



North Idaho College

Year One Report

Presented to the Northwest Commission on Colleges and Universities

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Institutional Overview

Founded in 1933, North Idaho College (NIC or the college) is a regional community college that embraces an open door policy for all citizens. As a comprehensive community college, NIC has built a tradition of meeting the educational needs of its students and community by providing access to a broad range of programs, affordable tuition, and an environment free of barriers and discrimination. NIC fulfills its obligations as a comprehensive community college by offering courses and programs for the first two years of undergraduate education for academic transfer students and professional-technical education students, and it also provides workforce training, continuing education, and developmental education.

NIC has a rich 80-year history as a place of higher learning. NIC was founded as Coeur d'Alene Junior College, a private institution, in 1933. In 1939 the college became a tax-supported institution and changed its name to North Idaho Junior College. In 1971 the college again changed its name to North Idaho College to more accurately reflect its mission as a comprehensive community college. From the time the Coeur d'Alene Tribe used the lands as a gathering place, to the time when the U.S. Army used the land as a military fort, and through to its current use as an educational facility, this special place on the shores of Lake Coeur d'Alene is a focal point for the northern Idaho region. The students, faculty, staff, and community take pride in the long-standing traditions that are an integral part of the college's academic culture.

NIC is governed by a local board of trustees (the board) comprised of members who are elected for four-year terms. The board derives its authority from the Idaho Code for Community College District Law, Sections 33-2101 through 33-2144. The college president, Dr. Joseph Dunlap, was appointed by the board in 2012. The president provides leadership and direction to students, faculty, and staff with the aid of a cabinet made up of the vice presidents for instruction, student services, finance and business affairs, and community relations, as well as the directors of human resources, information technology, athletics, and development. Instructional divisions at NIC that deliver courses and programs are organized under three deans: the dean of health professions and nursing, the dean of general studies, and the dean of professional-technical and workforce education.

The board and college administration are committed to encouraging meaningful participation among the college constituent groups in all decision-making processes. The college faculty, staff, students, and administration participate in the governance of the institution. The College Senate, comprised of faculty, staff and students, is the principal vehicle for participatory governance, providing input on policy and procedural initiation, changes, or deletions. The faculty directs the development and the quality of the curriculum through the Curriculum Council, and also provides substantive input to the tenure of their colleagues. Student governance occurs through the Associated Students of North Idaho College (ASNIC). The ASNIC Student Board is made up of an eight-member elected senate. The student senate is presided over by the ASNIC President. In addition, students, faculty, staff and administrators serve on a variety of other committees in order to contribute ideas and opinions from a variety of perspectives.

NIC was first accredited by the Northwest Association of Schools and Colleges (now the Northwest Commission on Colleges and Universities) in 1950. The college's last comprehensive evaluation visit was its Year Seven Report under the new standards. This evaluation took place in spring 2013, after which the Northwest Commission on Colleges and Universities (the Commission) reaffirmed the college's accreditation. The college started its new seven-year accreditation cycle in July 2013.

Institutional Context

North Idaho College is one of three community colleges in Idaho, each of which serves a large geographical portion of a predominately rural state. NIC serves a five-county region located within the mountainous terrain of the Idaho Panhandle. This region spans more than 7,000 square miles and contains approximately 215,000 residents, almost 13 percent of the state's population. As the only higher education institution fully based within its five-county service area, NIC takes responsibility for providing educational opportunities and enhanced quality of life for the students and the communities it serves.

NIC subscribes to the philosophy of a comprehensive community college, including an "open-door" admissions policy. To truly reflect its role as a community college, NIC accepts the fundamental responsibility to meet the needs of individuals with widely divergent interests and abilities. At the same time, NIC seeks to respond to the needs of area businesses, industries, and governmental agencies by preparing competent, trained employees.

NIC's 65-acre main campus is located in Coeur d'Alene, Idaho. Coeur d'Alene's economic base has evolved and expanded over the past decade to include many new industries. In addition to the mining and timber industries, many recently created jobs are in fields such as advanced manufacturing, health care, financial services, and scientific and technical fields. Tourism-related businesses provide approximately 6,000 jobs and manufacturing businesses provide approximately 4,000 jobs per year in northern Idaho. Advances in telecommunications operations have also attracted customer service call centers to the region, employing more than 2,000 people. Further, the health care sector has increased and is projected to continue to grow at a rate of approximately 25 percent through 2020. The continual creation of new jobs by a growing variety of businesses requires that NIC remain flexible and focus its concern on providing educational opportunities in order to meet the region's growing needs.

NIC offers associate degrees in 48 transferable academic majors, and associate of applied science degrees or certificates in 46 professional-technical programs. In 2012-2013, NIC served 8,329 students enrolled in transfer, professional-technical, and dual enrollment programs, representing 4,716 full-time equivalent students. In addition, 982 students were enrolled in Adult Basic Education courses, 598 for GED, and 4,421 in non-credit community education and workforce training courses.

NIC's mission statement identifies its responsibility to provide access to educational opportunities in the communities of the five northern counties of Idaho: Boundary, Bonner, Kootenai, Benewah, and Shoshone Counties. In addition to services on its main campus in Coeur d'Alene, services are also offered in three Kootenai County locations at the Workforce Training Center, the Howard Street Building, and the Atlas Building; at three county outreach centers located in the cities of Bonners Ferry, Kellogg, and Sandpoint; and at the Coeur d'Alene Tribal Education Center, located in Plummer. NIC delivers courses to the outreach centers and regional high schools by interactive video conferencing (IVC), over the Internet, or in face-to-face classes. NIC also works closely with the University of Idaho, Lewis-Clark State College, Idaho State University, and Boise State University to provide transfer options for students.

Preface

Update on Institutional Changes since Last Report

The last report submitted to the Commission was NIC's Year Seven Self-evaluation in spring 2013. The college has experienced limited institutional changes since then.

Graduation Requirements and Substantive Changes: There have been no changes to the graduation requirements since the last year seven report to the Commission. No new degree or certificate programs were added to the associate's degrees and no programs were discontinued since the college's last report; however, there have been substantive changes to instructional programs since that time.

The college submitted substantive change requests in 2013 for four new or significantly changed programs: The new Aerospace Composites certificate program located in Hayden, Idaho; the new Healthcare Informatics Associate of Applied Science degree and Advanced Technical Certificate located on NIC's main campus; the new Medical Coding Certificate program located on NIC's main campus; and the revised Healthcare Information Fundamentals Certificate program located on NIC's main campus. The Commission granted approval for all of these programs to operate under NIC's accreditation.

Organizational Structure: Since our year seven evaluation last spring, no changes have been made to NIC's organizational structure. However, NIC has experienced changes to senior leadership and administrative positions. Ron Dorn, the vice president for finance and business affairs retired in December 2013 and the college is in the process of filling this position. Additionally, the college has hired a new dean of general studies, library director, eLearning director, and Center for Educational Access director. *See Appendix 1 – North Idaho College Organizational Chart.*

Financial Aid: Student Services implemented changes to our financial aid award system. Awards are distributed during the semester based upon attendance rather than being awarded at the beginning of the semester. Unsubsidized loans are no longer offered unless a student makes a specific request. These changes resulted in an average student debt load of \$2,700; down significantly from a three-year average of \$6,000. In addition, the number of students accessing unsubsidized loans has decreased. Although overall results are not available, the college anticipates these changes will allow students to graduate with less debt and will markedly reduce the college's default rate.

