North Idaho College

2025 - 2029
Strategic Plan

North Idaho College is in the process of a strategic plan revision which may result in changes to some elements of this plan, including benchmark targets.

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 entering degree/certificate-seeking students who were awarded a degree or certificate, transferred, or are still enrolled at eight years after entry. *Source: IPEDS Outcome Measures Survey.* [CCM 257]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
51.2% 2012-2013 cohort followed through 8/31/2020	51.6% 2013-2014 cohort followed through 8/31/2021	54.4% 2014-2015 cohort followed through 8/31/2022	54.8% 2015-2016 cohort followed through 8/31/2023	*2016-2017 cohort data not yet available*	52%	54%

Benchmark: 54% [1] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
27.1% (329/1215) 2019 HS Grad Cohort	26.6% (329/1239) 2020 HS Grad Cohort	26.3% (317/1207) 2021 HS Grad Cohort	22.7% (254/1121) 2022 HS Grad Cohort	*2023 HS Grad cohort data not yet available*	26%	27%

Benchmark: 27% [2] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
50.2% (610/1215) 2019 HS Grad Cohort	47.1% (583/1239) 2020 HS Grad Cohort	46.7% (564/1207) 2021 HS Grad Cohort	52.1% (584/1121) 2022 HS Grad Cohort	*2023 HS Grad cohort data not yet available*	47%	49%

Benchmark: 49% [3] (by 2029)

IV. Total number of degrees/certificates produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 238]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
a) 121 b) 620 c) 659 Total Awards: 1400	a) 96 b) 639 c) 734 Total Awards: 1469	a) 83 b) 568 c) 734 Total Awards: 1385	a) 119 b) 661 c) 743 Total Awards: 1523	*FY 2024 data not yet available*	a) 97 b) 645 c) 741 Total Awards: 1483	a) 98 b) 652 c) 749 Total Awards: 1499

Benchmark: a) 98 b) 652 c) 749 [4] (by 2029)

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. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 239]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 85 b) 629 c) 676 Total overall unduplicated count: 921	a) 68 b) 550 c) 681 Total overall unduplicated count: 897	a) 112 b) 625 c) 697 Total overall unduplicated count: 952	*FY 2024 data not yet available*	a) 86 b) 635 c) 683 Total overall unduplicated count: 930	a) 87 b) 642 c) 690 Total overall unduplicated count: 939

Benchmark: a) 87 b) 642 c) 690 [5] (by 2029)

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 Graduates that responded to a follow-up survey who achieved positive placement after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
83.8% 2019-20 Graduates	85.1% 2020-21 Graduates	77.2% 2021-22 Graduates	97.0% 2022-23 Graduates	*FY 2024 data not yet available*	85%	87%

Benchmark: 87% [6] (by 2029)

Note: Methodology change beginning with FY 2023. Follow-up surveys are now focused solely on Perkins, resulting in more accurate positive placement data. In prior years, data was collected via the GradCast platform and students were not answering the Perkins-related questions.

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
81.0% 12,854/15,873 Fall 2019	80.3% 11,777/14,666 Fall 2020	82.2% 11,764/14,315 Fall 2021	84.3% 11,187/13,278 Fall 2022	*Fall 2023 cohort data not yet available*	80%	82%

Benchmark: 82% [7] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
79.8% (604/757) Fall 2019 to Spring 2020	79.2% (568/717) Fall 2020 to Spring 2021	79.2% (563/711) Fall 2021 to Spring 2022	83.0% (508/612) Fall 2022 to Spring 2023	*Fall 2023 cohort data not yet available*	79%	80%

Benchmark: 80% [8] (by 2029)

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
56.1% (361/644) Fall 2019 cohort	61.6% (366/594) Fall 2020 cohort	59.2% (363/613) Fall 2021 cohort	58.9% (308/523) Fall 2022 cohort *(Preliminary)*	*Fall 2023 cohort data not yet available*	61%	63%

Benchmark: 63% [9] (by 2029)

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
35.4% (86/243) Fall 2019 cohort	38.6% (101/262) Fall 2020 cohort	46.8% (118/252) Fall 2021 cohort	40.2% (84/209) Fall 2022 cohort *(Preliminary)*	*Fall 2023 cohort data not yet available*	36%	37%

Benchmark: 37% [10] (by 2029)

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
9.9% (288/2920)	10.2% (284/2785)	10.3% (268/2605)	11.2% (259/2306)	*FY 2024 data not yet available*	11%	11%

