



# **North Idaho College**

## **Ad Hoc Report**

**March 2018**

Presented to  
The Northwest Commission on Colleges and Universities

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## Introduction

The Commission reaffirmed North Idaho College's accreditation in July 2013 following the Year Seven Comprehensive Evaluation and asked the college to respond to five recommendations. They were:

- Spring 2014 Year One Report: Recommendation 2
- Spring 2014 Ad Hoc Reports (2): Recommendations 4 and 5
- Spring 2016 Mid-Cycle Review: Recommendation 1
- Spring 2018 Ad Hoc Report: Recommendation 3

Recommendations 1, 2, 4, and 5 were addressed in the corresponding reports referenced above and deemed met.

This Spring 2018 Ad Hoc Report presents the progress that North Idaho College (NIC or the college) has made in response to Recommendation 3.

## Response to Recommendation

### Recommendation 3 – Core Theme Assessment

*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)*

### Core Theme History (3.B.3)

Planning for all of the core themes began in spring 2009/2010. At that time, an Accreditation Executive Committee was created consisting of the vice president for instruction, vice president for student services, vice president for resource management, vice president for community relations and marketing, director of institutional effectiveness, faculty coordinator for assessment and accreditation, and an executive assistant. The committee began work along with campus constituent groups to identify and develop NIC's core themes. In 2010, NIC established Student Success, Instructional Excellence, and Community Engagement as its core themes. In 2011, the college followed the recommendation of the Spring 2011 Year One visit to reduce and clarify the core theme objectives and measures. As a result, NIC revised its core themes to Student Success, Educational Excellence, and Community Engagement, reduced the number of objectives and measures, and continued to identify baseline data and expectations.

In the subsequent period before the 2013 Year Seven evaluation, the college underwent extensive changes in senior leadership and launched a long-range visioning and planning process to rewrite its mission, vision, and values. As noted by the 2013 peer evaluators, this ambitious process created confusion about the relationship between NIC's core themes, values, and strategic goals. In response to the Year Seven evaluation, the college modified its core themes to align with its

five values: Student Success, Educational Excellence, Community Engagement, Stewardship, and Diversity. These five core themes now also frame the strategic plan and departmental and divisional (operational) planning goals.

### **Core Theme Planning (3.B.3 and 4.A.1)**

Since the 2013 Year Seven Evaluation, the college has continued to refine its core theme measures. Planning and gathering evidence for the core themes, college programs, and services occurs at the institutional level through four related but distinct mechanisms: 1) Institutional Research and the Common Campus Measures Committee, 2) the Accreditation Executive Committee and the Core Theme Team, 3) Service Department and Division Review and Planning, and 4) Student Learning Outcomes Assessment. Figure 1 depicts the institutional assessment structure, data sources, and the four interrelated mechanisms for gathering evidence at NIC.

The first mechanism for gathering evidence is Institutional Research (IR) and the Common Campus Measures (CCMs) Committee. The student services data and information analyst, the coordinator of assessment and accreditation, the director of Institutional Effectiveness (IE), and the statistical data assistant collaborate to develop and update institutional data sets referred to as the Common Campus Measures (CCMs). IR uses the CCMs to compile reports for many purposes including local, state, accreditation, and national requirements, along with requests from campus entities to assist them in their assessment and planning. Examples of CCMs include enrollment data, retention and completion data, student survey results, student learning outcomes assessment reports, community needs assessments, licensure pass rates, technical skills assessments results, and tuition rates. Population and maintenance of the CCMs are managed by the Office of Institutional Effectiveness (IE Office). The CCMs inform the strategic plan, the core themes, program review, budget planning, and other assessment processes.

The CCM Committee maintains an “information toolbox” that is easily accessible to campus decision makers and planners on the NIC DataMart server under “Management Reports.” The CCMs are in IR Visuals on the IE team site. *See Appendix A: Example IR Dashboard Reports.* The Office of Institutional Effectiveness has begun to use Data Summits as a way to teach NIC’s staff, faculty, and administration about the available reports and dashboards. This office intends to do three Data Summits each year with a focus on data literacy. Two will be during Convocation Week, which is the week before the start of each term, and the other in May.

The first Data Summit was held in January. There were 28 attendees from across campus who participated in the summit. A hands-on approach was used so that all attendees learned how to find reports and dashboards. A pre- and post-test approach was used to measure learning, along with a series of “Lightning Talks.” One Lightning Talk addressed NIC’s Common Campus Measures and the importance of using measures to relate to operational goals and actions within departments and programs. How to select core theme performance metrics was presented, and participants were asked to consider what those might be for them before the next Data Summit in May. The use of NIC’s IE team site has provided access to the CCMs, and the DataMart Report Server has provided a collaboration environment that makes institutional reports and survey data widely available to users.

The second evidence gathering mechanism is the Accreditation Executive Committee and the Core Theme Team. The Accreditation Executive Committee is comprised of the president, vice presidents, chief communications and government relations officer, dean of General Studies, director of Institutional Effectiveness, administrative assistant to the dean of General Studies, and coordinator of assessment and accreditation. The executive committee addresses policy and ensures accreditation standards are met. The committee provides oversight, acts as decision-makers, and serves a vital communication role between the campus community and the board of trustees on all matters relating to and affecting accreditation and evaluation of the core themes. The Core Theme Team was created in 2014 to plan and assist with the core theme data to ensure it is appropriate, current, and is gathered and evaluated on an annual basis. The Core Theme Team provides analysis of data and recommendations to the Accreditation Executive Committee and the CCM Committee and acts as a liaison to departments and divisions. The Core Theme Team's work is reviewed by the Accreditation Executive Committee and the Management Team. The Management Team is comprised of the President's Cabinet, all department directors, and all instructional deans and division chairs. *See Appendix B - Core Theme Team and Accreditation Executive Committee.*

The third mechanism, departmental and divisional (operational) planning, has been used to guide institutional planning and resource allocation. Currently, departmental and divisional goals are written and evaluated annually. Action plans are then developed that include initiatives and measures that support institutional goals. Initiatives are prioritized within the department/division and, when appropriate, at the institutional level by the President's Cabinet. Priorities are then used to develop annual budgets and to guide long-term resource planning. For example, continued investment and redefinition of positions in the College Skills Division was prioritized for fiscal year (FY) 2018, resulting in improvements in testing services and curriculum development. In instruction, programs are reviewed on a five-year rotation cycle. The program review process is a critical factor in initiating change for instructional programs across campus. Historically, all programs have used the review process to guide long-term instructional programming priorities, but not all have used it to guide planning and budgeting processes consistently. The recently revised operational goals report now requires that divisions and departments address their review recommendations in their action plans thus providing a method of annual evaluation and for linking the program review process to planning and budgeting processes. *See Appendix C: Example 2017 Evaluation of Operational Goals and 2018 Operational Goals Report.*

Finally, the Curriculum Council and the Student Learning Outcomes Assessment Committee (SLOA Committee), along with the instructional division chairs, deans, and vice president, facilitate SLOA at the course, program, and degree level. The Curriculum Council, led by faculty who are the voting members, with staff support from Instruction and Student Services, ensures that student learning outcomes are created and that the curriculum is appropriate, well-aligned, and rigorous. The SLOA Committee supports assessment processes in the divisions. The SLOA Committee is made up of faculty from each instructional division on campus, a faculty librarian, and the director of Institutional Effectiveness. The deans serve as ex-officio members of the committee. A three-year SLOA Plan was developed in 2009. As a result of SLOA's role in assessment, the writing program has systematically collected data and used it to make curricular revisions resulting in increased completion rates in composition and

dramatically reduced remediation rates in composition. This is one example of how SLOA processes have been used to make improvements to curriculum, teaching pedagogy, and student learning. The concept of consistently and formally using SLOA results to guide planning and resource allocation is relatively new and will take more time to develop and implement. *See Appendix D: 2016-2020 SLOA Plan.*

These planning teams and reporting mechanisms are designed to integrate the core themes with planning. As they evolve, all of the teams are responsible for identifying methods of assessing institutional and student performance, gathering and analyzing data, and making recommendations for improvements to management and senior administrators. Members of the Management Team and the President’s Cabinet analyze multiple data sets across all levels of the institution in the development of the annual budget that is presented to the board of trustees, which maintains final budget-making authority. The college is progressing toward consistently using data to guide resource allocation, planning, and decision-making.

