



# North Idaho College

## FY 2018-2022 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 Voluntary Framework of Accountability (VFA).

| 2013   | 2014   | 2015   | 2016   | Benchmark |
|--|--|--|--|-----------|
| 66.6% (Fall 06 Credential-Seeking Cohort thru summer 12) | 68.1% (Fall 07 Credential-Seeking Cohort thru summer 13) | 65.7% (Fall 08 Credential-Seeking Cohort thru summer 14) | 64.5% (Fall 09 Credential-Seeking Cohort thru summer 15) | 70%       |

Benchmark: 70%<sup>1</sup> (by FY2022)

- II. Percentage of NIC Dual Credit students that matriculate at NIC or at another postsecondary institution

| 2013   | 2014                                   | 2015                                   | 2016                                   | Benchmark |
|--|--|--|--|-----------|
| Prior method is not comparable, no data available. | 59% (N=500) High School Grad Year 2014 | 54% (N=630) High School Grad Year 2015 | 63% (N=709) High School Grad Year 2016 | 65%       |

Benchmark: 65%<sup>2</sup> (by FY2022)

III. Degree Production – Degree and certificate production and headcount of recipients (System-Wide Performance Measure)

| 2013   | 2014                                       | 2015                                       | 2016   | Benchmark                         |
|--|--|--|--|-----------------------------------|
| 1,083 awards /<br>1,038 headcount<br>for 12-13 | 998 awards /<br>930 headcount<br>for 13-14 | 965 awards /<br>898 headcount<br>for 14-15 | 1,081 awards /<br>969 headcount<br>for 15-16 | >=1.2k awards /<br>>=1k headcount |

Benchmark: >=1.2k awards / >=1k headcount <sup>3</sup> (by 2022)

IV. Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE (System-Wide Performance Measure)

| 2013                                | 2014                              | 2015                              | 2016                              | Benchmark |
|-------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------|
| 24.3%<br>(1,038/4,277)<br>for 12-13 | 22.8%<br>(930/4,069)<br>for 13-14 | 23.5%<br>(898/3,818)<br>for 14-15 | 28.4%<br>(969/3,407)<br>for 15-16 | 30%       |

Benchmark: 30% <sup>4</sup> (by 2022)

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 employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers

| 2013 | 2014 | 2015 | 2016                    | Benchmark |
|------|------|------|-------------------------|-----------|
|      |      |      | New (under development) | TBD       |

Benchmark: New measure, benchmark currently under development <sup>5</sup>

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

| 2013                                     | 2014                                 | 2015                                 | 2016                                 | Benchmark |
|--|--------------------------------------|--------------------------------------|--------------------------------------|-----------|
| 83.1%<br>(900/1083)<br>Fall 12 to Spr 13 | 83.5% (792/948)<br>Fall 13 to Spr 14 | 84.4% (708/839)<br>Fall 14 to Spr 15 | 80.9% (648/801)<br>Fall 15 to Spr 16 | 84%       |

Benchmark: 84% <sup>6</sup> (by 2020)

- II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDs (System-Wide Performance Measure)

| 2013                            | 2014                            | 2015                            | 2016                            | Benchmark |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|-----------|
| 55% (456/832)<br>Fall 12 cohort | 55% (418/754)<br>Fall 13 cohort | 58% (377/655)<br>Fall 14 cohort | 52% (323/625)<br>Fall 15 cohort | 63%       |

Benchmark: 63% <sup>7</sup> (by 2020)

III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS

| 2013                            | 2014                            | 2015                            | 2016                           | Benchmark |
|---------------------------------|---------------------------------|---------------------------------|--------------------------------|-----------|
| 37% (112/299)<br>Fall 12 cohort | 35% (102/295)<br>Fall 13 cohort | 39% (112/289)<br>Fall 14 cohort | 33% (98/296)<br>Fall 15 cohort | 45%       |

Benchmark: 45%<sup>8</sup> (by 2020)

IV. Retention Rate –New transfer in, degree-seeking student retention rates (System-Wide Performance Measure)

| 2013                            | 2014                           | 2015                           | 2016                           | Benchmark |
|---------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------|
| 59% (122/208)<br>Fall 12 cohort | 52% (80/155)<br>Fall 13 cohort | 57% (86/152)<br>Fall 14 cohort | 47% (54/116)<br>Fall 15 cohort | 65%       |

Benchmark: 65%<sup>9</sup> (by 2022)