Grant Initiatives: Since the year seven report was submitted in 2013, the college is continuing work on several grant-funded initiatives. In 2011, as part of an Idaho State consortium comprised of six institutions, NIC received a portion of a \$2.7 million U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to develop a statewide Physical Therapist Assistant program and a summer bridge remediation program. The Physical Therapist Assistant program began in January 2014. In October 2012, NIC was awarded a \$2.9 million TAACCCT grant to develop an Aerospace Center of Excellence in Aviation Maintenance and Advanced Manufacturing. The one-year composites certificate program opened fall 2013. The Aerospace program will soon expand to include a CNC Mill operator certificate, a one-semester nondestructive testing certificate, and a one-year general aviation maintenance certificate program.

In 2013, the college received a \$538,000 J.A. & Kathryn Albertson Foundation grant in support of the Foundation's Continuous Enrollment Program initiative, a program which aims to measurably increase higher education access, retention and success for non-traditional students. NIC is working with its foundation to integrate best practices in the areas of cohort instruction, intrusive advising, early alert, college prep, and college success courses. Additionally, in 2013 the college received a grant in the amount of \$281,036 from the Idaho Department of Labor Workforce Development Training Fund, Industry Sector grant program to support the development and delivery of short-term workforce training courses designed to prepare students for jobs in the wood products industry. Through strong support from industry employers and the Idaho Department of Labor, NIC has begun work on a Center of Excellence to deliver training for Wood Products Manufacturing.

Outreach Center Changes: Because of the generosity and support of private donors, students at NIC at Sandpoint will be able to complete a two-year associate's degree without having to travel to the main Coeur d'Alene campus. Through the NIC Foundation and in partnership with the greater Sandpoint community, over \$100,000 was raised to retrofit building space and purchase furnishings, equipment and technology necessary for a science lab, making it possible for a student to complete his or her degree at the Sandpoint Center.

Recommendations from Spring 2013 Year Seven Evaluation

The April 2013 Commission review resulted in five recommendations. The Commission asked the college to respond to these recommendations as follows: Recommendation 1 in the Spring 2016 Year Three report; Recommendation 2 as an updated response to Standard One in the Spring 2014 Year One report; Recommendation 3 in a Spring 2018 Ad Hoc report; and Recommendations 4 and 5 in a Spring 2014 Ad Hoc report.

To provide context for the actions described in this report, NIC is including the five recommendations and the five commendations received as a result of the Year Seven Evaluation.

Commendations

1. The employees of NIC are commended for their demonstrated commitment, care, and respect for students and their success.
2. Library and English faculty and members of the SLOA Committee are commended for development of assessment practices related to information literacy that can serve as a model for other outcomes assessment efforts.
3. Physical Plant leadership and staff are commended for the implementation of environmental sustainability methods that save institutional resources and establish best practices.
4. NIC is commended for a high level of community engagement as reflected in efforts such as fine and performing arts offerings, customized workforce training, local volunteer projects, and summer events and activities.
5. NIC is to be commended for the establishment of effective employee professional development and wellness initiatives, including the adoption of staff sabbaticals.

Recommendations

1. While evidence of effort is apparent, the reviewers recommend the institution fully engage in integrated, comprehensive planning that offers opportunities for input by appropriate

constituencies and is informed by the collection of clearly-defined data used to evaluate mission fulfillment. Such planning should include budget and capital projections that inform resource allocation and support core theme progress. It is also recommended that, through the planning process, the institution insure the creation of appropriate learning environments for all programs (including those at off-campus locations), wherever offered and however delivered, in order to effectively support student learning (Standard 1.B.2, Standard 1.B.2, Standard 2.C.1, Standard 2.D.1, Standard 2.F.2, Standard 2.F.5, and Standard 3.A).

2. The institution has engaged in a comprehensive process to create and revise college mission, vision, and values statements as well as define core themes. It is recommended that the design of each identified core theme be consistent with the institution's mission, supported by the comprehensive plan, and informed by both clearly defined indicators and the regular collection and analysis of meaningful data (Standard 1.B.1, Standard 1.B.2).
3. It is recommended that the institution continue to refine its process of core theme assessment by collecting and using appropriately-defined data to evaluate fulfillment of its mission. The institution should regularly revise its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement (Standard 3.B.3, Standard 4.A.1, Standard 4.A.6, Standard 4.B.1).
4. It is recommended that the institution employ sufficient qualified personnel to maintain Library Services support and operations functions, insuring quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered. The institution, consistent with its mission and core themes, must provide access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services. (Standard 2.B.1 and Standard 2.E.1, Standard 2.E.4).
5. It is recommended that the institution develop, publish widely, and follow an effective and clearly stated transfer-of-credit policy that maintains the integrity of programs while facilitating efficient mobility of students between institutions when completing their educational programs. Such a policy will ensure that adopted admission and placement policies guide student enrollment in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success (Standards 2.A.14 and Standard 2.A.16).

Response to Recommendation 2

As requested by the Commission, this report includes the college's updated response to Recommendation 2:

***Recommendation 2:** The institution has engaged in a comprehensive process to create and revise the college mission, vision, and values statements as well as to define core themes. The evaluation committee recommends that the design of each identified core theme be consistent with the institution's mission, supported by the comprehensive plan, and informed by both clearly defined indicators and the regular collection and analysis of meaningful data (Standards 1.B.1 and 1.B.2).*

Review and Alignment of Core Themes and Measures: NIC completed the full seven year comprehensive evaluation in three years. During this three-year time period, the institution underwent extensive changes in senior leadership in addition to revising its mission, vision, values,

and its strategic plan. As noted by the peer evaluators, these extensive and overlapping changes made in a compressed timeframe created confusion about the relationship between NIC's core themes and values and strategic goals.

In response to the recommendation, the campus conducted a survey (*see Appendix 2, Accreditation Survey Summary Results*) that suggested: 1) a distinction be made between NIC's core themes, values, and strategic goals, and 2) NIC's values be clearly woven into all of the core themes. Based upon these results, the Accreditation Executive Committee renamed the core themes and identified five shared objectives for all three core themes (*See Exhibit 1, Graphic of Relationship of Mission and Values to Core Themes*). The original Core Theme, "Student Success" has been changed to "Student Access and Achievement." The original Core Theme "Educational Excellence" has been changed to "Effective Teaching and Learning." The original Core Theme "Community Engagement" has been changed to "Commitment to Community." The five shared core theme objectives are focused on NIC's values of student success, educational excellence, community engagement, stewardship and diversity as outlined below. These five values are also reflected in NIC's strategic goals. See Section 1.B.2 of this report for detailed explanations of the core themes.

- **Student Access and Achievement**

Student Success Objective: Provide regional access to quality education and training.

Educational Excellence Objective: Assist with the identification, development, and attainment of educational and career goals.

Community Engagement Objective: Collaborate with educational and business partners to ensure seamless transfer and career opportunities.

Stewardship Objective: Ensure best use of resources that directly support persistence to completion.

Diversity Objective: Expand understanding of and support for diverse student populations.

- **Effective Teaching and Learning**

Student Success Objective: Provide quality programs of study that support student learning and career opportunities.

Educational Excellence Objective: Provide continuing professional development and evaluation to support ongoing improvement in educational practices.

Community Engagement Objective: Maintain and expand strong regional partnerships to ensure appropriate and quality programming.

Stewardship Objective: Use college resources effectively and sustainably to implement educational programs and to serve community needs.

Diversity Objective: Provide students opportunities to learn about and experience diverse and global perspectives.

- **Commitment to Community**

Student Success Objective: Increase connections with students to create awareness of college opportunities and access.

Educational Excellence Objective: Engage the community to ensure relevant programming.

Community Engagement Objective: Provide leadership and act as a partner within the community.

Stewardship Objective: Ensure sustainability of financial and physical resources.

Diversity Objective: Promote diversity awareness through education and campus events.