Benchmark: 11% [11] (by 2029)

V. Percent of first-time, full-time, degree/certificate-seeking students graduating within 150% of time. *Systemwide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
28.1% (188/668) Fall 2017 Cohort	28.3% (194/686) Fall 2018 Cohort	26.4% (170/644) Fall 2019 Cohort	35.7% (212/594) Fall 2020 Cohort	*Fall 2021 cohort data not yet available*	28%	30%

Benchmark: 30% [12] (by 2029)

VI. Percent of first-time, full-time, degree/certificate-seeking students graduating within 100% of time. *Systemwide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 199]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
18.7% (128/686) Fall 2018 Cohort	17.4% (112/644) Fall 2019 Cohort	25.4% (151/594) Fall 2020 Cohort	27.7% (170/613) Fall 2021 Cohort *(Preliminary)*	*Fall 2022 cohort data not yet available*	19%	20%

Benchmark: 20% [13] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
2.7% 6,586/245,861	2.4% 6,098/253,227	2.2% 5,717/265,384	2.0% 5,478/272,719	*FY 2024 data not yet available*	2.3%	2.0%

Benchmark: 2.0% [14] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
1.8% 4,471/245,861	1.9% 4,794/253,227	1.6% 4,189/265,384	1.7% 4,757/272,719	*FY 2024 data not yet available*	1.8%	1.7%

Benchmark: 1.7% [15] (by 2029)

III. Percent of undergraduate, degree/certificate-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. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 203/204]

Math

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
27.5% (145/528) 18-19 cohort	30.9% (146/473) 19-20 cohort	30.6% (129/422) 20-21 cohort	35.5% (138/389) 21-22 cohort	22-23 cohort data not yet available	33%	33%

English

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
70.9% (173/244) 18-19 cohort	60.7% (147/242) 19-20 cohort	65.0% (130/200) 20-21 cohort	69.7% (122/175) 21-22 cohort	22-23 cohort data not yet available	66%	66%

Benchmark: Math 33%; English 66% [16] (by 2029)

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
59.4% (326/549) 17-18 cohort	52.5% (294/560) 18-19 cohort	52.3% (274/524) 19-20 cohort	58.3% (297/509) 20-21 cohort	21-22 cohort data not yet available	55%	55%

Benchmark: 55% [17] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
52.2 Spring 2017 Top Schools 58.5	50.9 Spring 2019 Top Schools 60.1	47.3 Spring 2021 Top Schools 60.7	51.0 Spring 2023 Top Schools 61.9	*Spring 2025 data not yet available*	N/A	50

Benchmark: Standardized Benchmark Mean of 50 [18] (by 2029)
Note: Survey administered every other year so data points may not line up with FY headers.

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
44.2 Spring 2017 Top Schools 58.4	48.6 Spring 2019 Top Schools 60.9	42.2 Spring 2021 Top Schools 60.5	46.0 Spring 2023 Top Schools 61.1	*Spring 2025 data not yet available*	N/A	50

Benchmark: Standardized Benchmark Mean of 50 [19] (by 2029)
Note: Survey administered every other year so data points may not line up with FY headers.

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
81%	90%	90%	95%	*FY 2024 data not yet available*	90%	90%

Benchmark: At least 90% of SLOA goals are consistently progressing or met [20] (by 2029)

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
0.7:1.0 150FT & 213PT	0.8:1.0 144FT & 173PT	0.9:1.0 131FT & 153PT	0.7:1.0 114FT & 172PT	*FY 2024 data not yet available*	0.8:1.0	0.8:1.0

Benchmark: No less than 0.8:1.0 [21] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**

$89,267	$59,345	$103,502	$132,122	*FY 2024 data not yet available*	Maintain or increase funding levels	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [22] (by 2029)
Note: FY20 and FY21 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]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
98% (281/286)	96% (303/317)	99% (214/217)	97% (286/295)	*FY 2024 data not yet available*	96%	96%

Benchmark: 96% [23] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
93%	96%	96%	93%	*FY 2024 data not yet available*	90%	90%

Benchmark: 90% [24] (by 2029)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.
Performance Measures
I. Dual Credit annual credit hours taught in the high schools as percentage of total dual credit hours taught. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 020]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
7,721 credits 39.3% of total	6,218 credits 33.5% of total	6,857 credits 36.6% of total	6,809 credits 36.3% of total	*FY 2024 data not yet available*	34%	35%

Benchmark: 35% (by 2029) [25]