**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.

| 2013                              | 2014                              | 2015                              | 2016                              | Benchmark |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------|
| 3.9% for 12-13<br>(8,329/215,416) | 3.6% for 13-14<br>(7,772/217,551) | 3.3% for 14-15<br>(7,368/221,398) | 3.2% for 15-16<br>(7,103/225,007) | 3.6%      |

Benchmark: 3.6%<sup>10</sup> (by 2022)

- II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population.

| 2013                              | 2014                              | 2015                              | 2016                              | Benchmark |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------|
| 2.1% for 12-13<br>(4,421/215,416) | 2.2% for 13-14<br>(4,807/217,551) | 2.1% for 14-15<br>(4,625/221,398) | 2.2% for 15-16<br>(4,989/225,007) | 3.0%      |

Benchmark: 3.0%<sup>11</sup> (by 2022)

- III. Remediation - Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks. (System-Wide Performance Measure)

| 2013                         | 2014                         | 2015                         | 2016                         | Benchmark        |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------|
| 67.8% (360/531)<br>for 12-13 | 66.5% (323/486)<br>for 13-14 | 58.6% (315/538)<br>for 14-15 | 58.3% (302/518)<br>for 15-16 | No benchmark set |

Benchmark: No benchmark set at the postsecondary level<sup>12</sup>

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

*Performance Measures*

- I. Percentage of instructional programs that respond annually to program review recommendations and document program changes/improvements

| 2013 | 2014 | 2015 | 2016                    | Benchmark |
|------|------|------|-------------------------|-----------|
|      |      |      | New (under development) | TBD       |

Benchmark: New measure, benchmark currently under development <sup>13</sup>

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 goals met over 3-year plan

| 2013          | 2014          | 2015  | 2016          | Benchmark |
|---------------|---------------|---|---------------|-----------|
| 70% for 12-13 | 72% for 13-14 | Not assessed, resources allocated to another initiative | 81% for 15-16 | >= 80%    |

Benchmark: at least 80% <sup>14</sup> (by FY 2020)

- II. Full-time to Part-time faculty ratio

| 2013                       | 2014                       | 2015                       | 2016                       | Benchmark |
|----------------------------|----------------------------|----------------------------|----------------------------|-----------|
| 0.7:1.0<br>164 FT & 228 PT | 0.8:1.0<br>164 FT & 204 PT | 0.8:1.0<br>163 FT & 194 PT | 0.8:1.0<br>161 FT & 207 PT | 0.8:1.0   |

Benchmark: no less than 0.8:1.0 <sup>15</sup> (by FY 2020)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

*Performance Measures*

- I. NIC is responsive to faculty and staff professional development needs as measured by funding

| 2013 | 2014   | 2015                     | 2016                     | Benchmark |
|------|--|--------------------------|--------------------------|-----------|
|      | Prior method is not comparable, no data available. | \$78k in current funding | \$78k in current funding | >= \$78k  |

Benchmark: No less than \$78k <sup>16</sup> (by FY 2022)

**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 community education courses with a satisfaction rating of above average

| 2013 | 2014 | 2015 | 2016 | Benchmark |
|------|------|------|------|-----------|
|      |      |      |      |           |

|                             |                            |                            |                            |  |
|-----------------------------|----------------------------|----------------------------|----------------------------|--|
| No data available for 12-13 | 93% for 13-14<br>(186/200) | 94% for 14-15<br>(237/250) | 98% for 15-16<br>(253/256) | 85% benchmark has been met, new benchmark is currently under development |
|-----------------------------|----------------------------|----------------------------|----------------------------|--|

Benchmark: 85% benchmark has been met, new benchmark is currently under development <sup>17</sup>

**Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.**

*Performance Measures:*

I. Licensure Pass Rates

| 2013 | 2014 | 2015 | 2016 | Benchmark |
|------|------|------|------|-----------|
| 77%  | 81%  | 98%  | 99%  | 85%       |

Benchmark: 85% <sup>18</sup> (by FY 2022)

**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

| 2013                                | 2014                                 | 2015                                 | 2016                                 | Benchmark   |
|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|---|
| 2,028 for 12-13<br>(73.6% increase) | 2,399 for 13-14<br>(18.29% increase) | 2,969 for 14-15<br>(23.76% increase) | 3,639 for 15-16<br>(22.57% increase) | 5% annual increase benchmark has been met, new benchmark is currently under development |

Benchmark: 5% annual increase benchmark has been met, new benchmark is currently under development <sup>19</sup>

II. Dual Credit annual credit hours as percentage of total credits (System-Wide Performance Measures)

| 2013                     | 2014                    | 2015                    | 2016                      | Benchmark |
|--------------------------|-------------------------|-------------------------|---------------------------|-----------|
| 7% (10,039)<br>for 12-13 | 8% (9,884)<br>for 13-14 | 9% (9,922)<br>for 14-15 | 11% (12,213)<br>for 15-16 | 14%       |