To ensure that the newly articulated themes and objectives were measurable, the campus then conducted a complete review of the measures, baseline data, and expectations, led by the Executive

Committee and the Common Campus Measures Committee (CCM Committee). The CCM Committee was created by the Accreditation Executive Committee in its May 2013 meeting. Starting in June 2013, the committee has been meeting weekly to create and continuously update an 'information toolbox' that is valuable and easily accessible by all. Committee members collaborate with the campus community through a workspace on the MyNIC site with the intent to inform program review, budget planning, and other assessment processes. In addition, this committee reviewed the existing NIC DataMart Report Server to identify the most critical needs for executive decision makers. As a result, a designated folder in the NIC DataMart Report Server called Management Reports now includes key reports for use by President's Cabinet and Management Team.

Another addition to the 'information toolbox' was the introduction of Story Metrics. Story Metrics (based on work by Martin Klubeck) is a method for collecting, analyzing, reporting, and using measures to improve an organization. NIC's Story Metrics are tied explicitly to a strategic plan goal and an accreditation core theme. Story Metrics include an executive summary, a root question supported by a short narrative, and current ongoing initiatives with related measures. This format incorporates both qualitative and quantitative data. Trend analysis will emerge from the Story Metrics as they evolve, providing a vibrant form of feedback on NIC initiatives. (*See Exhibit 2, Financial Aid Story Metric*).

Communication of these changes in support of more effective integration of planning efforts included several meetings during the summer to present the work of the CCM Committee to President's Cabinet, individually to vice presidents and to NIC's Accreditation Liaison Officer. The work was then introduced to NIC's Management Team in their September meeting. The CCM Committee will continue to meet with these groups as part of the on-going development of the 'information toolbox.'

Planning Revisions: Core theme planning is ongoing. The college anticipates further changes to the theme measures as NIC's institutional planning processes evolve. Although the college has just begun to address the planning recommendation that will be provided in its Year Three report in 2016, the college has already taken the following actions:

- The Educational Master plan that was developed in 2012-2013 has been finalized.
- The Educational Master Plan will be utilized to engage the institution in a program prioritization process. The results of this new process will allow the college to use data to make program decisions. The process will be integrated into existing program review and assessment practices and results will be tied to institutional planning and budgeting.
- The board and administration are reviewing and prioritizing facilities in order to complete a Facilities Master Plan.
- As a result of the recent survey of the campus community, standing core theme planning teams will be developed. The new teams will include representatives from campus constituencies in an effort to broaden planning and evaluation of the core themes.

In conclusion, the college has taken several steps in response to Recommendation 2 since 2013, starting with modification of the core themes, objectives, and measures. The process was inclusive and included significant work by individual departments to identify meaningful institutional measures. The new core theme objectives provide a clear framework to sufficiently measure mission fulfillment. Recommendation 2 and mission fulfillment are addressed further in Chapter One: Mission, Core Themes, and Expectations of this Year One Self-Evaluation Report.

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Chapter One: Mission, Core Themes, and Expectations



Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2. Authority

NIC addresses Eligibility Requirement 2 (Authority) in the introduction to this self-study, stating that NIC is governed by a board of trustees (the board), comprised of members who are elected for four-year terms. The board derives its authority from the Idaho Code for Community College District Law, Sections 33-2101 through 33-2144. The college president is appointed by the board.

Eligibility Requirement 3. Mission and Core Themes

NIC addresses Eligibility Requirement 3 (Mission and Core Themes) in the body of this report related to its response to Standard 1. NIC's purpose is to serve the educational interests of its students and communities and NIC's programs lead to recognized two-year degrees and certificates. Substantially all of the college resources support its mission and core themes. NIC's mission statement was reviewed and approved by the board in March 2012. NIC completed the process of reviewing its core themes with the preparation of this report.

Standard 1.A Mission

Most Recent Review of Mission and Core Themes: In spring 2011, the NIC Board directed the college to establish a Long Range Visioning and Planning Committee (LRVP) to review the Mission, Vision, and Values for the college, and to create a new strategic plan. After several months of meetings and discussions, the committee recommended, and the board approved, the following Mission, Vision, and Values statements for the college.

NIC articulates its purpose through the following 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: 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.

Values: North Idaho College is dedicated to five values which also serve to guide strategic decisions and actions:

Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

NIC's mission statement is generally understood by all college employees, and it is posted in the classrooms, displayed in buildings, and published in the college catalog and on the college website under [Mission, Vision, and Values](#).

Review of Core Themes and Measures: As outlined in our Response to Recommendation 2, based upon the results of a survey of the campus community, the Accreditation Executive Committee voted to rename the core themes to help eliminate confusion with the values and strategic goals for the internal community, and to sharpen public understanding of NIC's mission. The new core themes were reviewed by the Board in February 2014. NIC's core themes are:

- Student Access and Achievement
- Effective Teaching and Learning
- Commitment to Community

In alignment with these revised themes, measures were reevaluated and included the identification of baseline data, where available. NIC uses data from a variety of reporting sources including IPEDS, internal measures, state longitudinal data, and most recently, the Voluntary Framework of Accountability (VFA). The Voluntary Framework of Accountability is the first national system of accountability specifically developed for community colleges. The VFA measures gauge how well a community college serves students with diverse educational goals. The decision to use the VFA reporting system was made jointly by the presidents of the three community colleges in Idaho. VFA data will be used to inform decision making by the community colleges at the state and local levels.

Interpretation of Mission Fulfillment: NIC is dedicated to maintaining high standards and continually assessing mission fulfillment. The core themes are connected to our mission, values, and strategic goals through the core theme objectives. NIC demonstrates achievement of Mission Fulfillment by demonstrating an acceptable level of performance of its core themes, both individually and collectively.

For each core theme, five institutional objectives were developed that are aligned with the five institutional values: Student Success, Educational Excellence, Community Engagement, Stewardship, and Diversity. They describe what we do and their corresponding outcomes state the results we hope to achieve. There are 15 key institutional objectives, 33 outcomes, and 56 measures (*see Core Theme tables under Standard 1.B*). Baseline data over three or four years is presented where available. Expectations were defined in different ways depending on the nature of the measure. For some measures, previously reported data were analyzed to determine the

expectations. If no data was available, the expectation will be identified once a reasonable amount of data has been gathered.

The status of each indicator appears in NIC’s Institutional Effectiveness SharePoint site (dashboard) and is identified by one of three levels of performance and a color-coded symbol: meeting expectations (green circle), showing progress (yellow triangle), and not showing progress (red diamond) (See *Figure 1 – IE Report Center Dashboard*). The measures used for accreditation are reviewed each year to ensure applicability and to ensure proper expectations are set. This annual review allows the college to focus on its successes and to also focus on initiatives that may need additional attention or resources. The ‘NIC Planning Calendar’ (*Appendix 3*) has a category set up for the measures and is used by the President’s Cabinet as their guide to planning and budgeting processes.