II. Dual Credit annual credit hours as percentage of total credits. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 019]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
19,658 credits 21% of total	18,534 credits 21% of total	18,722 credits 22% of total	18,743 credits 24% of total	*FY 2024 data not yet available*	20%	21%

Benchmark: 21% [26] (by 2029)

III. Dual Credit unduplicated annual headcount and percentage of total. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 017]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
1,970 30% of total	1,670 27% of total	1,636 29% of total	1,750 32% of total	*FY 2024 data not yet available*	27%	28%

Benchmark: 28% [27] (by 2029)

Goal 3, Objective D: Enhance community access to college.
Performance Measures
I. Distance Learning proportion of credit hours. *Source: National Community College Benchmarking Project (NCCBP).* [CCM 258]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
24.5% 11,099/45,355 Fall 2019	43.9% 18,828/42,874 Fall 2020	39.5% 16,399/41,517 Fall 2021	37.2% 14,320/38,535 Fall 2022	*Fall 2023 cohort data not yet available*	30%	30%

Benchmark: 30% of total student credit hours is achieved [28] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
77.8% White 14.5% Other 7.7% Unknown	77.9% White 14.9% Other 7.2% Unknown	77.4% White 15.1% Other 7.5% Unknown	73.7% White 14.9% Other 11.4% Unknown	*FY 2024 data not yet available*	Maintain a diverse, or more diverse population than the population within NIC's service region	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 2029)

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. S*ource: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**

38.4% Spring 2017 National Average 55.1%	50.1% Spring 2019 National Average 56.2%	40.9% Spring 2021 National Average 57.3%	51.5% Spring 2023 National Average 59.4%	*Spring 2025 data not yet available*	N/A	45%

Benchmark: 45% [30] (by 2029)

Note: Survey administered every other year so data points may not line up with FY headers.

Goal 4, Objective C: Develop culturally competent faculty, staff and students.
   Performance Measures
   I.   Number of degree/certificate-seeking students who met the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
88%	87%	88%	92% *(Preliminary)*	*FY 2024 data not yet available*	87%	90%

Benchmark: 90% of degree/certificate-seeking students [31] (by 2029)

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	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
23.1%	21.3%	21.3%	18.0%	*FY 2024 data not yet available*	21%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue [32] (by 2029)

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	*FY 2024 data not yet available*	73%	75%

Benchmark: 75th percentile [33] (by 2029)

Note: Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

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

					Benchmark	
FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2029**
($130,011)	($90,281)	$206,258	$381,459	*FY 2024 data not yet available*	Annual direct costs maintained	Annual direct costs maintained

Benchmark: Annual direct costs maintained [34] (by 2029)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.
Performance Measures
  I. NIC will utilize the Postsecondary Data Partnership (PDP) Dashboards
     Benchmark: By 2024
     Note: This target has been achieved; measure is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.
Performance Measures
  II. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

| | | | | | Benchmark | |
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
$0.86 per gross square foot $653,996/ 756,863 sq ft	$0.90 per gross square foot $683,073/ 756,863 sq ft	$0.95 per gross square foot $722,741/ 756,863 sq ft	$1.06 per gross square foot $823,293/ 776,863 sq ft	*FY 2024 data not yet available*	$0.90 per gross square foot	$0.90 per gross square foot

Benchmark: $0.90 per gross square foot [35] (by 2029)

KEY EXTERNAL FACTORS
- North Idaho College is currently under an extended show-cause sanction imposed by the Northwest Commission on Colleges and Universities
- 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 Institutional Research Team, along with NIC's Provost, 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

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[1] Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges the desired level of achievement. Numbers for those comparator institutions range between 59% and 63% (based on median of comparator group institutions, 2011-12 through 2014-15, latest available). Cohort includes first-time degree/certificate-seeking and new transfer degree/certificate-seeking students for the fiscal year. Includes students who received a degree/certificate, transferred, or are still enrolled after eight years. [CCM 257]

[2] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/28/2024. 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. FY20-FY22 (2019 cohort-2021 cohort) updated March 2024 to reflect latest data available. [CCM 227]

[3] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/28/2024. 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. FY20-FY22 (2019 cohort-2021 cohort) updated March 2024 to reflect latest data available [CCM 228]

[4] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and 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 prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 238]

[5] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and 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 prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 239]