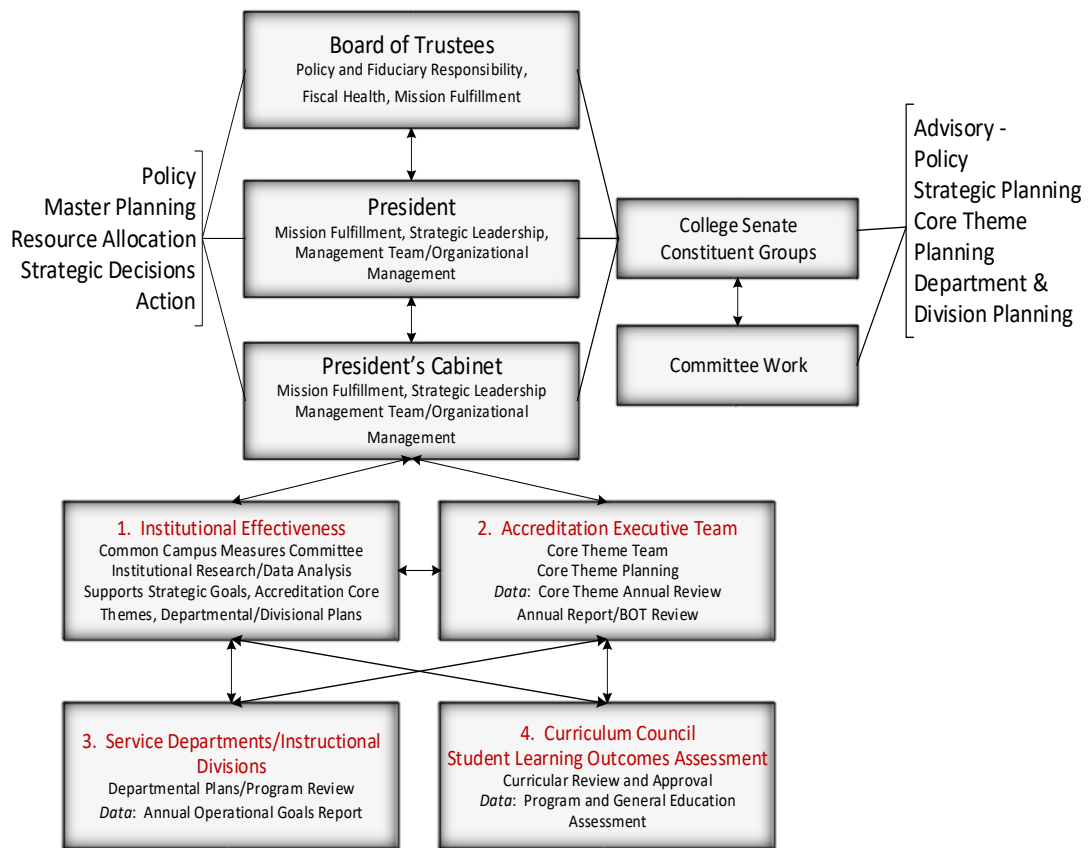


Figure 1. Institutional assessment structure, data sources, and four interrelated mechanisms for gathering evidence.



## Evaluation of Mission (4.A.6)

In spring 2011, the NIC Board of Trustees directed the college to establish a Long-Range Visioning and Planning Committee to review the mission, vision, and values for the college, and to create a new strategic plan. This review coincided with the transition to the Northwest Commission on Colleges and Universities revised standards. The committee recommended, and the board approved, the following mission, vision, and values statements for the college.

*Mission:* 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:*

**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.

The five college values serve as NIC's core themes. NIC demonstrates achievement of mission fulfillment by demonstrating an acceptable level of performance of its core themes, both individually and collectively. The mean of three years of data is used as a baseline, when available. NIC uses data from a variety of reporting sources including the Integrated Postsecondary Education Data System (IPEDS), internal measures, state longitudinal data, and most recently, the Voluntary Framework of Accountability (VFA). The measures were developed over time by Accreditation Core Theme Committees, in consultation with staff, faculty, management, and executive leadership. Each measure is rated on a scale of 1 to 3 by comparing the current three-year mean, when available, to the expectation: 3 = meets expectations, 2 = progressing, or 1 = does not meet expectations. Each core theme is evaluated using the mean data for each measure compared against the expectation, and then the mean score of all measures for each objective, and core theme. The following scale is used:

2.3-3.0	=	Meets Expectations
1.1-2.2	=	Consistently Progressing
1.0	=	Does Not Meet Expectations

The college is achieving its mission when the mean for all core themes shows the college is either “consistently progressing” or “meeting expectations.” A core theme that is not meeting expectations or progressing indicates actions or improvements need to take place. The measures used for accreditation are reviewed each year to ensure applicability and to ensure proper expectations are set.

### **Mission Fulfillment (4.A.6 and 4.B.1)**

In 2016, the annual Core Theme Report was formally implemented and provided to the board of trustees and campus as part of the Mid-cycle Evaluation process. A Core Theme Report was again prepared in January 2018 and will be prepared annually hereafter. The report is reviewed by the President’s Cabinet and Management Team. These decision makers recommend actions or improvements for the measures to operational areas. Operational areas are responsible for suggesting changes and for strengthening measures as necessary. Departments then use the annual operational goals and evaluations to establish departmental priorities for resource allocation. Changes to measures are vetted by the Accreditation Executive Committee and the Core Theme Team. Core theme scoring information is available at the beginning of the budget cycle and again when strategic, board and President’s Cabinet planning occurs. The annual report cycle facilitates the use of assessment information in planning and resource allocation.

For the first time in preparing the FY 19 budget, many departments have begun to align budget line item requests to operational goals. In 2019, the operational goals and their correlation to the core themes will be published in the budget book provided to the board of trustees and the public. For the FY19 budget, the college is using zero-based budgeting for all department/program budgets. FY19 will serve as the baseline for the development of a three-year rolling forecast. Recently, the state of Idaho proposed a change to its funding model from an enrollment workload adjustment model that funded based on a three-year average enrollment to an outcomes-based funding model. This significant change in the funding model has delayed the implementation of a rolling forecast as the college awaits the development of the new outcomes model.

Recently, two specific teams were developed to work on the Community Engagement and Diversity Core Themes. These two themes were not fully developed at the time of the Mid-Cycle Review and thus could not be evaluated in the 2016 Core Theme Report. Although not fully developed, these two themes were evaluated for the 2018 Core Theme Report. A few measures still need three years of trend data and thus were not incorporated into the scores. Better mechanisms for data collection in some areas must still be developed and implemented. The results of the 2018 Core Theme Report provide evidence that NIC is meeting its mission. *The five core themes, objectives, measures, expectations, and results are attached as Appendix E – 2018 Core Theme Report.*

### **Work Accomplished Since the 2016 Mid-Cycle Review (4.B.1)**

As indicated in the Spring 2016 Mid-Cycle Review, a continuous planning cycle that incorporates the core themes into processes at NIC is under development. *Appendix F illustrates the Institutional Continuous Planning Cycle and schedule of reports.* Fall 2016, a group of

leaders were assembled under the direction of NIC's new president, Rick MacLennan, to establish a process for integrated planning at North Idaho College. In the spring of 2017, the second phase began with the convening of the Integrated Planning Committee. This group was tasked with building a framework for planning and executing several initiatives to prepare NIC for an update on the strategic plan. Five sub-committees were developed within the Integrated Planning Committee: 1) SWOT (Strengths/ Weaknesses/ Opportunities/ Threats), 2) External Environmental Scan, 3) Campus Master Plan – to include the college's strategic plan, the academic master plan, the information technology master plan, the facilities master plan and the strategic enrollment management plan, 4) Communications and 5) Timeline and Accountability.

To date, the SWOT subcommittee has collected internal constituent feedback using a SWOT analysis to gather a cross-section of perspectives about NIC from 54 departments and divisions. The data has been analyzed, themes and descriptions developed; the Environmental Scan Committee has researched and created a systematic and strategic collection of external information ([see NIC Cultivate Environmental Scan website](#)) that serves as a cross-section representation of the external community in both data and perspectives; and, the Facilities Master Planning Committee, the Academic Master Planning Committee (AMP), the Information Technology Planning Committee, and the Strategic Enrollment Management Committee have developed steering committees and begun work on the plans with the intent of completing all plans by the end of March 2018. The AMP, for example, has organized its work around the core themes and the documents generated by this latest iteration of data collection, and collaborative analysis. Planning is expected to strengthen NIC's achievement of its mission significantly. Finally, a review of the current strategic plan will occur this spring, using the five Core Themes (Values) to frame the plan.

## Conclusion

Acceptance of the institutional core theme planning and assessment process has grown significantly. The four evidence-gathering mechanisms identified in this report promote the college's core themes and strategic goals, and are consistently used to gather data that informs decisions. The following are just a few examples of how the core themes have become part of the NIC planning culture:

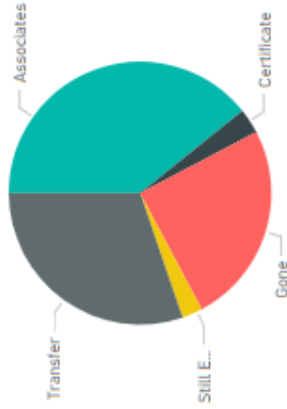
- Operational goals and departmental plans are created using the core themes as a framework.
- The recent campus-wide planning initiative (Cultivate NIC) has incorporated the core themes in the master plans.
- Various departments plan around specific themes, for example, the Office of Finance and Business incorporates the Stewardship theme into most of its planning activities.
- In instruction, requests from faculty for professional development and other activities are aligned to the Core Themes, mainly Student Success and Educational Excellence.
- The Facilities and Events Advisory Committee recently developed a rubric to score requests from internal and external entities who wish to use college facilities. The scoring is based on the five core themes and points are given when events are related to the themes and the college mission.