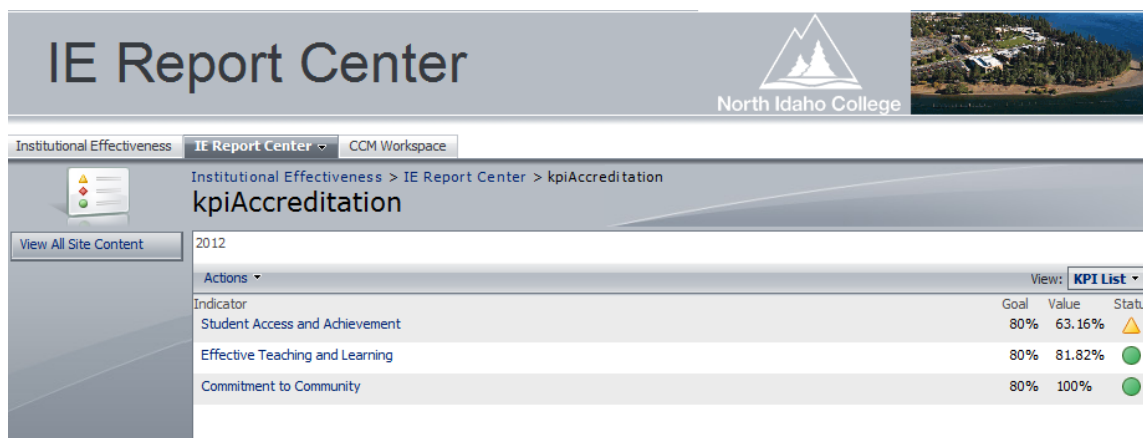


Figure 1 – IE Report Center Dashboard

Extent of Mission Fulfillment: In NIC’s 2013 Year Seven Report, the college stated that performance categories were defined and ranked using criteria based on institutional, state, and national trend data. The NWCCU evaluation team indicated this approach was not meaningful because the national comparative cohorts used often represent narrowly defined cohorts. Although no longer reflected in the core themes, NIC does continue to use comparative data in other areas of institutional analysis when available and applicable.

After NIC’s recent review of the core themes, each objective now contains outcomes with the measures aligned to these outcomes. The mean of three or four years of baseline data was identified where available and the college has adopted a method for measuring mission fulfillment using percentages. NIC defines mission fulfillment by the performance within each core theme, as well as the collective performance of the core themes. Each measure is judged as “met” or “unmet” using the current data compared against the baseline.

- A core theme is yellow (progressing) when at least 60 percent of its measures are met.
- A core theme is green (meeting expectations) when at least 80 percent of its measures are met.
- A core theme is red when it is not progressing.

The College is achieving its mission when the measures associated with the objectives of each core theme are either meeting expectations or showing consistent progress. A core theme status of red would indicate that a portion of NIC’s mission is not progressing and needs attention. Since this is a living document, performance will be tracked with the expectation that there will be continuous improvement every year.

Standard 1.B Core Themes

Theme I - Student Access and Achievement

Description of Theme I: The Student Access and Achievement core theme guides the college in its mission to provide access to educational programs and to provide the support necessary to help students progress toward their educational goals. Theme I has five objectives that are aligned with NIC's institutional values of Student Success, Educational Excellence, Community Engagement, Stewardship, and Diversity. Each objective contains outcomes which are aimed at improving access to educational programming for all populations, and helping students achieve their educational goals. Theme I is validated through the collective success of the measures for the five objectives.

Student Success Objective: Provide regional access to quality education and training.

Outcome	Measures	Baseline	Expectation
Education is available in NIC's five-county service area	– Unduplicated headcount of <i>credit students</i> as a percentage of NIC's total service area population.	3.93% 4-year average AY10 to AY13)	3.60%
	– Unduplicated headcount of <i>non-credit students</i> as a percentage of NIC's total service area population.	3.22% 3-year average AY10 to AY12	3%
Students access classes through alternative delivery	– Distance learning proportion of credit hours (Internet, Hybrid, and IVC-receiving sites)	18.04% 4-year average Fall 09 to Fall 12	Increase annually by 2% for a total of 25%
	– Dual Credit participation rates - unduplicated annual headcount	861 (4-year average AY10 to AY13	Increase annually by 2% until 25% of total student population is achieved

Rationale: Enrollment measures help NIC determine whether it is providing sufficient levels of access to its service area. Providing high-quality distance learning can add to the success of NIC students by providing access and convenience. Increasing dual credit participation rates supports accelerated pathways to higher education, an Idaho State Board goal. All of these measures support NIC's strategic goals to expand outreach, eLearning, and dual credit programming.

Educational Excellence Objective: Assist with the identification, development, and attainment of educational and career goals.

Outcome	Measures	Baseline	Expectation
Retention rates increase	– First-time, full-time, student retention rates	54% 3-year average Fall 09C to Fall 11C	63%
	– First-time, part-time, student retention rates	37% 3-year average Fall 09C to Fall 11C	45%
	– % of classes completed with a C or better	72% 4-year average Fall 09 to Fall 12	75%

Students achieve their educational goals	Cohort of new students:		Expectation will be defined after 3 years of data is gathered
	– % awarded a degree or certificate	20.8%	
	– % with no award but transferred to a 2 or 4 yr institution	26%	
	– % still enrolled	5.7%	
	– % of students that left the institution (six year outcomes, VFA)	47.5% Fall 2006 Cohort	

Rationale: Determining how and whether students are fulfilling their educational goals is essential to NIC’s mission. The measures identified for this objective are intended to provide a view of retention and completion awards so that NIC can identify areas in need of improvement.

Community Engagement Objective: Collaborate with educational and business partners to ensure seamless transfer and career opportunities.

Outcome	Measures	Baseline	Expectation
Students who are co- enrolled at partner institutions are successful.	– % of NIC students who are co-enrolled at another institution	3.4% Fall 2012	Expectation will be defined after 3 years of data is gathered
Students transition to careers	– Number of opportunities for students to engage in activities such as internships, mentoring, clinical, service learning, and volunteerism. <i>(Community Engagement Report)</i>	16 types of activities identified 2011 to 2012	Expectation will be defined after 3 years of data is gathered
	– Career Program Completers, percentage employed in related field	54.95% 3-year average AY11 to AY12	65% employed

Rationale: NIC tracks the rates of co-enrolled students and job placement rates of students in fields related to their degree or certificate to see whether partnerships with four-year institutions and with business and industry help support greater student goal achievement. Additionally, NIC is measuring student engagement in activities such as internships, clinical, service learning, and volunteerism to identify areas of need in order to increase these opportunities.

Stewardship Objective: Ensure best use of resources that directly support persistence to completion.

Outcome	Measures	Baseline	Expectation
Affordable education is available to students	– Tuition and fees for full-time, first-time, in-district students	72.7% rank against comparator institutions AY12 to AY13	Maintain greater than 60% against comparator institutions
	– Percentage of students who receive financial assistance <ul style="list-style-type: none"> • Financial Aid 	62%	65%

	• Scholarships	13.58% FY 12 to 13	20%
Students receive the personal attention needed to achieve their goals	– Faculty to student ratio is reflective of higher education best practice and standards	1:16	1:20 or lower
	– Staff/student ratio is reflective of higher education best practice and standards	New	Expectation will be defined after 3 years of data is gathered

Rationale: The majority of students attending NIC are from low-income households. By monitoring and containing tuition and fees, NIC will enable students to persist toward their goals. Additionally, maintaining reasonable faculty/student and staff/student ratios ensures students will have the support needed to achieve their goals.

Diversity Objective: Expand understanding of and support for diverse student populations.

Outcome	Measures	Baseline	Expectation
Students from diverse populations enroll at NIC	– Number of students enrolled from diverse populations	82% White 4% Hispanic 3% Native American 1% Asian 1% African American 9% unknown FY 2013	Maintain as diverse, or more diverse population than the population within NIC’s service region
Students from diverse populations are retained at NIC	– Students who respond “quite a bit or very much” to CCSSE survey question: “Does the college encourage contact among students from different economic, social and racial or ethnic backgrounds?”	41.7% compared to National Average of 51.7%	Increase by 2% annually until the national average is met or exceeded

Rationale: NIC is an open admissions college and tracking students who enroll from diverse populations supports the college’s commitment to providing access to education. Additionally, by regularly surveying students, the college can assess the campus climate to encourage contact among students with individual differences and divergent perspectives.