Benchmark: 14% <sup>20</sup> (by 2022)

III. Dual Credit unduplicated Annual Headcount and percentage of total (System-Wide Performance Measures)

| 2013                         | 2014                         | 2015                         | 2016                           | Benchmark |
|------------------------------|------------------------------|------------------------------|--------------------------------|-----------|
| 888 (11% of total) for 12-13 | 921 (12% of total) for 13-14 | 993 (13% of total) for 14-15 | 1,165 (16% of total) for 15-16 | 18%       |

Benchmark: 18% <sup>21</sup> (by 2022)

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

*Performance Measures*

I. Distance Learning proportion of credit hours

| 2013                                | 2014                                | 2015                                | 2016                                | Benchmark                       |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| 24.7%<br>(15,051/61,055)<br>Fall 13 | 25.1%<br>(14,183/56,498)<br>Fall 14 | 24.3%<br>(12,738/52,428)<br>Fall 15 | 23.9%<br>(11,971/50,048)<br>Fall 16 | 25% of total student population |

Benchmark: 25% of total student population is achieved <sup>22</sup> (by 2022)

II. Dual Credit annual credit hours taught via distance delivery and percentage annual increase

| 2013                                | 2014                                | 2015                                 | 2016                                 | Benchmark               |
|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|-------------------------|
| 3,460 for 12-13<br>(15.8% increase) | 3,407 for 13-14<br>(1.53% decrease) | 2,822 for 14-15<br>(17.17% decrease) | 3,145 for 15-16<br>(11.45% increase) | Increase by 5% annually |

Benchmark: Increase by 5% annually <sup>23</sup> (by 2022)

**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

| 2013   | 2014   | 2015  | 2016   | Benchmark  |
|--|--|---|--|--|
| 81.3% White<br>9.2% Other<br>9.5% Unknown<br>(12-13) | 80.9% White<br>9.5% Other<br>9.6% Unknown<br>(13-14) | 80.1% White<br>14.2% Other<br>5.7% Unknown<br>(14-15) | 78.2% White<br>10.6% Other<br>11.2% Unknown<br>(15-16) | 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 <sup>24</sup> (by 2022)

Goal 4, Objective B: Promote a safe and respectful environment.

*Performance Measures*

I. Implement Green Dot at NIC. (Green Dot is a bystander-based prevention program designed to increase positive bystander behavior, change social norms, and reduce sexual and other forms of interpersonal violence perpetration and victimization.)

| 2013 | 2014 | 2015 | 2016                    | Benchmark |
|------|------|------|-------------------------|-----------|
|      |      |      | New (under development) | TBD       |

Benchmark: New measure, benchmark currently under development <sup>25</sup>

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

*Performance Measures*

- I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds (Community College Survey of Student Engagement - CCSSE)

| 2013               | 2014               | 2015               | 2016  | Benchmark   |
|--------------------|--------------------|--------------------|---|---|
| 41.7%<br>Spring 13 | 37.7%<br>Spring 14 | 39.6%<br>Spring 15 | Survey now being 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 <sup>26</sup> (by 2022)

**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. Dollars secured through the Development Department via private donations and grants

| 2013                    | 2014                    | 2015                    | 2016                    | Benchmark  |
|-------------------------|-------------------------|-------------------------|-------------------------|--|
| \$3.1 million for 12-13 | \$5.2 million for 13-14 | \$8.2 million for 14-15 | \$3.7 million for 15-16 | \$2 million benchmark has been met, new benchmark is currently under development |

Benchmark: \$2 million benchmark has been met, new benchmark is currently under development <sup>27</sup>

- II. Percentage of computers replaced within rotation window according to college-wide replacement schedule

| 2013 | 2014   | 2015                                      | 2016                                      | Benchmark |
|------|--|---|---|-----------|
|      | Prior method is not comparable, no data available. | ERS-A: 93.98% and ERS-B: 98.85% for 14-15 | ERS-A: 93.81% and ERS-B: 96.71% for 15-16 | 100%      |

Benchmark: 100% <sup>28</sup> (by 2020)

- III. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions

| 2013 | 2014 | 2015 | 2016 | Benchmark |
|------|------|------|------|-----------|
|------|------|------|------|-----------|

|                                      |                                      |                                      |                                      |  |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--|
| \$2,846 with rank of 22.7% for 12-13 | \$2,974 with rank of 22.7% for 13-14 | \$3,022 with rank of 22.7% for 14-15 | \$3,214 with rank of 22.7% for 15-16 | Rank in the lowest 40% against IPEDS comparator institutions |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--|