Assessment of mission fulfillment is accomplished through evaluation of all core theme measures. The method of assessment is concise and is widely understood by executive leadership and by the college Management Team. Although the college still needs to work toward using the core themes to more deeply guide decision-making and resource allocation, all of these examples evidence a cultural change taking place at NIC. In preparation for the Year Seven Evaluation in 2020, the college will continue to develop the core theme measures and work on making the complex examination of mission fulfillment widely understood by all.

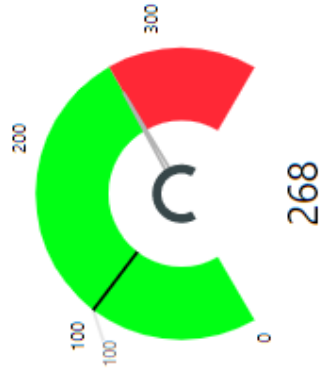
CollegeReady  
 Select All  
 No  
 Yes

FTPT  
 Select All  
 Full-Time  
 Part-Time

Six Year Outcomes



LUOutcomes	%GT	Count of sid	Count of sid
Associates	39.22%	140	140
Certificate	3.08%	11	11
Gone	24.93%	89	89
Still Enrolled	2.52%	9	9
Transfer	30.25%	108	108
<b>Total</b>	<b>100.00%</b>	<b>357</b>	<b>357</b>



357

Count of sid

268	Successful
0	Start Value
100	PercEnd

357	CountOfRows
89	DiffBetween
0.75	PercSuccess

Voluntary Framework of Accountability (VFA) Six Year Cohort includes students who first enrolled at North Idaho College in the fall of a given year (fall 2008) and their progress and outcomes by the end of six years. Includes both degree and non-degree seeking students. Transfer-in students are included if it is the first time they have enrolled at North Idaho College.

Credentialed Seeking Cohort includes students who, based on course-taking behavior, are identified as pursuing a credential by earning 12 semester credit hours by the end of their second year.

Strategic Plan Dashboard

Strategic Plan 2018 to 2022

Goal 1: Student Success

9

Count of CCM

Objective Statement

- Select All
- Engage and empower students to take personal responsibility and to actively participate in their educational experience.
- Promote programs and services to enhance access and successful student transitions.
- Provide innovative, progressive, and student-centered programs and services.

- Report Year
- 2013
  - 2014
  - 2015
  - 2016



Measure Statement	Status	Benchmark	Difference	Non % Status	Non % Benchmark	Comparative
Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still en...	64.5 %	70.0 %	-5.5 %			63.7 %
Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE	28.4 %	30.0 %	-1.6 %			27.9 %
Degree Production - Degree and certificate production and headcount of recipients				1,081 awards / 969 headcount	>= 1.2k awards / >= 1k head...	
Percentage of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers	63.0 %	65.0 %	-2.0 %	New (under development)	TBD	
Percentage of NIC Dual Credit students that matriculate at NIC or at another postsecondary institution	80.9 %	84.0 %	-3.1 %			
Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fal...	52.0 %	63.0 %	-11.0 %			
Retention Rate - Full time, first-time, degree seeking student retention rates	33.0 %	45.0 %	-12.0 %			
Retention Rate - Part-time, first-time, degree seeking student retention rates	47.0 %	65.0 %	-18.0 %			
Retention Rate -New transfer in, degree-seeking student retention rates						

## Common Campus Measures Dashboard

CCM Trends - Select Measure from Drop Down List to View Trends

CCM Number  
15

### CCM Title Distance Learning Proportion of Credit Hours

Timeframe	Trends
Fall 2013	24.7% (15,051/61,055)
Fall 2014	25.1% (14,183/56,498)
Fall 2015	24.3% (12,738/52,428)
Fall 2016	23.9% (11,971/50,048)

Footnotes  
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 WC-receiving sites.

## Accreditation Executive Committee

Member	Title
Rick MacLennan	President
Lita Burns	Vice President for Instruction
Graydon Stanley	Vice President for Student Services
Chris Martin	Vice President for Finance and Business Affairs
Laura Rumpler	Chief Communications and Government Relations Officer
Larry Briggs	Dean of General Studies
Ann Lewis	Director of Institutional Effectiveness
Karen Ruppel	Faculty Coordinator, Assessment and Accreditation; Division Chair, Health Professions
Cathy Sparks	Assistant to the Dean of General Studies

## 2018 Accreditation Core Theme Team

Member	Title
Ann Lewis	Director of Institutional Effectiveness
Karen Ruppel	Faculty Coordinator, Assessment and Accreditation; Division Chair, Health Professions
Larry Briggs	Dean of General Studies
Christy Doyle	Dean of Health Professions and Nursing
Kassie Silvas	Dean of Career, Technical and Workforce Education
Marie Price	Director of Workforce Training and Community Education
Rayelle Anderson	Executive Director, Foundation and Development
Don Millikan	Director of Human Resources
Kylene Lloyd	Student Services Data & Information Analyst
Laura Rumpler	Chief Communications and Government Relations Officer
Heather Erikson	Assistant Director of Student Development/Diversity Council Executive Committee Representative
Steve McGroarty	Financial Services – Auxiliary Enterprises
Steve Smith	Manager of User Services, Information Technology
Bill McElver	Manager, Physical Plan - Facilities Operations
Sarah Garcia	Controller – Business Office



## OPERATIONAL GOAL EVALUATION GUIDE – INSTRUCTION

Please use this form to evaluate the operational goals written for the 2016-17 academic year for your program. Submit this evaluation with your 2017-18 goals and plans.

Program: Associate Degree Nursing Program		Date: 20/26/2017
Division Chair: Marian Underdahl	Dean: Christy Doyle	Vice President: Dr. Lita Burns

### GOALS from 2016-17 (submitted October 2016)

**Goal 1:** Establish a chapter of the Alpha Delta Nu Honor Society for the Associate Degree Nursing Program at North Idaho College. The society will recognize student success and encourage educational excellence.

Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

**The NIC ADN Program was successfully chartered as the *Epsilon Gamma Chapter* of the Organization for Associate Degree Nursing (OADN) Alpha Delta Nu Honor Society in December 2016. Thirteen students were inducted into the NIC ADN Honor Society in spring 2017, and there are 16 provisional student members. The goal was to have a minimum of ten students inducted last year.**

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

**Goal 2:** Implement a new competency based Associate Degree Nursing Program curriculum in the fall of 2017. The curriculum will align with the Quality Safety and Education for Nurses (QSEN) competencies. The revision will be more contemporary and support the changes in nursing practice and current expectations of graduates entering practice as an RN. It will also decrease the number of credits required to complete the ADN at NIC, which was recommended by our accrediting body, and supports recommendations for financial aid and Complete College Idaho.

Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

**The ADN Program implemented the new competency based curriculum in the fall of 2017. It aligns with QSEN Competencies and decreased the credits required to complete the program from 73-68. The curriculum was approved by the IBON, and accepted by the IBOE & NWCCU. The Accreditation Commission for Education in Nursing approved the substantive curriculum change in July 2017. A Focused Site Visit by the commission will be conducted in the spring 2018 to complete the approval process of the substantive change. The cost of the Focused Site visit will be \$2,350.00 + travel and expenses related to the visit. It will also require further administrative, faculty and staff time to develop and send in the Focused Site Visit report (less than 200 pages), and prepare for the site visit.**

**Goal 3:** Continue to develop the partnership with Lewis Clark State College to integrate their required BSN courses into the new ADN curriculum. This will allow students to take BSN courses in conjunction with the ADN courses, so they are able to complete their BSN in a timely fashion. Increasing the BSN workforce is a goal, both nationally and in the state of Idaho.

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Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

**North Idaho College has continued the partnership with LCSC for students to be dual enrolled in the "Opening Doors Program" in the final semester of the ADN Program. The success of this unique partnership has been recognized by the Nurse Leaders of Idaho and the NIC ADN Program Director was invited to participate in a panel discussion at the Nurse Leaders in**

Education & Practice Conference in Boise in Sept. 2017, to share the successes and challenges of developing such a partnership.

However, the pathway that aligns the LCSC BSN Curriculum with the NIC ADN curriculum so that students can achieve their BSN within one semester of graduating with their ADN has not been completely fleshed out and approved. The challenges are: LCSC has a new Nursing Division Chair and she is still getting oriented to the position, we still need to get commitment from Financial Aid on how this will impact students and lastly, and probably most difficult, is that there is not sufficient time to devote to this project.

**Goal 4:** Develop a fully functioning Simulation Lab that is utilized by ADN students in each semester of the Nursing Program. Simulation experiences provide a safe learning environment for students to practice utilizing efficient and effective nursing skills and clinical decision making prior to working directly with patients.

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Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

**The Simulation Center was open and ready for students in August 2017. Each ADN course has at least one simulation experience for fall 2017. It is anticipated that the use of simulation as a teaching methodology will continue to increase, as the student/faculty feedback has been extremely positive. An Open House for the Simulation Center is scheduled Nov. 2, 2017 for NIC faculty and staff and another one on Nov. 9<sup>th</sup> for the community.**

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

**Goal 5:** Attract and retain highly qualified faculty. This continues to be a challenge. If the ADN Program is committed to maintaining educational excellence and successful program outcomes, it will need to be able to attract and retain qualified faculty. This is a growing concern with the national aging nurse faculty workforce and nursing shortage. Faculty salaries do not compete with industry, especially for a master's prepared nurse.