Theme II – Effective Teaching and Learning

Description of Core Theme II: NIC is committed to its role as a comprehensive community college by offering courses and programs that are characterized by a curriculum that is designed by a faculty and support staff that is dedicated to effective teaching and learning. The Effective Teaching and Learning Theme focuses on: 1) providing quality programs of study that support student learning and career opportunities, 2) supporting professional development aimed at improving educational practices, 3) building partnerships to ensure relevant and quality programming, 4) using college resources wisely to ensure programming needs are met, and 5)

providing students opportunities to learn about diverse and global perspectives. Theme II is validated through the collective success of the five objectives.

Student Success Objective: Provide quality programs of study that support student learning and career opportunities.

Outcome	Measures	Baseline	Expectation
NIC uses student learning outcomes assessment results to make improvements	– Student Learning Outcomes Assessment Goals achieved in general education	75% 3-year average 2010 to 2012	80% or more of annual assessment goals met
	– Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers	98.48% 2010 to 2011	80% of employers indicate satisfaction with preparation of completers
NIC maintains quality credit educational courses and programs	– All instructional programs submit annual summary reports documenting program improvements	0%	Twenty percent of total programs per year over five years until fully implemented
	– Curriculum changes made as a result of advisory committee input	New 2014	Expectation will be defined in 2015
	– Percentage of students who complete the General Education Core	New 2014	Expectation will be defined after 3 years of data is gathered
	– Career Program Completers, percentage employed in related field	54.95% 3-year average AY11 to AY13	65% employed
NIC maintains quality non-credit educational courses and programs	– Licensure pass rates are at or above national pass rates	85% or above for all programs 2011 to 2012	Maintain or improve current pass rates
	– Percentage of student evaluations of community education courses reflect a satisfaction rating of above average.	85% 2011 to 2012	85% of total number score a satisfaction rating of above average

Rationale: The Student Learning Outcomes Assessment goals reflect the improvements made to NIC’s courses and programs as a result of assessing the nine general education abilities. The implementation of an annual program review report to document improvements will support better program and budget planning. The measures of advisory committee input, career program completers employed, and licensure pass rates reflect the success of NIC’s professional and technical programs. Tracking students who complete the general education core supports the State’s General Education Reform initiative. Satisfaction ratings on NIC’s non-credit courses and programs help the college maintain quality and appropriate offerings. The measures for this

objective are intended to reflect the success of NIC’s transfer, professional-technical, and non-credit workforce education programs.

Educational Excellence Objective: Provide continuing professional development and evaluation to support ongoing improvement in educational practices.

Outcome	Measures	Baseline	Expectation
Professional development opportunities are accessible and supported	– Financial resources are disbursed through a competitive and peer-reviewed process annually	\$82,000	Maintain or increase funding levels
	– Overall satisfaction with support for professional development	New 2014	Expectation will be defined after data is gathered
Faculty and staff participate in professional improvement and evaluation	– Annual score on Professional Improvement Rubric (<i>Exhibit 3</i>)	New 2014	Overall score of 10 or higher
Improvements are made to teaching practices as a result of professional development	– Positive impacts as a result of professional development	New 2014	Improvements are documented

Rationale: Tracking financial resources disbursed, as well as employee satisfaction with professional development, will help ensure a successful professional development program at NIC. In aggregate, the score on the professional development rubric is one measure of participation in development and evaluation practices that helps to verify improved teaching practices and support services (*See Exhibit 3, Professional Improvement Rubric*). Finally, tracking the positive impacts as a result of professional development will help the college support activities aimed at improving teaching practices and services.

Community Engagement Objective: Maintain and expand strong regional partnerships to ensure appropriate and quality programming.

Outcome	Measures	Baseline	Expectation
Partnerships with four-year institutions are effective	– Existing articulation agreements are current.	Complete inventory by 2014 YE	Review annually until 100% current by 2016
Community needs for courses and programs are met for all locations.	– Distance learning proportion of credit hours	21.42% Fall 2012	Increase annually by 5% until 33% is achieved 90%
	– Percentage of new programs considered “high demand” based upon data from local industry, independent forecasting agencies, and Department of Labor	83% 2011 to 2013	

Workforce Training programs are responsive to community needs	–	Workforce Training Center generates sufficient revenue to cover direct costs of operations	2013 revenue received from enrollment covers direct costs	Costs maintained as a result of offering relevant programs
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Rationale: To ensure NIC is meeting the educational needs in its service region, NIC maintains strong partnerships with the four-year institutions in the region, and works to meet community needs through distance learning. Additionally, by identifying high demand programs, NIC can ensure its programs meet the employment needs of the region. Finally, tracking revenue generated through enrollments helps NIC monitor the relevancy of the non-credit programs it offers.

Stewardship Objective: Use college resources effectively and sustainably to implement educational programs and to serve community needs.

Outcome	Measures	Baseline	Expectation
Instructional resources enhance and expand institutional capacity	– Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending - Education and Related Spending includes Instruction, Student Services, and Institutional Support	2.17 2011 to 2012	Expectation will be defined after 3 years of data is gathered
	– Grant resources are leveraged to extend and improve NIC program delivery	New 2014	At least one project annually underwritten
	– College-wide replacement schedule for personal computers	94.64% 2012 to 2013	100% replaced within 48-month window

Rationale: These measures are intended to help identify and track resources directly related to educational programs and support services. By tracking the amount of specific funds spent per graduate, the college can identify greater efficiency initiatives directed at completion. In a time of diminishing resources, the college is specifically tracking grant dollars that support program delivery in an effort to increase those dollars. Tracking and supporting the college-wide replacement schedule for computers provides opportunity for efficient application of staffing and efficient spending through bulk purchasing.

Diversity Objective: Provide students opportunities to learn about and experience diverse and global perspectives.

Outcome	Measures	Baseline	Expectation
Students are provided opportunities for exposure to multiculturalism, pluralism, equity, and diversity	– Number of course outcomes related to multiculturalism, pluralism, equity, and diversity	New 2014	Maintain or Increase

A safe and respectful campus environment	– Students surveyed perceive NIC provides a respectful and safe environment (CCSSE)	New 2014	Expectation will be defined after 3 years of data is gathered
	– Faculty and staff surveyed perceive NIC provides a respectful and safe environment (internal survey)	New 2014	Expectation will be defined after 3 years of data is gathered
Diverse populations complete their degrees or certificates	– Diverse full-time credit students will complete their degrees or certificates within 150% of stated time at similar rates to cohort students	Cohort = 19.5% Diverse Sub-cohort =19.2% Fall 2009	Expectation will be defined after 3 years of data is gathered

Rationale: A critical component of higher education is the capacity to see human experience from the point of view of others who may encounter and interpret the world in ways different from one’s own view. These measures are aimed at helping NIC develop more programming aimed at this goal and to ensure a safe and respectful environment exists at NIC.

Theme III: Commitment to Community

Description of Core Theme III: NIC is a vital part of its community. NIC’s commitment to community extends beyond our educational programs and is a commitment reflected in Core Theme III’s objectives and outcomes. Healthy community interaction is vital to NIC’s continued success. NIC looks to the community to inform our goals and programming. NIC also collaborates with the community to create learning experiences and cultural events that enrich the lives of community members. Theme III is validated through the collective success of the five core theme objectives.

Student Success Objective: Increase connections with students to create awareness of college opportunities and access.

