatory Notes

[1] Annual year cohort of degree-seeking students; Non-Degree, Dual Credit, and 100% Audit students are excluded. Students who earned an award within the capture year but were shy of the 30 credit threshold are excluded. General Studies Core Complete auto awards are also excluded. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 195/Metric 50]

[2] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 196/Metric 40]

[3] Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Total awards by award level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 238/Metric 120]

[4] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 199/Metric 180]

[5] Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Distinct count of graduates per attainment level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 239/Metric 170]

[6] Full year cohort, first-time and new degree-seeking, full and part time students. Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 198/Metric 70]

[7] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 203/Metric 60]

[8] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 204/Metric 60]

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