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Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

The ADN Program had two full-time faculty vacancies over the past year and we were able to fill both of those with Master's prepared Nursing Faculty with sufficient experience. However, the applicant pool was less than four qualified applicants for each position. For the first time in many years, we had to hire an adjunct faculty that was not master's prepared. She has a BSN and is currently in a master's program. The lack of applicants for both full-time and adjunct faculty continues to be a concern, especially with the potential for several faculty to retire in the next couple of years.

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

What can be learned from our evaluation in order to improve future goal setting and also future evaluation efforts?

**Submit this evaluation to your Division Chair with your 2017-18 Goals and Plan.**

<b>INSTRUCTIONAL GOALS &amp; PLAN</b>			
Program: Associate Degree Nursing Program		Year: 2017-2018	
Division Chair: Marian Underdahl	Dean: Christy A. Doyle	Vice President: Lita A. Burns, PhD	
<b>PROGRAM GOALS</b> (Include 3 to 5 goals aligned to two or more of the Core Values/Core Themes)		<b>Core Value/Core Theme</b> (Student Success, Educational Excellence, Community Engagement, Stewardship, & Diversity)	
1. Successfully complete the implementation, and the Accreditation Commission for Education in Nursing (ACEN) review & approval, of the competency based curriculum.		Student Success, Educational Excellence	
2. Continue to develop avenues for students to get their BSN degree efficiently and cost effectively. Increasing the BSN workforce is a goal, both nationally and in the state of Idaho.		Student Success, Educational Excellence, Community Engagement, Stewardship	
3. Attract and retain highly qualified faculty. This continues to be a challenge. If the ADN Program is committed to maintaining educational excellence and successful program outcomes, it will need to be able to attract and retain qualified faculty. This is a growing concern with the national aging nurse faculty workforce and nursing shortage. Faculty salaries do not compete with industry, especially for a master's prepared nurse.		Educational Excellence, Stewardship	
4. Increase the retention of students in the ADN Program.		Student Success, Stewardship, Diversity	
5. Utilize technology more effectively to improve efficiency and educational success in the ADN Program.		Student Success, Educational Excellence, Stewardship	
<b>HOW DID YOU ADDRESS INSTITUTIONAL OPTIMIZATION (IO) RECOMMENDATIONS AND/OR PROGRAM REVIEW RECOMMENDATIONS IN THESE GOALS?</b>			
<p>Goal 1. Aligns with the IO goal to decrease the number of credits required to complete an ADN degree at NIC.</p> <p>Goal 2. Aligns with the IO goal to address the need from the community to increase the number of BSN prepared nurses entering practice. IO result comments included researching expansion into BSN program as a next step.</p> <p>Goal 3. Previous concern brought up in the IO report: The American Association of Colleges of Nursing reported a national nurse faculty vacancy rate of 6.9%.</p> <p>Goal 4. Supports the goals of retention and completion at NIC.</p> <p>Goal 5. The curriculum revision, and consequent decrease in credits has challenged the faculty to teach more efficiently, while still meeting the diverse learning needs of students. The vast amount of technology to support staff and students needs to be evaluated to determine if it will improve the ability to address the student learning outcomes more efficiently and effectively.</p>			
<b>HOW WILL YOU EVALUATE SUCCESSFUL COMPLETION OF THESE GOALS?</b>			
Goal #	Evaluation Methods	Timeline	Person Responsible
1	<p>a. The ADN Program will receive full approval of the curriculum revision from ACEN after the Focused Site Visit in April 2018.</p> <p>b. Over 90% of students will determine that they were able to meet, or were proficient at meeting, the new</p>	August 2018	Director of Nursing & Faculty

	curriculum course outcomes on the final course evaluations.		
2	a. At least 50% of students will be enrolled in a BSN Program at the time of graduation from the ADN Program. b. Explore the options of offering a BSN degree through NIC and present to NIC administration.	Fa 2018	Director of Nursing & Faculty
3	a. Need to continue to supplement faculty for costly requirements associated with being a nurse educator (insurance, Washington licenses, CNE, etc.). b. All full-time faculty hired will have an MSN and a minimum of three years of experience. In an effort to recruit full-time faculty from the adjunct pool, all part-time faculty will be over 50% complete with an MSN and have a minimum of three years of experience when hired. c. Provide ongoing professional development opportunities for faculty: Send at least 50% of faculty to professional development conferences, or host a professional speaker to come to campus.	Fa 2018	Director of Nursing & Dean of Health Professions and Nursing
4	75% of generic and LPN to RN Transition students entering the Associate Degree Nursing Program will complete in 150% of program length.	Fa 2018	Director of Nursing & Faculty
5	Implement at least one new technology to more effectively assist students in meeting the program student learning outcomes.	Fa 2018	Director of Nursing & Faculty

**ACTION PLAN/RECOMMENDATIONS FOR BUDGET**

Goal 1. The cost of the ACEN Focused site visit will be \$2,350.00, plus travels and expenses related to visit.

Goal 2. No expected budget increase needed to implement.

Goal 3: Continue to supplement faculty with \$150.00/year for costs associated with position. (11 full-time faculty at \$150.00/person = \$1,650.00. For ongoing professional development, consider a more cost effective approach of having a guest speaker come to campus (approximately \$5,000.00). This also has the advantage of all faculty hearing a consistent message. Consider speaker that addresses classroom/lab pedagogy that engages the students more fully (i.e. – scrambled classroom).

Goal 4. No expected budget increase needed to implement. Retaining students will increase revenue for the college.

Goal 5. Faculty will explore and evaluate new technologies to determine if they improve the efficiency and pedagogy in their courses. It is possible that, depending on the choice, there will be a cost associated with this. Yet to be determined.

## OPERATIONAL GOAL EVALUATION GUIDE – INSTRUCTION

Please use this form to evaluate the operational goals written for the 2016-17 academic year for your program. Submit this evaluation with your 2017-18 goals and plans.

Program: College Skills

Date: 11/8/2017

Division Chair: Dr. Amy Page\*\*

Dean: Larry Briggs

Vice President: Dr. Lita Burns

**GOALS from 2016-17 (submitted October 2016)\*\* *note please that this report was prepared by L. Briggs as the acting-DC for College Skills; Dr. Page will be developing goals for FY 19 that may differ substantially from what is reported on here.***

**Goal 1:** Articulate a set of program outcomes that are both inclusive of the component elements of CSC and reflective of the discrete but interrelated elements of the division.

In Progress: Program outcomes were discussed in spring 2017 but not established in any published form, largely because of the transitional leadership of the division in AY 2016-17 that did not provide sufficient guidance to bring this conversation to a successful conclusion. The goal is critically important and the division is much better positioned now that Dr. Page is the director to realize a set of outcome statements reflective of the breadth of the division and its aspirations for the future. It is not anticipated that more resources are needed so much as an opportunity to continue the high level of engagement across campus with other divisions, AEC, and local institutions that can help inform and shape the outcome statement, which will be in an assessable form. This goal should be completed before April 1, 2018.

**Goal 2:** Collaborate with instructional and student service programs to strengthen the theoretical, instructional and operational effectiveness of the division.

In Progress: Although not completed in 2016-17, this goal statement remains important, it is an on-going one, and it has been substantially realized since Dr. Page's hiring this summer. The division faculty have been very active in collaborations across campus, notably with the Math Computer Science and Engineering Division and Adult Education in discussion about remedial math, placement, and pathways. Dr. Page serves on numerous committees, including efforts to envision and build a Teaching and Learning Center that has reached to regional higher education institutions. Significant strides have been made with the relocated Testing Center and the hiring of Eric Kekove who has overseen implementation of revised processes, better security, and dialog with faculty regarding TC services. This is a partial list of collaborative efforts. It is the expectation that resources will be needed for delivery of placement in the coming year in excess of existing FY 18 budget, but generally, the existing resources for the division to collaborate are sufficient and the various conversations will inform budget planning for FY 19.

**Goal 3:** Develop a set of measures to indicate the contribution of CSC courses and programs to promote student achievement.

Not Achieved: This goal got no further than discussion of the need for systematic, meaningful assessment, consistent with the college-wide effort for effective measures of student learning.

The lack of progress is primarily attributed to the acting director's failure to move this forward. Of course assessment remains an important goal, with the division coming into new leadership for FY 18, it will be revised in a fashion that best suits the input and perspective of the leadership, faculty and staff of the division. It is anticipated that this goal will have a level of detail and indicators that are sustainable and replicable before the end of the current fiscal year.

**Goal 4:** Reconsider the resources and structure of the services and programs housed in CSC to reframe the contributions the division makes to the college and to students.

In Progress: The division hired a new director, a new coordinator for the Testing Center and a new faculty member. Collectively these changes indicate a significant revision of the human resources of the division and although these hiring processes were not completed until after FY 17, they were all started in some fashion before July 1. As discussed above, these changes have resulted in several developments, including planning for revised curriculum for a first year experience. The discussions underway around remedial math and tutoring may well lead to other resource changes compatible with the wider goal of student success. Budgetary requests for FY 19 will be based in part on the additional direction and dimension of the division's structure and resources formed by Dr. Page and her team.