Outcome	Measures	Baseline	Expectation
Students have access to NIC courses	– Dual credit, credit hours in the high school	29% average increase 2010 to 2013	Increase by 5% annually
	– Dual credit, annual credit hours taught via distance delivery	38% average increase 2010 to 2013	Increase by 5% annually
Students learn about educational opportunities at NIC	– Percentage of new students that indicate that they found out about NIC through campus visits, fairs, or other similar events.	11% Fall 2013	Expectation will be defined after 3 years of data is gathered
	– Number of times an event was hosted for high school students	161 events 2012 to 2013	Maintain or increase

Rationale: Monitoring the dual credit hours helps NIC identify whether students have sufficient access to college courses. The goals for enrolling students in these courses are to provide them

with more rigorous curricula and prepare them for college coursework and expectations. Additionally, earning college credits early can reduce the time and cost to completion. In order for students to complete college, they must first enroll. By monitoring communication efforts aimed at potential students and by developing targeted programs in partnership with the high schools, NIC can increase the likelihood that students will view college matriculation as an option.

Educational Excellence Objective: Engage the community to ensure relevant programming.

Outcome	Measures	Baseline	Expectation
Community needs are assessed	– Number of efforts to seek community input through advisory committee input, focus groups, and other mechanisms (Community Engagement Report)	9 efforts identified 2011-2012 (advisory committees counted as 1)	Expectation will be defined after 3 years of data is gathered
Improvements are made to educational activities and programming as a result of formal evaluation	– Number of improvements made out of total number of formally evaluated activities (e.g. Grant evaluation; workforce training courses/programs; co-curricular activities	New 2014	Expectation will be defined after 3 years of data is gathered

Rationale: Community needs assessment can help the college target resources, re-examine and re-energize existing programs and services, and it provides an excellent strategy for involving various members of the community in appropriate and relevant programming at the college. NIC is also working to identify the number of activities that are formally evaluated in order to demonstrate improvements that are made as a result of these activities.

Community Engagement Objective: Provide leadership and act as a partner within the community.

Outcome	Measures	Baseline	Expectation
College members act as leaders in the community	– The number of committee/boards in which college members engage e.g. external advisory boards; community, educational, and business boards/committees (Community Engagement Report)	51 identified in 2011 to 2012	Maintain
NIC has a strong presence in its communities	– Results of annual community needs assessment indicates satisfaction with NIC when correlated to five-year environmental scan	New 2014	Expectation will be defined after 3 years of data is gathered

– Number of community events NIC sponsors	New 2014	Expectation will be defined after 3 years of data is gathered
– Engagement of student athletes in NIC or community sponsored events	New 2014	Expectation will be defined after 3 years of data is gathered

Rationale: NIC utilizes a wide range of activities and initiatives to engage the various communities it serves. The Office of Community Relations and Marketing is responsible for documenting these efforts and their impact in an annual Community Engagement Report. Partnerships build capacity within the college and the community, and result in recognition by the community and other entities.

Stewardship Objective: Ensure sustainability of financial and physical resources.

Outcome	Measures	Baseline	Expectation
Public funds from the state, local taxpayer, and students are used judiciously and in accordance with public finance standards	– Annual audit results in unqualified audit opinion	2013 audit unqualified opinion	Attain unqualified opinion annually
Programs desired by college stakeholders are funded	– Dollars secured through the Development Department via private donations and grants	\$3,082,828 FY 13	\$2 million
The college has usable data to support sustainable projects	– Improved consumption and emissions result in dollars saved	>100k FY 13	Sustain or increase

Rationale: The annual audit confirms that the college is fiscally sound and gives a clean bill of health to its financial reporting practices. The NIC Grant’s Office sets annual fundraising goals. Although achievement of these goals can be difficult to predict, this measure supports the NIC Grants Office fundraising efforts which are vital to the success of NIC’s programs, services, and students. High-performance facilities not only reduce fossil fuel dependence, energy use and pollution, but they also contribute to lower operating costs as well as improve the reliability of building systems.

Diversity Objective: Promote diversity awareness through education and campus events.

Outcome	Measures	Baseline	Expectation
Students, employees, and community members experience increased awareness of diversity	– Participation in sponsored events that promote diversity awareness.	New 2014	Expectation will be defined in 2015.

Rationale: Diversity is fundamental to the college and to the community. NIC has a history of promoting diversity awareness through its various programs and services. Students, employees, and community members need to be aware of different cultures and viewpoints in order to function in today’s global society.

Conclusion

NIC's revised Year One Report has been a collaborative effort soliciting input from the campus community, and working across departments. An eight-member Executive Committee, the Common Campus Measures Committee, a review team, and small ad hoc teams within departments have guided the process and the changes. The final report was reviewed by the board and provided to the campus community.

The Year One Self-evaluation Report describes the college's purpose as defined by its mission, values, core themes, and the associated institutional measures. Recommendation 2 suggested that the college should align its core themes with the college's strategic goals and ensure that the core themes are informed by meaningful measures. Since July 2013, the college has 1) reviewed and renamed its core themes, 2) aligned the core theme objectives with the college values and strategic goals, 3) aligned the measures to outcomes, and 4) reviewed and revised the measures and added baseline data. The college looks forward to feedback from the evaluators and the Commission as it moves into its first, full seven-year review cycle.

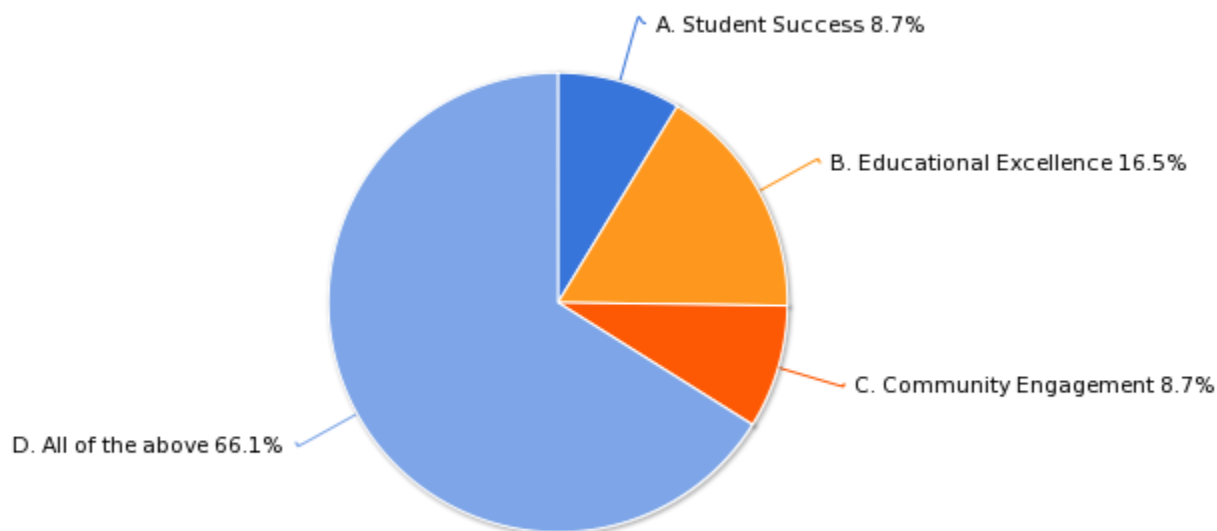
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Summary Report - Nov 18, 2013