[6] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Note: Methodology change beginning with FY 2023. Follow-up surveys are now focused solely on Perkins, resulting in more accurate positive placement data. In prior years, data was collected via the GradCast platform and students were not answering the Perkins-related questions. Positive placement includes employed and/or employed related to training. Percentages are calculated on respondents only. [CCM 177]

[7] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and 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. [CCM 108]

[8] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 155]

[9] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY23 numbers (Fall 2022 cohort) are pre-IPEDS submission and should be considered preliminary at this point. FY21-FY22 (Fall 2020 cohort-Fall 2021 cohort) updated March 2024 to reflect latest data available. [CCM 025]

[10] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY23 (Fall 2022 cohort) numbers are pre-IPEDS submission and should be considered preliminary at this point. FY22 (Fall 2021 cohort) updated March 2024 to reflect latest data available. [CCM 026]

[11] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Based on a cohort of students that excludes non-degree/certificate-seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests, Summer/Fall/Spring. Refreshed nightly so numbers may change slightly, i.e., incomplete grade changes. [CCM 195]

[12] Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges and the desired level of achievement. [CCM 196]

[13] Benchmark is set based on IPEDS data from comparator combined with current institutional challenges and the desired level of achievement. FY23 numbers (Fall 2021 cohort) are pre-IPEDS submission and should be considered preliminary at this point. [CCM 199]

[14] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2022). [CCM 037]

[15] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY22 enrollment decline due to fewer Community Education courses now being offered. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2022). [CCM 038]

[16] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY20-FY22 (18-19 cohort - 20-21 cohort, English) updated March 2024 to reflect latest data available. [CCM 203/204]

[17] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Full year cohort, first-time degree/certificate-seeking, full- and part-time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. [CCM 198]

[18] Benchmark is set based on the standardized mean of benchmark scores. 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. [CCM 162]

[19] Benchmark is set based on the standardized mean of benchmark scores. 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. [CCM 165]

[20] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and 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. [CCM 114]

[21] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts include all active employees. FY22 revised March 2024. [CCM 029]

[22] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and 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 and FY21 substantially lower than prior years due to COVID-related travel restrictions. [CCM 115]

[23] FY22 cohort of students is smaller due to a decrease in number of Community Education classes offered. Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 054]

[24] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY23 includes Medical Assistant, Medical Lab Technology, Physical Therapist Assistant, Practical Nursing, Radiography Technology, Registered Nursing, and Surgical Technology. In the evaluation of NIC's strategic plan, there is an additional benchmark that is considered aspirational and is extra-ordinary compared with similar institutions (peer groups). This component acknowledges that NIC has achieved a level of excellence on a particular measure and has little room for improvement, but should be encouraged to sustain this high level over time. Performance in the top third of the relevant comparator group is the threshold for sustained excellence for most measures. However, for any measure involving the performance of students on professional and occupational licensure tests, sustained excellence is considered to have been met with a passage rate of 90 percent or above. FY21 updated March 2024. [CCM 091]

[25] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 020]

[26] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 019]

[27] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 017]

[28] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both distance and non-distance student credit hours, end-of-term. Includes courses and programs in which ALL instructional portions can be completed remotely. Non-instructional, in-person requirements (e.g., orientation and testing) does not exclude a course or program from being classified as exclusively distance learning. This includes credit distance learning courses that are web-based, computer mediated, asynchronously AND synchronously via zoom, etc. in which the learner and learning resources can be generally separated by time and/or space. Does not include hybrid or other courses that require a portion to be done in person. [CCM 258]

[29] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Latest NIC Service Region comparison = 88.7% White, 9.3% Other, and 2.0% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2022). [CCM 105]

[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. [CCM 106]

[31] Proficiency outcomes were defined in the spring of 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. Percentages represent the weighted average of GEM 5 and GEM 6. FY23 is currently under review and should be considered preliminary at this point. [CCM 174]

[32] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY21 decline due in part to CARES federal funding received. [CCM 172]

[33] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%. [CCM 130]

[34] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Financial Services, and the Student Wellness & Recreation Center. These Operating Units provide services to the students and the North Idaho College campuses that are not covered by tuition dollars and/or state fees. Continuing enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY23 Revenues from Sales and Operational Expenses are markedly higher than FY22 due the accounting treatment caused by a change to a Management Fee agreement with North Idaho College's food service provider, Sodexo America LLC. Debt-service for the Residence Hall was retired in FY22. Remaining debt-service attaches to the Student Wellness & Recreation Center, including principal and interest for FY23. Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College. [CCM 170]

[35] Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 192]