What can be learned from our evaluation in order to improve future goal setting and also future evaluation efforts?

While the general direction for 2016-17 had merit, the lack of sufficiently resourced leadership severely hampered goal achievement. The establishment of key positions has placed the division on a much more solid footing and thus the unit is far more likely to realize many of the important goals it is developing for the future.

**Submit this evaluation to your Division Chair with your 2017-18 Goals and Plan.**











<b>INSTRUCTIONAL GOALS &amp; PLAN</b>			
Program: College Skills Division		Year: 2017-2018 for FY19	
Division Chair: Amy Page	Dean: Larry Briggs	Vice President: Lita Burns	
<b>PROGRAM GOALS</b> (Include 3 to 5 goals aligned to two or more of the Core Values/Core Themes)		<b>Core Value/Core Theme</b> (Student Success, Educational Excellence, Community Engagement, Stewardship, & Diversity)	
1. Establish creative collaborations between academic and student support programs to address academic and student support-related barriers to student success		Student Success, Educational Excellence, Community Engagement	
2. Develop, refine, and publicize the purpose and mission of the College Skills Division and the aspirations that we have for the future.		Educational Excellence, Community Engagement	
3. Examine the current practices, resources, and data used in College Skills Division to align better with the direction and dimension of our new division's structure in regards to budgetary requests.		Student Success, Educational Excellence, Stewardship	
4.			
5.			
<b>HOW DID YOU ADDRESS INSTITUTIONAL OPTIMIZATION (IO) RECOMMENDATIONS AND/OR PROGRAM REVIEW RECOMMENDATIONS IN THESE GOALS?</b>			
This plan addresses the president cabinet's comments on the institutional recommendations and the last program review recommendations for the College Skills Division at NIC.			
<b>HOW WILL YOU EVALUATE SUCCESSFUL COMPLETION OF THESE GOALS?</b>			
Goal #	Evaluation Methods	Timeline	Person Responsible
1.	Continue to serve on committees and have discussions across campus with various stakeholders to help increase student success by identifying barriers and implementing strategies to overcome these challenges. Meeting minutes, timelines, and action steps to be taken.	Fall and Spring 2017-2018	Director, faculty, and staff
2.	The purpose and mission of the College Skills Division will be used in the planning of future courses, and providing of academic support. Networking with others across campus and other local institutions will help inform and shape this work.	Spring 2018	Director, faculty, and staff, and local institutions
3.	A budgetary request is developed and presented for FY 19 and future budgets based on the results of goals 1 and 2.	Spring 2018	Director and administration
4.			
<b>ACTION PLAN/RECOMMENDATIONS FOR BUDGET</b>			
<ul style="list-style-type: none"> <li>Amy, Tammy, Jason, Angela, and Laura continue to review developmental mathematics and identify support that could be provided to students in the remedial mathematics sequence. Develop a comprehensive plan to consolidate developmental mathematics utilizing best practices and uniform delivery.</li> </ul>			


- Amy, Kellie, Carey, and student services staff continue discussions around first year experience courses and other strategies that could be adopted to help specific student populations.
- Amy, Eric, testing center staff, and other stakeholders continue to define guidelines for testing at various locations, including the delivery of placement in the coming year.
- Amy, Kellie, and Richard continue to review the current peer-tutoring program to determine the effectiveness of peer tutoring, best practices for preparation of tutors and possible alternative forms of tutoring.
- Director and College Skills Division staff continue to define who we are as a division through monthly meetings and data sharing sessions.
- Amy and Dalona will meet with Ann Lewis to determine what data is available to help inform decision making within the College Skills Division.
- Amy will collect, analyze, and use information gathered to answer questions about policies and programs, particularly about the effectiveness and efficiency within the College Skills Division.

<b>CAMPUS SERVICES GOALS &amp; PLAN</b>			
Department: Veteran Services		Year: 2017-2018	
Manager/Supervisor: Molly Kreysler	Director: Molly Kreysler	Vice President: Graydon Stanley	
<b>DEPARTMENT GOALS</b> (Include 3 to 5 goals aligned to two or more of the Core Values/Core Themes)		<b>Core Value/Core Theme</b> (Student Success, Educational Excellence, Community Engagement, Stewardship, & Diversity)	
1. Improve veteran and military family student success through recruitment, retention, and persistence best practices utilizing predictive analysis. Develop ongoing reports to assist in the identification and tracking of veteran and military family members. Align data reports (historical and forecast) with overall Advising Services processes and procedures.		Student Success	
2. Expand SALUTE program to recognize student veteran academic achievements. Include SALUTE honors on diploma and certificates like Phi Theta Kappa. Ensure veteran honor cords are recognized as permissible regalia during all graduation or pinning ceremonies.		Student Success; Educational Excellence	
3. Connect veteran and military family students with community partners through community based service projects and diversity events. Strengthen ties with local veteran service organization through their annual fund raising and veteran recognition events.		Community Engagement; Diversity	
4. Identify and add additional resources and programs that enhance Veteran Services programs. Add additional advisor to increase access and improve advising services for new and continuing veteran and military family students. Realign tasks and responsibilities for expanded Veteran and Military Family Services department. Review and adjust job descriptions for realigned programs.		Student Success; Educational Excellence; Stewardship	
5. Establish Veteran and Military Family Coalition with members of NIC and community members to explore ways to support veterans and identify opportunities to celebrate and acknowledge the service and sacrifices of veterans and their families.		Student Success; Community Engagement; Diversity	
<b>HOW DID YOU ADDRESS INSTITUTIONAL OPTIMIZATION (IO) RECOMMENDATIONS AND ANNUAL GOALS, IF ANY, IN THESE GOALS?</b>			
Goal 4: addresses PC IO recommendation for expanding facility, space, and providing additional computing resources and adding an additional advisor staff position.  [Note: main recommendations of IO were: co-locate Veterans Benefits Coordinator (Kecia) with Veterans Advisor and expand current Veterans Resource Center. Both goals have been met. Goal 4 is the last IO recommendation that hasn't been accomplished.]			
<b>HOW WILL YOU EVALUATE SUCCESSFUL COMPLETION OF THESE GOALS?</b>			
Goal #	Evaluation Methods	Timeline	Person Responsible
1	Refine baseline data of number of veteran and military family students served. Identify key processes, systems, and procedures and judge efficacy.	2017-2018	Veteran and Military Family Services
2	Evaluate number of eligible students contacted and those that choose to participate. Review current policy/procedures for graduation and pinning ceremonies and make appropriate recommendations for revisions.	2017-2018	Veteran and Military Family Services
3.	Evaluate success of community events and determine efficacy of programs. Report funding success level for NIC Beyers-Newby Scholarship fund.	2017-2018	Veteran and Military Family Services


4.	Evaluate success rate and return on investment of identifying and obtaining additional resources that enhance Veteran Services programs. Tie to existing budget and set target goals and timelines.	2017-2018	Veteran and Military Family Services
5.	Track number of faculty, staff, students, and community members engaged with Veteran and Military Family Coalition.	2017-2018	Veteran and Military Family Services
<b>ACTION PLAN/RECOMMENDATIONS FOR BUDGET</b>			
<ul style="list-style-type: none"> <li>IO and PC recommendations will require additional funds to enhance veteran services programs. Additional advisor staff position will require budget line item.</li> </ul>			


<b>CAMPUS SERVICES GOALS &amp; PLAN – RECAP FOR 2016-2017 DEPARTMENTAL GOALS</b>		
Department: Veteran Services		Year: 2016-2017
Manager/Supervisor: Molly Kreysler	Director: Molly Kreysler	Vice President: Graydon Stanley
<b>DEPARTMENT GOALS</b> (Include 3 to 5 goals aligned to two or more of the Core Values/Core Themes)		<b>Core Value/Core Theme</b> (Student Success, Educational Excellence, Community Engagement, Stewardship, & Diversity)
1. Improve veteran and military family student success through recruitment, retention, and persistence best practices.		Student Success
2. Recognize veteran and military family students for academic excellence		Student Success; Educational Excellence
3. Engage veteran and military family students with community partners through community based service projects and diversity events		Community Engagement; Diversity
4. Identify and add additional resources and programs that enhance Veteran Services programs.		Student Success; Educational Excellence; Stewardship
5. Improve faculty, staff and student awareness on issues affecting veteran and military family students.		Diversity; Student Success
<b>PROGRESS NOTES</b>		
 Met Goal	 Ongoing goal	 Did not meet goal
Goal 1: Improve veteran and military family student success through recruitment, retention, and persistence best practices.		
	<b>Progress Notes Goal 1:</b> Senior leadership funded remodeled space in Student Union Building. New center will aid in recruitment, retention and persistence. Enables VMFS staff to meet, assist, and monitor student progress. Increased usage of Veteran and Military Family services by 30%.	
	<b>Progress Notes Goal 1:</b> Co-located Veterans Services Advisor and Veterans Benefits Coordinator in remodeled center. Greatly enhanced ability to identify, in-process, and monitor student veterans and military family students.	
	<b>Progress Notes Goal 1:</b> Ongoing goal to add additional advisor to VMFS per the IO recommendation. Will seek support for position in 2017-2018 budget.	
Goal 2: Recognize veteran and military family students for academic excellence		
	<b>Progress Notes Goal 2:</b> Used grade reports and academic credits to determine candidate pool. Secured funding to support SALUTE program. Student Success Task Force (SSTF) has programed in funding to cover SALUTE scholarship application fees for 25 students. For Spring/Summer 2017, this provided support for 10 new SALUTE scholarships. Anticipate another 15 students for Fall 2017.	
	<b>Progress Notes Goal 2:</b> SSTF provided funds for SALUTE information events to recruit new members. SSTF and Student Development also provided funding for Welcome Back BBQs and other receptions for veteran and military family students.	