Survey: Accreditation Planning Survey

1. Where do you think Diversity best fits in the Core Themes?

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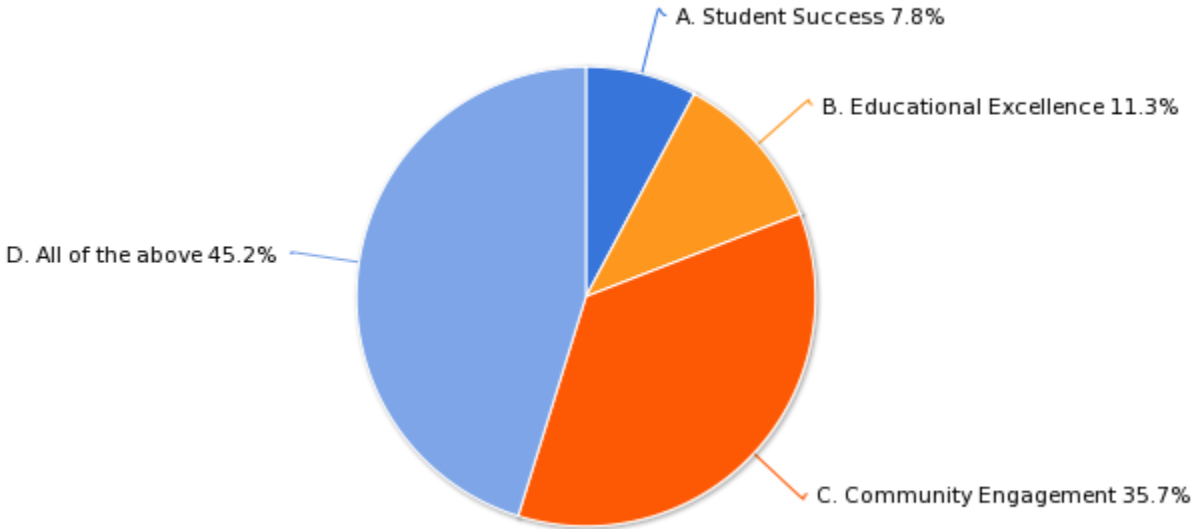


Value	Count	Percent
A. Student Success	10	8.7%
B. Educational Excellence	19	16.5%
C. Community Engagement	10	8.7%
D. All of the above	76	66.1%

Statistics	
Total Responses	115

2. Where do you think Stewardship best fits in the Core Themes?

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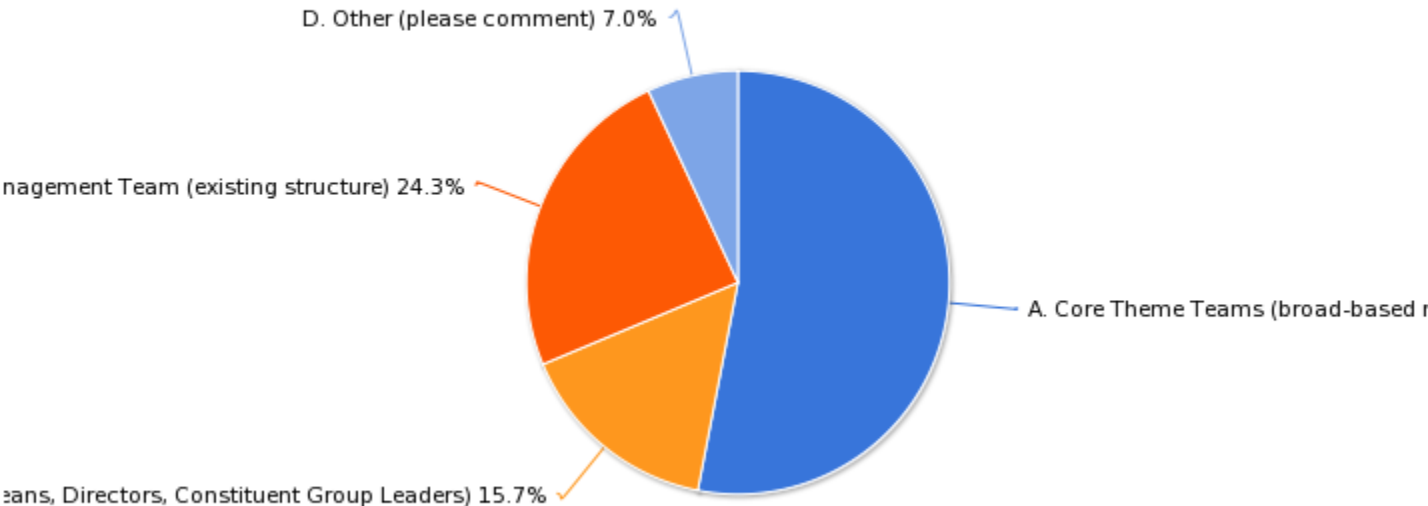


Value	Count	Percent
A. Student Success	9	7.8%
B. Educational Excellence	13	11.3%
C. Community Engagement	41	35.7%
D. All of the above	52	45.2%

Statistics	
Total Responses	115

3. How would you suggest incorporating the campus community into planning processes?

3. How would you suggest incorporating the campus community into planning processes?



Value	Count	Percent
A. Core Theme Teams (broad-based membership from employee groups)	61	53.0%
B. Planning Council (VPs, Deans, Directors, Constituent Group Leaders)	18	15.7%
C. Management Team (existing structure)	28	24.4%
D. Other (please comment)	8	7.0%

Statistics	
Total Responses	115

NIC Planning Calendar 2012 - 2013

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
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S P I R A T E G I C	NIC: Strategic Plan and Common Campus Measures (CCM's)				Review Plan and CCM's; post new Yearly Version to web							
	State Board: Strategic Planning / Performance Measures (PM)	PM due to DFM via SBOE			Begin Strategic Plan /PM updates	Strategic Plan updates due to SBOE	Proposed PM due to SBOE			Strategic Plan updates due to DFM via SBOE	Final PM due to SBOE	

B U D G E T I N G	NIC: Budgeting		Begin Budget Planning Oct 25 (after BOT mtg)		Gather Taxes and Allocation Amounts	1st Reading of Budget by BOT	Approval of Budget by BOT					
	SBOE: Budgeting (for 2014)	Tie Strategic Plan needs to budget		Meet & Confer send recommendations to PC		Dorm Housing Commission Budget & Housing Rate Review						
				Begin Tuition & Fees Planning	1st Reading of Tuition & Fees by BOT	Approval of Tuition & Fees by BOT						
DPW: Budgeting (for 2014)	Final Budget requests due to SBOE and DFM	SBOE Line Items prepared and presented to PC		PC begins DPW request discussion	PC discusses SBOE requests	Review of SBOE line items by BOT	Review of SBOE line items submitted	Information report to BOT on DPW requests - Submit DPW	Submit DPW requests to DPW			

NIC Planning Calendar 2012 - 2013

		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
8 Y P e l a r n	State Board: Eight-year Academic Programs Plan					Begin developing Plan			Draft of Plan shared with SBOE				Final Plan due to SBOE
	A c c r e d i t	Prepare for Accreditation Report and visit (if applicable)				Compile material for Report	Campus Review	Submit Report		Executive Committee creates Action Plan for following year			
L e g i s l a	NIC: Legislative Committee Plan & Legislative Session Timeline	Committee begins meeting & begins developing agenda	Continue developing agenda	Finalize Agenda & print - present to Board of Trustees	Legislative Send off for legislators	Legislative Session begins in Boise	Legislative Session continues	Legislative Session ends (later in the month - usually)					
		Steering Committee convenes											

