

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 5,700+ students enrolled annually in credit courses and more than 4,100 students taking workforce training 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 approximately 55,900 residents. Coeur d'Alene lies within Kootenai County, which is home to approximately 180,000 citizens. The larger city of Spokane, Washington, is just 34 miles west. The greater Spokane-Spokane Valley-Coeur d'Alene metropolitan area, with a population of 720,000+, 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 2019	FY 2020	FY 2021	FY 2022
General Funds	\$12,909,900	12,430,200	11,805,400	12,980,400
Economic Recovery	\$0	\$0	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$15,299,600	\$15,992,700	\$16,894,100	\$17,309,100
Tuition and Fees	\$11,603,600	\$11,715,600	\$11,002,300	\$11,206,400
County Tuition	\$824,000	\$751,000	\$676,400	\$583,100
Misc. Revenue	\$2,053,795	\$3,819,500	\$6,799,400	\$5,547,700
Total	\$42,890,895	\$44,909,000	\$47,377,600	\$47,826,700
Expenditures	FY 2019	FY 2020	FY 2021	FY 2022
Personnel Costs	\$28,335,373	\$29,856,500	\$29,549,800	\$29,291,500
Operating Expenditures	\$14,250,384	\$14,882,600	\$17,040,400	\$17,862,300
Capital Outlay	\$305,139	\$169,900	\$787,400	\$672,900
Total	\$42,890,895	\$44,909,000	\$47,377,600	\$47,826,700

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 2019	FY 2020	FY 2021	FY 2022
<u>General Studies</u> ^{1,2}				
- Annual Unduplicated Headcount	6,106	5,840	5,368	5,085
- Annual Enrollment FTE	2,692	2,554	2,376	2,339
CCM 146/150				
<u>Career & Technical</u> ²				
- Annual Unduplicated Headcount	794	746	730	632
- Annual Enrollment FTE	534	523	500	445
CCM 146/150				
<u>Dual Credit</u>				
- Annual Unduplicated Headcount	1,983	1,970	1,670	1,636
- Total Credits Earned	19,594	19,658	18,534	18,722
CCM 017/019				
<u>Workforce Training</u> ³				
- Annual Unduplicated Headcount	5,419	4,471	4,794	4,189
CCM 149				
<u>Adult Basic Education</u> ⁴				
- Annual Unduplicated Headcount	289	299	284	316
CCM 147				
GED Credentials Awarded	226	231	197	193
CCM 154				

¹ General Studies includes Dual Credit and Non-Degree Seeking 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 New methodology beginning in FY2022. Workforce Training Center no longer includes Continuing Education.

⁴ New methodology beginning in FY2017. Reflects only those students taking 12 hours of instruction or more.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
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. <u>Timely Degree I</u> ¹ Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, Statewide Performance Measure) CCM 195/Metric 50	actual	10.5% (329/3120)	9.9% (288/2920)	10.2% (284/2785)	10.2% (267/2608)	-----
	target	N/A	N/A	N/A	N/A	11%
2. <u>Timely Degree II</u> ² Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, Statewide Performance Measure) CCM 196/Metric 40	actual	25.5% (174/683) Fall 16 Cohort (IPEDS)	28.1% (188/668) Fall 17 Cohort (IPEDS)	28.3% (194/686) Fall 18 Cohort (IPEDS)	25.3% (163/644) Fall 19 Cohort (Preliminary)	-----
	target	Rank of 60% against IPEDS comparator institutions.			28%	28%
3. <u>Timely Degree III</u> 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, Statewide Performance Measure) CCM 238/Metric 120	actual	a) 74 b) 604 c) 681 Total awards 1,359 (IPEDS)	a) 121 b) 620 c) 659 Total awards 1,400 (IPEDS)	a) 96 b) 639 c) 734 Total awards 1,469 (IPEDS)	a) 82 b) 568 c) 717 Total awards 1,367 (Preliminary)	-----
	target	a) 125 b) 630 c) 700	a) 125 b) 630 c) 700	a) 125 b) 630 c) 700	a) 97 b) 645 c) 741	a) 97 b) 645 c) 741
4. <u>Guided Pathways VII</u> ⁴ Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, Statewide Performance Measure) CCM 199/Metric 180	actual	20.2% (135/668) Fall 17 Cohort (IPEDS)	18.7% (128/686) Fall 18 Cohort (IPEDS)	17.4% (112/644) Fall 19 Cohort (Preliminary)	23.2% (138/594) Fall 20 Cohort (Preliminary)	-----
	target	Rank of 60% against IPEDS comparator institutions			17%	19%
5. <u>Timely Degree IV</u> 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,	actual	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) 85 b) 629 c) 676 Total overall unduplicated count: 921 (IPEDS)	a) 67 b) 550 c) 665 Total overall unduplicated count: 882	-----

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Statewide Performance Measure) CCM 239/Metric 170					(Preliminary)	
	target	a) 110 b) 610 c) 700	a) 110 b) 610 c) 700	a) 110 b) 610 c) 700	a) 86 b) 635 c) 683	a) 86 b) 635 c) 683
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. <u>Math Pathways VI</u> ⁶ Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, Statewide Performance Measure) CCM 198/Metric 70	actual	53.2% (314/590) 16-17 Cohort	59.4% (326/549) 17-18 Cohort	52.5% (294/560) 18-19 Cohort	52.3% (274/524) 19-20 Cohort (preliminary)	-----
	target	N/A	N/A	N/A	N/A	55%
7. <u>Reform Remediation V</u> 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, Statewide Performance Measure) CCM 203/Metric 60	actual	27.3% (188/688) 17-18 Cohort	27.5% (145/528) 18-19 Cohort	30.9% (146/473) 19-20 Cohort	30.6% (129/422) 20-21 Cohort	-----
	target	N/A	N/A	N/A	N/A	33%
8. <u>Reform Remediation V</u> 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, Statewide Performance Measure) CCM 204/Metric 60	actual	22.7% (80/352) 17-18 Cohort	29.9% (73/244) 18-19 Cohort	21.1% (51/242) 19-20 Cohort	24.0% (48/200) 20-21 Cohort	-----
	target	N/A	N/A	N/A	N/A	25%

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

Benchmarks based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY2022 and FY2023 benchmarks mirror 2023-2027 Strategic Plan (version revised and submitted on 5-20-2022), unless otherwise noted.

¹ Based on a cohort of Fall students that excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

² Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 150% of normal time.

³ Total awards by award level as reported to IPEDS.

⁴ Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 100% of normal time. FY2021 and FY2022 numbers (Fall 2019 cohort and Fall 2020) are pre-IPEDS submission and are considered preliminary at this point.

⁵ Distinct count of graduates per attainment level, as reported to IPEDS. Counts are unduplicated by award level.

⁶ Full year cohort, first-time and new degree-seeking, full- and part-time students who are still enrolled in the second year. Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

⁷ Base population is degree-seeking students at initial attempt of a remedial course (prior attempts of W grade are excluded.) Math-108 is considered remedial. Includes both full- and part-time students. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

⁸ Base population is degree-seeking students at initial attempt of a remedial course (prior attempts of W grade are excluded). Includes both full- and part-time students. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

For more information, contact

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