Goal 3: Engage veteran and military family students with community partners through community based service projects and diversity events


 **Progress Notes Goal 3:** Established relationship with Veterans of Foreign Wars Post 889. Supported VFW during its bi-annual “Poppy Drive” that raises funds for community veterans. Raised over \$1200 for NIC Foundation Beyers-Newby veteran scholarship fund. Provided contacts with other community veteran service providers so students could participate and engage with community members.

Goal 4.0. Identify and add additional resources and programs that enhance Veteran Services programs.


 **Progress Notes Goal 4:** Hosted a resume writing and interviewing skills workshop with *Hire Heroes USA* in Spring 2017. Mission 43 and Hire Heroes facilitators conducted the one-day workshop for 10 NIC and community veterans and their spouses.


 **Progress Notes Goal 4:** Submitted a grant through the NIC Foundation (Fall 2017) for 5 laptops to support workshops, student computing requirements, and ongoing advising support for students.

 **Progress Notes Goal 4:** Submitted a grant through the Idaho state Veterans Recognition Fund for additional Veteran Recourse Center furniture and computer lab upgrades. If approved, grant will be allocated during next year’s (2017-2018) state budget.

 **Progress Notes Goal 4:** Obtained additional Student Development funds to support Student Veterans of America conference attendance, ongoing Veterans Club events, and marketing for Veteran and Military Family Services.

Goal 5.0. Improve faculty, staff and student awareness on issues affecting veteran and military family students.

 **Progress Notes Goal 5:** During Fall 2016, Veteran Services and the Veterans Club hosted a Suicide Awareness Fair with other ASNIC clubs over a 3-day period. Well received by NIC students and staff as well as community members. Plans for ongoing event twice a year around holiday time periods.

 **Progress Notes Goal 5:** Implemented ongoing program to inform all new staff and faculty employees about NIC veteran services during Newcomers Orientation. Met with over 50 new employees from Fall 2016 to present.

**HOW WILL YOU EVALUATE SUCCESSFUL COMPLETION OF THESE GOALS?**

Goal #	Evaluation Methods	Timeline	Person Responsible
1	Establish baseline data of number of veteran and military family students served. Identify key processes, systems, and procedures and judge efficacy.	2015-2016	Veterans Services Advisor
2	Evaluate number of eligible students contacted and those that choose to participate.	2016-2017	
4	Evaluate success rate and return on investment of identifying and obtaining additional resources that enhance Veteran Services programs. Tie to existing budget and set target goals and timelines.	2016-2017	Veterans Services Advisor
5.	Track number of faculty, staff, students, and community members that were provided awareness training. Set target (e.g. number of divisions, newcomer orientation) and timelines.	2016-2017	Veterans Services Advisor

**ACTION PLAN/RECOMMENDATIONS FOR BUDGET**

- IO Recommendations will require additional funds for additional computing resources, facility upgrades and moving costs, and an additional advisor position. Private funding and/or grants may offset institutional dollars.
- IO and PC recommendations will require additional funds to enhance veteran services programs. Private funding and/or grants may offset institutional dollars.

<b>CAMPUS SERVICES GOALS &amp; PLAN</b>			
Department: TRIO Student Support Services		Year: 2018	
Manager/Supervisor: Edwards	Director: Edwards		Vice President: Stanley
<b>DEPARTMENT GOALS</b> (Include 3 to 5 goals aligned to two or more of the Core Values/Core Themes)			<b>Core Value/Core Theme</b> (Student Success, Educational Excellence, Community Engagement, Stewardship, & Diversity)
1. Meet or exceed objective 1, persistence: 60% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the grantee institution and/or transfer from a two-year to a four-year institution by the fall term of the next academic year.		Student Success, Educational Excellence, Diversity	
2. Meet or exceed objective 2, academic good standing: 70% of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution		Student Success, Educational Excellence, Diversity	
3. Meet or exceed objective 3, graduation and transfer: 25% of new participants served each year will graduate from the grantee institution with an associate's degree or certificate within four years; and 18% of new participants served each year will receive an associate's degree or certificate from the grantee institution and transfer to a four-year institution within four years.		Student Success, Educational Excellence, Diversity	
4. Continued development of a mentor program that uses student leaders to support retention, completion and transfer of participants. Student mentors will focus on building community through informal cohorts.		Student Success, Diversity	
5. Increase collaboration and information to support institutionalization of TRIO best practices for non-TRIO students where possible.		Student Success, Educational Excellence, Diversity	
<b>HOW DID YOU ADDRESS INSTITUTIONAL OPTIMIZATION (IO) RECOMMENDATIONS AND ANNUAL GOALS, IF ANY, IN THESE GOALS?</b>			
Goals 1-3 support the first IO recommendation being no change. Goals 1-3 are objectives set by the US Department of Education for all TRIO SSS programs and require annual performance tracking and reporting for grant compliance. Goal 5 supports the second IO recommendation of further collaborate to ensure best practices are institutionalized where possible.			
<b>HOW WILL YOU EVALUATE SUCCESSFUL COMPLETION OF THESE GOALS?</b>			
Goal #	Evaluation Methods	Timeline	Person Responsible
1	Data tracking in Student Access software culminating in our annual performance report sent to the Department of Education (see expectation in goal).	2017-18	TRIO Staff
2	Data tracking in Student Access software culminating in our annual performance report sent to the Department of Education (see expectation in goal).	2017-18	TRIO Staff
3	Data tracking in Student Access software culminating in our annual performance report sent to the Department of Education (see expectation in goal).	2017-18	TRIO Staff
4	TRIO staff will establish an operational framework for the mentor program. TRIO director will work with administration to increase space needed by fall 2019.	Fall 2019	TRIO Staff
5	Production of a report summarizing data collected on TRIO early alert program to inform implementation of campus wide early-alert. Development, in collaboration with other departments, of a sustainable early alert tool. Identification of areas of additional strategic planning and	SU 2018	TRIO Staff



	operational planning themes where TRIO can inform or contribute to completion of goals.		
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**ACTION PLAN/RECOMMENDATIONS FOR BUDGET**

**Action Plan for Goals 1-3.**

<b>Program or Service exclusively for SSS participants</b>	<b>Objectives Addressed</b>	<b>Frequency/When</b>	<b>Provider of Service</b>
One-on-one <u>academic peer tutoring</u>	1, 2 and 3	One hour twice per week per subject as requested	Peer Tutors
Supplemental instruction	1, 2, and 3	One hour twice per week for math	Advisor/tutor coordinator
<u>Academic advising and post-secondary course selection</u>	1, 2 and 3	Five times per semester for first year students; Three times per semester for continuing students	Advisors and Director
<u>Financial aid and scholarship information &amp; assistance applying for financial aid including FAFSA and scholarships &amp; financial literacy information</u>	1 and 3	Financial literacy workshop for all new participants as well as returning students who wish to apply for grant in aid; scholarship workshop referrals; FAFSA completion; individual appointments as needed	Advisors and the Director in collaboration with the Financial Aid Office
<u>Graduation &amp; transfer information (admission and financial aid)</u>	1 and 3	Two Transfer days, regional four-year college campus fieldtrips	Director and Advisors
Academic, career and personal coaching	1	As needed based on development plan	Director, Advisors and referrals to licensed counselors as necessary
SSS Toolkit (Online modules offered in Blackboard site designated for SSS participants)	1, 2 and 3	As needed based on development plan	Director and Advisors
TRIO club	1 and 3	Weekly meetings and/or activities and programming	Advisor/tutor coordinator

**Action Plan for Goal 4:**

<b>Activity</b>	<b>Person Responsible</b>
Form and tool creation as well as process documentation	TRIO Director & Mentor Supervisor
Attend relevant trainings: Club advisor, supervisor, building community and student cohorts, student development, etc.	Mentor Supervisor
Advocate for space needed	TRIO Director
Assessment and evaluation of program	TRIO Staff

**Action Plan for Goal 5:**

<b>Activity</b>	<b>Person Responsible</b>
Collaboration with IT and/or other student services professionals to explore early alert software options	TRIO Director
Summarize and report on historical data related to early alert efforts through TRIO	TRIO Director & Staff
Develop & implement new early alert process	TRIO Staff & Campus Partners
Development of document detailing how and where TRIO can contribute to strategic goals	TRIO Director

**Recommendations for budget:**

1. Continued GIA support for mentors (\$5000)

## OPERATIONAL GOAL EVALUATION GUIDE – CAMPUS SERVICES

Please use this form to evaluate the operational goals written for the 2016-17 academic year for your department. Submit this evaluation with your 2017-18 goals and plans.