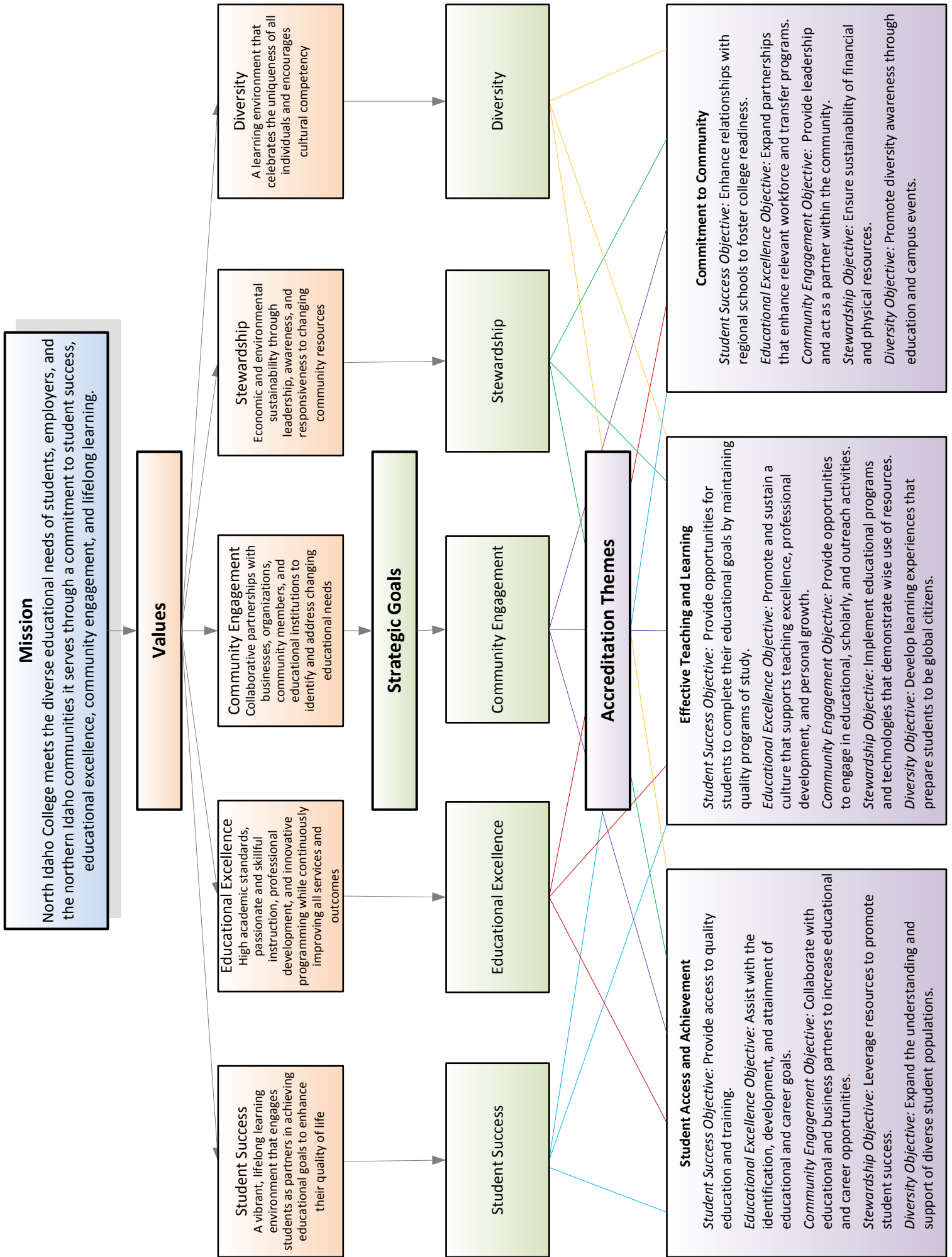


Exhibit 1 - Relationship of Mission Values to Core Themes

Financial Aid Disbursement and Payment Strategies and Their Effect On Bad Debt, Collections, and Financial Disqualification

Root Question

How well is NIC doing in terms of lowering the percentage of students who are sent to collections and/or disqualified from receiving financial aid?

Story

Over 80% of our students fill out the FAFSA form every year. The vast majority of these students will, in the course of their academic careers at NIC, need to use the funds available to them through the federal grant and aid program. In order to be eligible to use this aid students must meet a variety of standards, both qualitative and quantitative. Student's inability to do so can result in them being unable to continue their program at NIC. This often sets off a chain of events that leads to students being unable to re-enter school, and unable to pay back the debt they have already incurred, and ineligible for financial aid in the future. The Financial Aid office and the Student Accounts office have put a variety of measures in place to help guide students down the path towards managing their financial aid and their accounts with the college in a more responsible manner.

Initiatives

➤ **SALT**

SALT is a new program that the Financial Aid department purchased to be used as an educational tool for students. It will help students with tracking their money spending behavior, creating a budget, and understanding how financial aid and loans will impact their financial futures. The goal of implementing the use of this program is to educate students before they incur debt, so that they truly understand the commitment they are entering in to.

➤ **Financial Aid Disbursement Schedule**

Prior to 2011, students received their financial aid disbursement in its entirety within the first week of school. If the students dropped their classes at any point after that, they could end up owing a large amount of the funds back to the college. When students did not complete their classes, and were unable to pay back their disbursement they would often end up in collections and disqualified from getting financial aid. Starting the Fall of 2011, NIC implemented a new strategy in which financial aid was not disbursed until after students were dropped for non-attendance after the 10th day of school. This helped cut down on the disbursement of financial aid to students to even attending classes at the start of the school year. In the Fall of 2012 further steps were taken to avoid over awarding students. Loans and Pell disbursement were delayed for late start classes so that students did not receive funds for these classes until the actual start dates. Now, for the Fall of 2013, disbursements will be even more regimented. Pell grants will be awarded in full 3 weeks after the start of school. This will occur after the drop for non-attendance. Loans will be disbursed on a schedule, with 50% being disbursed at the 3 week date, with the remaining amount being disbursed one week after mid-term grades are recorded. If students do not have all F's or all W's or a combination of the two in their course work at mid-terms. The Financial Aid Office will then need to verify if they have been attending these courses. If it is determined they ceased attendance in less than six credits, they will not receive

their second disbursement. This delayed disbursement strategy should lead to far less financial aid needing to be returned, and in turn is should lead to less students will outstanding balances at the end of the term. In addition to this, far fewer students will have been over awarded, and in turn disqualified themselves from receiving further aid.

➤ Unsubsidized Loans Policy Change

Prior to Fall 13, students could request unsubsidized loans at the same time as they requested Pell and subsidized loans, with no further processes. For Fall 13 students will now have to take a financial literacy course and go through a process outlined by NICs financial aid office. This policy has been put in place in order to help students be better informed in terms of their responsibilities when taking additional loans. This should cut down on the number of students taking unnecessary and ultimately lead to a lower debt delinquency rate in the long-term.

Measures

Collections

<i>School Year</i>	<i>Amount Sent To Collections</i>
2009-10	\$597, 264
2010-11	\$878,500
2011-12	\$750,738
2012-13	\$582,294**

**Spring 13 and Summer 13 data in not completed yet.

Default Rate

Our current rate (19.6%) is for our 2009 cohort of students. This was an all-time high rate for NIC, and it is projected to begin to decrease with our 2010 cohort, but it will take several years to be impacted by the changes that have been implemented since the Fall of 2011.

Return to Lender Funds That Went to Collections

<i>School Year</i>	<i>Amount of R2T4 sent to Collections</i>
2009-10	\$549,482.88
2010-11	\$808,220.00
2011-12	\$690,678.96
2012-13	\$561,710.48

Students Count Taking Unsubsidized Loans

<i>Year</i>	<i>Student Count</i>
2009	1722
2010	2638
2011	2945
2012	2693

Common Campus Measures Committee
January 2014

NIC Professional Improvement Rubric

	1 Developing	2 Progressing	3 High Success	Score
Percentage of full-time faculty participating in professional development annually	50% - 69%	70% - 84%	85% - 100%	
Percentage of full-time staff participating in professional development annually	50% - 69%	70% - 84%	85% - 100%	
Percentage of new hires participating in orientation and mentoring	60% - 79%	80% - 94%	94% - 100%	
Percentage of planned faculty evaluations completed annually using multiple indices of effectiveness	60% - 79%	80% - 94%	94% - 100%	
Total				

Total possible points = 12

Score of 10 = High Success overall

Score of 8 = Progressing overall

Score of 6 = Developing overall