Part I – Agency Profile

NIC is so much more than a starting point – it's a launch pad to better opportunities for all residents of North Idaho.

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 5,000+ students enrolled in credit courses and more than 5,200 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 56,000+ residents. Coeur d'Alene lies within Kootenai County, which is home to approximately 185,000 citizens. The larger city of Spokane, Washington, is just 34 miles west. The greater Spokane-Coeur d'Alene metropolitan area, with a population of 781,000+, 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. NIC's service area is the Idaho Panhandle, which includes Kootenai, Benewah, Bonner, Shoshone and Boundary counties.

Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents of Idaho's five northern counties with the [NIC at Sandpoint](), 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 offers 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 2021	FY 2022	FY 2023	FY 2024
General Funds	$11,805,400	$12,980,400	$14,566,100	$14,982,400
Economic Recovery	$0	$0	$0	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Property Taxes	$16,894,100	$17,309,100	$17,659,100	$17,820,600
Tuition and Fees	$11,002,300	$11,206,400	$10,242,200	$9,378,400
County Tuition	$676,400	$583,100	$537,900	$480,900
Misc. Revenue	$6,799,400	$5,547,700	$7,544,600	$4,483,400
Total	**$47,377,600**	**$47,826,700**	**$50,749,900**	**$47,345,700**
Expenditures	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**
Personnel Costs	$29,549,800	$29,291,500	$30,691,100	$28,740,300
Operating Expenditures	$17,040,400	$17,862,300	$19,660,300	$18,456,300
Capital Outlay	$787,400	$672,900	$398,500	$149,100
Total	**$47,377,600**	**$47,826,700**	**$50,749,900**	**$47,345,700**

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 2021	FY 2022	FY 2023	FY 2024
Unduplicated Annual Headcount [1] CCM 146				
Total Annual Enrollment	6,098	5,717	5,478	5,060
General Studies Headcount	5,368	5,085	4,920	4,549
Career & Technical Headcount	730	632	558	511
Annual Full-Time Equivalent [2] CCM 150				
Total Annual Full-Time Equivalent	2,876	2,784	2,593	2,385
General Studies FTE	2,376.1	2,338.9	2,203.4	2,032.2
Career & Technical FTE	500.2	445.2	389.8	353.3
Dual Credit - Headcount CCM 017				
Unduplicated Annual Headcount	1,670	1,636	1,750	1,650
Percentage of Total Headcount	27% of total	29% of total	32% of total	33% of total
Dual Credit – Credit Hours CCM 019				
Annual Credit Hours	18,534	18,722	18,743	17,719
Percentage of Total Credits	21% of total	22% of total	24% of total	25% of total
Workforce Training [3] CCM 149				
Unduplicated Annual Headcount	4,794	4,189	4,757	5,236
Adult Basic Education [4] CCM 147				
Unduplicated Annual Headcount	284	316	248	254
GED Completions [4] CCM 154				
Number of Credentials Awarded	35	58	47	64

Cases Managed and/or Key Services Provided	FY 2021	FY 2022	FY 2023	FY 2024
Timely Degree Completion - Completions [5]				
Total number of certificates/degrees produced	1,469	1,380	1,523	1,420
Certificates of less than one year	96	83	119	131
Certificates of at least one year	639	568	661	601
Associate degrees *CCM 238/Metric 120*	734	729	743	688
Timely Degree Completion - Completers [6]				
Total number of unduplicated graduates	921	893	952	890
Certificates of less than one year	85	68	112	118
Certificates of at least one year	629	550	625	568
Associate degrees *CCM 239/Metric 170*	676	676	697	644

[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] Unduplicated annual headcount reflects students taking 12 hours of instruction or more. Number of credentials awarded reflects number who attained GED out of the number of participants. Source: National Reporting System for Adult Education (NRS) Table 4.

[5] Total awards by award level, as reported to IPEDS. FY23 figures were updated on 12/8/2023 to reflect latest data available (IPEDS actuals). FY24 figures were updated on 11/21/2024 to reflect latest data available (IPEDS actuals). Statewide Performance Measure. Note: Certificates of at least one year include General Education Certificates (FY21 = 527, FY22 = 458, FY23 = 538, FY24 = 474.

[6] Distinct count of graduates per attainment level, as reported to IPEDS. Counts are unduplicated by award level. FY23 figures were updated on 12/8/2023 to reflect latest data available (IPEDS actuals). FY24 figures were updated on 11/21/2024 to reflect latest data available (IPEDS actuals). Statewide Performance Measure. Note: Certificates of at least one year include General Education Certificates (FY21 = 527, FY22 = 458, FY23 = 538, FY24 preliminary = 474.

Part II – Performance Measures

Performance Measure		FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
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 Completion – Credits Completed per Academic Year [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	10.2% (284/2785)	10.3% (268/2605)	11.2% (259/2306)	12.4% (261/2102)	----------
	target	N/A	N/A	11%	11%	11%
2. Timely Degree Completion – 150% [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	28.3% (194/686) Fall 18 Cohort *(IPEDS)*	26.4% (170/644) Fall 19 Cohort *(IPEDS)*	35.7% (212/594) Fall 20 Cohort *(IPEDS)*	37.5% (230/613) Fall 21 Cohort *(IPEDS)*	----------
	target	N/A	28%	28%	28%	28%
3. Guided Pathways – 100% [3] Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, Statewide Performance Measure) CCM 199/Metric 180	actual	17.4% (112/644) Fall 19 Cohort *(IPEDS)*	25.4% (151/594) Fall 20 Cohort *(IPEDS)*	29.5% (181/613) Fall 21 Cohort *(IPEDS)*	26.4% (138/523) Fall 22 Cohort *(IPEDS)*	----------
	target	N/A	17%	19%	19%	19%

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					

4. Math Pathways [4] 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	52.5% (294/560) 18-19 Cohort	52.3% (274/524) 19-20 Cohort	58.3% (297/509) 20-21 Cohort	58.9% (298/506) 21-22 Cohort	----------
	target	N/A	N/A	55%	55%	55%
5. Remediation Reform [5] 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	30.9% (146/473) 19-20 Cohort	30.6% (129/422) 20-21 Cohort	35.5% (138/389) 21-22 Cohort	40.0% (155/388) 22-23 Cohort	----------
	target	N/A	N/A	33%	33%	33%

6. Remediation Reform [6] 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	60.7% (147/242) 19-20 Cohort	65.0% (130/200) 20-21 Cohort	69.7% (122/175) 21-22 Cohort	71.1% (108/152) 22-23 Cohort	---------
	target	N/A	N/A	N/A	66%	66%

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 (Targets) are based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmarks (targets) that were previously established based on prior methodology and are no longer applicable are noted as 'N/A'.

[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.

[2] Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 150% of normal time. FY24 (Fall 2021 cohort) reflect the latest data available (pre-IPEDS submission, as of 11-21-2024).

[3] Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 100% of normal time. FY23 (Fall 2021 cohort) and FY24 (Fall 2022 cohort) reflect the latest data available (pre-IPEDS submission, as of 11-21-2024).

[4] Based on a cohort of fall students, first-time and new degree-seeking, full- and part-time who are still enrolled in the second year. Gateway courses include MATH 123, 130, 143, 143P*, 147, 153*, 157, 160, 170, and 253. *Math 143P and Math 153 offered for the first time in Fall 2023 and Spring 2024.

[5] 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.

[6] 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.

For more information
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