Department:

TRIO-Student Support Services

Date:

11/7/17

Manager/Supervisor: Edwards

Director: Edwards

Vice President: Stanley

### GOALS from 2016-17 (submitted October 2016)

**Goal 1:** Meet or exceed objective 1, persistence: 60% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the grantee institution and/or transfer from a two-year to a four-year institution by the fall term of the next academic year.

- Achieved:** Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.
- Plan of Action: Strict adherence to the action plan set forth in the plan of operations of the TRIO grant. The plan of operations includes many best practices such as early alert (4 week progress reports), intensive academic advising, one-on-one peer tutoring & academic coaching
  - Staff: TRIO staff are highly trained and experienced in working with the TRIO population. They are hardworking, collaborative and student centered in all that they do.
  - Institutional Support: TRIO has great support across campus. Student services offices are collaborative in helping students with barriers. The VPSS supports implementation of the grant and compliance with legislation governing grant activities. Many faculty across campus support out program through participation in early alert, providing training for our tutors and allowing TRIO staff to provide informational presentations in classes. IT provides software support and participation in the computer replacement program.

**Not Achieved:** Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

**In Progress:** Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals)

**Goal 2:** \_ Meet or exceed objective 2, academic good standing: 70% of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution

- Achieved:** Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

- Plan of Action: Strict adherence to the action plan set forth in the plan of operations of the TRIO grant. The plan of operations includes many best practices such as early alert (4 week progress reports), intensive academic advising, one-on-one peer tutoring & academic coaching
- Staff: TRIO staff are highly trained and experienced in working with the TRIO population. They are hardworking, collaborative and student centered in all that they do.
- Institutional Support: TRIO has great support across campus. Student services offices are collaborative in helping students with barriers. The VPSS supports implementation of the grant and compliance with legislation governing grant activities. Many faculty across campus support out program through participation in early alert, providing training for our tutors and allowing TRIO staff to provide informational presentations in their classes. IT provides software support and participation in the computer replacement program.

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

**Goal 3:** Meet or exceed objective 3, graduation and transfer: 25% of new participants served each year will graduate from the grantee institution with an associate's degree or certificate within four (4) years; and 18% of new participants served each year will receive an associate's degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.

Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

- Plan of Action: Strict adherence to the action plan set forth in the plan of operations of the TRIO grant. The plan of operations includes many best practices such as early alert (4 week progress reports), intensive academic advising, one-on-one peer tutoring & academic coaching
- Staff: TRIO staff are highly trained and experienced in working with the TRIO population. They are hardworking, collaborative and student centered in all that they do.
- Institutional Support: TRIO has great support across campus. Student services offices are collaborative in helping students with barriers. The VPSS supports implementation of the grant and compliance with legislation governing grant activities. Many faculty across campus support out program through participation in early alert, providing training for our tutors and allowing TRIO staff to provide informational presentations in their classes. IT provides software support and participation in the computer replacement program.

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

**Goal 4:** Implementation of Strengths Quest for undecided participants in the 2016-17 cohort.

Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

- Funding: We were able to purchase Strengths Quest (SQ) Codes and required materials as a result of extra funding provided by the Department of Education. This funding was provided to support enhancement of a service being currently offered.
- Implementation: Though we were successful at fully implementing the program as we planned we had a lack of engagement by students in essential follow up meetings. We learned that SQ is not a good tool for career exploration if offered on a voluntary basis. We plan modify the implementation plan in future years to include different assessments and/or other means of getting students to engage in exploration of strengths beyond just one meeting.

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

**Goal 5:** Increase collaboration and information to ensure TRIO best practices are institutionalized and implemented for non-TRIO students where possible. Creation of a comprehensive plan for collaboration to ensure institutionalization of best practices by Summer 2017. Development of programming that uses student leaders to support retention completion and transfer of program participants to begin Fall 2017.

Achieved: Congratulations! Please provide a description of what contributed to your team's ability to successfully achieve the goal.

Not Achieved: Please provide a description of what prevented your team from achieving the goal such as inadequate resources e.g. equipment, facilities, training, etc., issues with timing/timeline, goal deemed unrealistic, changing priorities.

In Progress: Is the goal still realistic or need to be modified? Should priorities (internal or external) be changed to put more focus on achieving the goal? Please provide an update on the deadline for completion and whether any additional resources will be needed for completion (be sure to include this in your 2017-18 goals).

- Mentors: This goal is still realistic and does not need to be modified. The mentor program has been fully implemented and is now in the stage of evolution. Originally it was thought that there would be a need to provide direct one-on-one service to student participants as a result of flat funding and reduction in staffing. It has become clear that our mentors may be most effective in supporting our retention and completion goals by working in groups and through the TRIO club in order to build community amongst our participants. Building community (informal cohorts) is a best practice and has been a long term goal for TRIO not previously realized due to lack of dedicated staff as well as lack of space. The mentors provide the dedicated staff as a first step towards this goal. Internal priorities will stay the same in that one TRIO staff will dedicate a portion of their time (3-5 hours per week) to support the mentors. External priorities are that the college provide more space to the TRIO program in the form of multi-use space (proposals have been submitted to PC). The mentor program is ongoing so there is no associated deadline however, we hope to have more space by fall 2019.

- Comprehensive plan for collaboration: This goal is still realistic and does not need to be modified. TRIO staff simply got busy with other priorities and wanted to wait for campus wide strategic planning initiatives to be introduced so as to align efforts. The new deadline is summer 2018. No additional resources are needed.

What can be learned from our evaluation in order to improve future goal setting and also future evaluation efforts?

**Submit this evaluation to your Manager/Supervisor with your 2017-18 Goals and Plan.**



# **North Idaho College**

**Student Learning Outcomes Assessment Plan  
2015 -2020**

## Purpose

The purpose of the North Idaho College Student Learning Outcomes Assessment (SLOA) Plan is twofold: first, to assess the degree to which the educational outcomes of the college's instructional programs and courses are being met; and second, to provide guidance for assessment processes that will assist the college in meeting its overall institutional mission.

## Scope of the Plan

NIC's SLOA Plan includes:

1. General education outcomes assessment in general studies courses (GEM),
2. Student learning outcomes assessment in Career and Technical Education, and
3. Student learning outcomes assessment at the program level.

## Assessment of Student Learning

The North Idaho College assessment plan supports the following components as identified by the Northwest Commission on Colleges and Universities:

- The plan is responsive to the college's mission and its needs
- The plan is integrated into overall institutional evaluation
- The plan is based upon regular and continuous assessment of the disciplines and fields or occupations for which programs prepare students
- Faculty has a central role in planning and evaluating
- Expected learning outcomes are clearly identified and published for degree and certificate programs
- Regular assessment occurs that demonstrates student achievement of these outcomes
- The institution provides evidence of assessment activities that lead to the improvement of teaching and learning

## Mission

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 (Core Themes)

North Idaho College is dedicated to these core values which guide its 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.

## Accreditation Core Theme Objectives

### Theme 1 - Student Success

Objective 1.1: Provide regional access to quality education and training.

Objective 1.2: Assist students with the attainment of educational and career goals.

### Theme 2 - Educational Excellence

Objective 2.1: Provide quality programs of study that result in student learning.

Objective 2.2: Students develop skills and knowledge to ensure lifelong success.

### Theme 3: Community Engagement

Objective 3.1: Provide opportunities that meet community and workforce needs.

### Theme 5: Stewardship

Objective 4.1: Effectively use college resources to ensure sustainability.

### Theme 4: Diversity

Objective 5.1: Create an inclusive environment that fosters awareness of diversity.

## SLOA Committee Charge

The Student Learning Outcomes Assessment Committee is responsible for promoting college wide awareness of student academic achievement in general education, and program- and course-level assessment activities. The committee determines to what extent the assessment of student learning outcomes offers an opportunity for improving student learning and achievement. Specifically, the committee develops and implements an instructional assessment plan in consultation with the vice president for instruction, deans, director of institutional effectiveness, division chairs, and faculty. This plan is consistent with the college mission, recommends a timeline for implementation, and identifies assessment activities, instructional outcomes, and reporting needs. It is the responsibility of faculty to develop, perform, and manage ongoing assessment to ensure the quality of NIC's programs and courses and to enhance the learning environment.

The Student Learning Outcomes Assessment Committee consists of a faculty coordinator appointed by the vice president for instruction, and at least one faculty member from each instructional division selected by the division chair and approved by the division faculty, deans, and vice president for instruction. The faculty representatives serve at least three-year terms. The vice president for instruction; dean of general studies; dean of career, technical, and workforce education; and director of institutional effectiveness serve as ex-officio members of the committee.

## 2015-2020 SLOA Committee Goals

- Assist all divisions with program assessment.
- Assist with annual program reports; compile, interpret, and publish results.
- Help define assessments/instruments to measure General Education course outcomes (GEM).
- Assist with selecting/designing faculty learning events.
- Contribute to institutional long-term planning through the accreditation process.