Benchmark: Rank in the lowest 40% against IPEDS comparator institutions <sup>29</sup> (by 2020)

IV. Undergraduate cost per credit (System-Wide Performance Measure)

| 2013               | 2014               | 2015               | 2016               | Benchmark |
|--------------------|--------------------|--------------------|--------------------|-----------|
| \$249.92 for 11-12 | \$270.79 for 12-13 | \$302.49 for 13-14 | \$314.86 for 14-15 | \$320     |

Benchmark: \$320 <sup>30</sup> (by 2020)

V. Graduates per \$100k – Graduates per \$100,000 of education and related spending by institutions as defined by IPEDS (System-Wide Performance Measure)

| 2013           | 2014           | 2015           | 2016           | Benchmark |
|----------------|----------------|----------------|----------------|-----------|
| 2.26 for 11-12 | 2.28 for 12-13 | 2.04 for 13-14 | 2.06 for 14-15 | 3.00      |

Benchmark: 3.00 <sup>31</sup> (by 2022)

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. Percentage saved of utility dollars due to efficiency measures and energy upgrades

| 2013 | 2014 | 2015   | 2016  | Benchmark |
|------|------|--|---|-----------|
|      |      | Prior method is not comparable, no data available. | 12.9% decrease in utilities expenditures over 7 years (thru FY16) | -14%      |

Benchmark: -14% <sup>32</sup>

**KEY EXTERNAL FACTORS**

- Changes in the economic environment
- 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 Director of Institutional Effectiveness leads a variety of sub-groups at the college 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.

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<sup>1</sup> Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 63.7% and 67.7%. This measure is a stretch benchmark and is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. Note: 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.

<sup>2</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentage is calculated using the number of students with a given high school graduation year as the N. Initiatives are in place to continue that upward trend.

<sup>3</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and IPEDS data from comparator institutions which shows an average (mean) between 1,074 and 1,208 for number of awards, and an average (mean) between 947 and 1,039 for number of distinct awardees. Note: Includes all degrees and certificates awarded as reported to IPEDS.

<sup>4</sup> Benchmark is set based on data from comparator institutions in Idaho which ranges between 18.7% and 30%. NIC is currently trending upward for this measure.

<sup>5</sup> New measure, benchmark currently under development.

<sup>6</sup> Benchmark is set based on an analysis of historical trends combined with the review of similar measures. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

<sup>7</sup> Benchmark is set based on IPEDS data from comparator institutions which shows an average (mean) between 56% and 58% for this measure. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

<sup>8</sup> Benchmark is set based on IPEDS data from comparator institutions which shows an average (mean) between 38% and 39% for this measure. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

- <sup>9</sup> Benchmark is set based on an analysis of historical trends combined with the review of similar measures. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.
- <sup>10</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Service Area population numbers are based on United States Census Bureau estimates.
- <sup>11</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Service Area population numbers are based on United States Census Bureau estimates.
- <sup>12</sup> No benchmark set at the postsecondary level. It should be noted that the State benchmark for this measure is < 55%. Note: Includes only those students that have a valid placement test score, includes both degree-seeking and non-degree-seeking students - a majority of those without scores are non-degree-seeking students - and Dual Credit students are not included.
- <sup>13</sup> New measure, benchmark currently under development.
- <sup>14</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.
- <sup>15</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: 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.
- <sup>16</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Includes central fund and professional improvement plan (PIP) funds.
- <sup>17</sup> Benchmark has been met, new benchmark is currently under development.
- <sup>18</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Benchmark will stay at 85% because of the variability over the years. Note: Includes Practical Nursing, Registered Nursing, Medical Assistant, Pharmacy Technology, Radiography Technology, Physical Therapist Assistant, and Law Enforcement.
- <sup>19</sup> Benchmark has been met, new benchmark is currently under development. NIC continues to see explosive growth in dual credit in the high schools.
- <sup>20</sup> Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to have an upward trend.
- <sup>21</sup> Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to show an upward trend.
- <sup>22</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC is experiencing a downward trend in this measure, although slight. Note: 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.
- <sup>23</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure was showing a downward trend but has increased and is part of the efforts related to the Dual Credit students.
- <sup>24</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: NIC Service Region comparison = 90.7% White, 7.2% Other, and 2.2%

Unknown. Source = U.S. Census Bureau, 2011-2015 American Community Survey 5-Year estimates.

- <sup>25</sup> New measure, benchmark currently under development.
- <sup>26</sup> Benchmark is based on CCSSE comparator institutions which average closer to 53%. This is a stretch benchmark. Note: The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.
- <sup>27</sup> Benchmark has been met, new benchmark is currently under development.
- <sup>28</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: ERS-A = Administrative Computers; ERS-B = Lab Computers. 2015-16 Rotation: ERS-A and ERS-B, 48-months; Prior years: ERS-A, 42-months, ERS-B, 48-months.
- <sup>29</sup> Benchmark is set based on IPEDS data from comparator institutions. NIC consistently ranks in the lowest 40% against those comparators institutions.
- <sup>30</sup> Benchmark is set based on data from comparator institutions in Idaho which ranges between \$258 and \$300 for this measure. Projected financials/student credit hours are also taken into consideration. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Credits are weighted.
- <sup>31</sup> Benchmark is set based on IPEDS data from comparator institutions which ranges between 2.04 and 2.14 for this measure. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated.
- <sup>32</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

Appendix 2

| State Board of Education Goals  |   |  |   |  |
|---|---|--|---|--|
|   | Goal 1:<br>A WELL EDUCATED<br>CITIZENRY | Goal 2:<br>INNOVATION AND<br>ECONOMIC<br>DEVELOPMENT | Goal 3:<br>DATA-INFORMED<br>DECISION MAKING | Goal 4:<br>EFFECTIVE AND EFFICIENT<br>EDUCATIONAL SYSTEM |
| Institution/Agency<br>Goals and Objectives  |   |  |   |  |
| GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life                                       |   |  |   |  |
| Objective A: Provide innovative, progressive, and student-centered programs and services.   |   |  |   | ✓  |
| Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.   | ✓                                       |  |   |  |
| Objective C: Promote programs and services to enhance access and successful student transitions.  |   |  |   | ✓  |
| GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes |   |  |   |  |
| Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.  |   |  |   | ✓  |
| Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.  | ✓                                       |  |   |  |
| Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.                 | ✓                                       |  |   |  |
| Objective D: Recognize and expand faculty and staff scholarship through professional development.   |   |  |   | ✓  |

|   |   |   |   |   |
|---|---|---|---|---|
| GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs |   |   |   |   |
| Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.  |   | ✓ |   |   |
| Objective B: Demonstrate commitment to the economic/business development of the region.   |   | ✓ |   |   |
| Objective C: Promote North Idaho College in the communities we serve.   | ✓ |   |   |   |
| Objective D: Enhance community access to college facilities.  | ✓ |   |   |   |
| GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency   |   |   |   |   |
| Objective A: Foster a culture of inclusion.   | ✓ |   |   |   |
| Objective B: Promote a safe and respectful environment.   | ✓ |   |   |   |
| Objective C: Develop culturally competent faculty, staff and students.  | ✓ |   |   |   |
| GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources   |   |   |   |   |
| Objective A: Exhibit trustworthy stewardship of resources.  |   |   |   | ✓ |
| Objective B: Demonstrate commitment to an inclusive and integrated planning environment.  |   |   | ✓ |   |
| Objective C: Explore, adopt, and promote initiatives that help sustain the environment.   |   | ✓ |   |   |

North Idaho College  
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### Cybersecurity Controls Implementation Timeline

The timeline for North Idaho's implementation of the five security controls is listed below. North Idaho College will determine the scope of the controls and determine what processes and controls can be met via technology systems and which controls need to be addressed administratively.

| Milestone(s) |                                   |
|--------------|-----------------------------------|
| Date         | Description                       |
| 08/01/2017   | Software and Systems Acquisition  |
| 10/31/2017   | Security Control 3 Implementation |
| 10/31/2017   | Security Control 4 Implementation |
| 11/30/2017   | Security Control 1 Implementation |
| 11/30/2017   | Security Control 2 Implementation |
| 12/08/2017   | Security Control 5 Implementation |
| 02/28/2018   | Security Control 1 Testing        |
| 02/28/2018   | Security Control 2 Testing        |
| 03/30/2018   | Security Control 3 Testing        |
| 03/30/2018   | Security Control 4 Testing        |
| 03/30/2018   | Security Control 5 Testing        |
| 04/30/2018   | All Security Controls Configured  |
| 05/18/2018   | All Controls Process Improvement  |
| 06/15/2018   | All Controls Reporting            |
| 07/01/2018   | All Controls Go Live              |

This is an expected timeline, however; funding, acquisition, and configuration and implementation of these five controls may vary depending on complexity during implementation.