## General Education

Effective fall 2015, the college has a new framework for general education that draws from and embeds NIC's original nine abilities. In 2013, Idaho initiated a statewide General Education Reform. GEM (General Education Matriculation) Reform involved disciplinary groups of faculty from all Idaho public higher education institutions who met and then wrote competencies for six agreed upon areas of general education. The faculty disciplinary teams also developed shared rubrics for course and program assessment of GEM competencies. In addition, the reform provided for institutionally designated general education areas. These competencies are the basis for assessing our general education program.

Idaho GEM:

- Written Communication
- Oral Communication
- Mathematical Ways of Knowing
- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Institutionally designated:

- Wellness
- Integrative Inquiry

## Program Review

Program review is an important element of the educational assessment plan. Each instructional program at NIC goes through the program review process on a five-year cycle, following a rotation schedule published by the Office of Instruction. The "programs" have been identified by deans, division chairs and faculty using criteria that result in groupings that best lend themselves to answering questions about program goals, program effectiveness, and program design. All NIC programs use a common program review template. Programs are reviewed by external faculty evaluators who represent similar fields and disciplines. Faculty members of the program play a primary role in the completion of program review reports. The entire program faculty has a voice in creating the program review report, which makes the document a realistic and accurate portrayal of the health and vitality of the program. The external evaluators provide their impressions of how well the program is running, how successful it is in meeting its goals, and make any recommendations that they see for areas that require improvement or change. These recommendations are given to the members of each program in a follow-up meeting, thus creating a series of action items for improvements to that program. The program review process at NIC keeps programs healthy, flexible, and responsive to changing demands.

## Methods and Criteria for Assessing Outcomes

*Institutional-level Assessment:* At the institutional level, assessment of student outcomes is conducted college wide using a variety of instruments and surveys:

- Annual Job Placement and Employer Surveys for Career and Technical programs
- Instructional Program Reviews on a five-year rotation
- Student Course and Instructor Evaluations every semester for non-tenured faculty; every three years for tenured faculty members
- Student progression measures, from developmental to college level
- Completion and transfer measures
- Annual Student Satisfaction Survey

*Student Learning Outcomes Assessment:* Assessment documentation is part of the program review process. The program review template includes Section 7.0 – Assessment. Section 7.0 asks each program/department to:

1. Define its outcomes
2. Discuss assessment methods
3. Interpret the data
4. Use the data to create actions for improvement as necessary

Faculty, division chairs, and deans, in collaboration with the SLOA Committee, identify criteria and methods to assess student outcomes. The following outlines current practices:

1. General Education (GEM) core courses (see attached action plan)
2. Program-level assessment (see attached action plan)
3. Course- and program-level current practices
  - Common outcomes (where appropriate)
  - Common syllabus template (all courses)
  - Specialized or programmatic knowledge and skills (licensure, certifications, programmatic accreditation)
  - Technical Skills Assessments for all Career-Technical programs
  - Performance assessments in some areas
  - Student interviews/focus groups
  - Assessment action plans through program review
  - Common course assessments (in some disciplines)
  - Common rubrics (in some disciplines)

*Assessment Cohorts and Schedule:*

- Developmental programs annually assess students completing course sequences and/or passing developmental exams key to progressing to college-level courses.
- Career and Technical Education Programs assess students completing degrees and certificates annually through Technical Skills Assessments (TSAs), certifications, surveys, interviews, and program outcomes through capstone projects, performance assessments, and exams.
- General Studies disciplines supporting GEM currently assess each semester (work in progress in some areas). Ultimately, assessments will be scheduled based upon results, curriculum improvements, and perceived need but will occur at least every three years.
- Transfer programs assess students through faculty-designed exams, performance assessments, licensure exams, focus groups, surveys, service learning, and capstone projects. Collection of data occurs through the program review process on a five-year rotation schedule with annual updates to assessment action plans currently under development.

## **Use of Data for Improvement**

General Education assessment is evolving and efforts are underway to pilot instruments. Results are used to review course and program-level outcomes, course descriptions, and course content, and make improvements.

Academic departments at North Idaho College began formally reporting the results of their assessment activities during 2008/2009 using a new program review and evaluation process. The outcomes assessment component of the Program Review process asks all departments to update plans annually for assessing student learning, when appropriate, and to analyze assessment data to determine strengths, challenges, and identify areas for improvement. The results of Program Review are

incorporated into individual department planning processes, which are tied to the college's mission and the planning and budgeting processes.

Institutional results are analyzed through the accreditation core theme objectives and expectations and the strategic plan goals and performance measures. The results are analyzed by administrators, managers, deans, chairs, faculty, and staff. Institutional results are used to guide institutional changes and strategic initiatives.

### **Communication of Results**

Assessment plans, methods/instruments, results and reports are posted to the SLOA SharePoint site, and the NIC Office of Institutional Effectiveness team site. The faculty coordinator for SLOA/Gen Ed in collaboration with the vice president for instruction, deans, and division chairs prepares summary SLOA reports and compiles and publishes General Education Assessment reports. The director of institutional effectiveness prepares annual reports for the Office of Instruction, board of trustees, and State Board of Education.

## 2015-2020 SLOA Action Plan

### Core Theme Objectives and Measures Aligned to Action Plan

*Educational Excellence Objective 2.1:* Provide quality programs of study that result in student learning

Measure: Instructional programs will describe changes/improvements to programs as a result of the Program Review process

Measure: Student Learning Outcomes Assessment Goals are met annually

*Educational Excellence Objective 2.2:* Students develop skills and knowledge to ensure lifelong success

Measure: CTE Technical Skills Assessment (TSAs) results indicate successful pass rates

Measure: Licensure pass rates at or above national pass rates

### Goals:

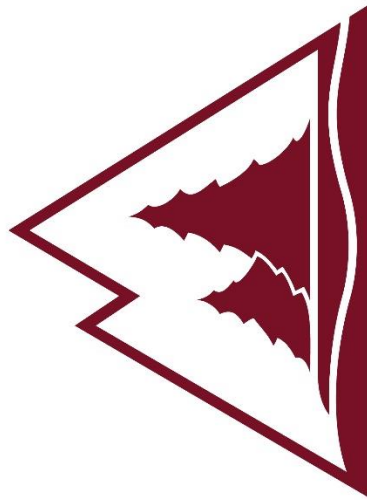
- Create understanding and build a culture of assessment
- Develop and implement assessments at the program level
- Continue existing, and develop and implement new assessments at the GEM level

Build Understanding/Culture	Responsibility	Completion Date
Define Assessment at NIC - Survey all divisions on faculty perceptions of student learning outcomes assessment; use results to help further the assessment plan and to guide campus wide conversation on assessment	SLOA Committee	Fall 2015
Develop Faculty Professional Development Events - Make it relevant - Make it meaningful - Inspire/create enthusiasm	SLOA Committee	Spring 2017 Spring 2019 (continuing every two years)

Formalize Program-level Assessment	Responsibility	Completion Date
- Comprehensive review of General Studies Program Outcomes	GS Divisions	December 2016
- Formalize Annual Program Reports (program goals tied to assessment goals)	All Divisions	Spring 2017
- Develop Division Assessment Plans	All Divisions	Spring 2017
- Develop improved methods of data collection for CTE programs (employment in related field; TSA results)	CTE Divisions	Spring 2017
- Assist with development of program-level assessments	All Divisions	Through Spring 2020

Develop and Implement GEM Assessments	Responsibility	Completion Date
- Curriculum mapping: map all GEM course outcomes to GEM Competencies	All Divisions	Spring 2015
- Identify course-level assessments aligned to GEM Competencies	All Divisions	Spring 2015
- Provide evidence of GEM Core Completion	Institutional Effectiveness	Spring 2017
- Written Communication - continue	English Department	Annual
- Information Literacy (continue on rotation)	English Department	Every 3 Years Spring 2018
- Oral Communication (review and modify)	Communication Department	Spring 2017
- Mathematics (review)	Mathematics Department	Spring 2017
- Scientific Ways of Knowing (CAAP SR Exam)	Natural Sciences Division	Spring 2018
- Humanistic and Artistic Ways of Knowing (Develop)	Humanities and Fine Arts Divisions	Spring 2018
- Social and Behavioral Ways of Knowing (Develop)	Social and Behavioral Science Division	Spring 2018
- Wellness (Develop)	Faculty	Spring 2019
- Integrative Inquiry (Develop)	Faculty	Spring 2019

Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. The mean score of all actions is calculated and the percentage is used to evaluate the core theme measure: “*student learning outcomes assessment goals are met annually.*” The expectation is that at least 80 percent of SLOA goals are consistently progressing or met. The goals are evaluated annually.



# **North Idaho College**

## **2017 SLOA Goals Report**

### **Student Learning Outcomes Assessment Committee Goals Evaluation**

# 2017 SLOA Goals Report

## Core Theme Objectives and Measures Aligned to SLOA Action Plan

### *Educational Excellence Objective 2.1:* Provide quality programs of study that result in student learning

- Measure: Instructional programs will describe changes/improvements to programs as a result of the Program Review process
- Measure: Student Learning Outcomes Assessment Goals are met annually

### *Educational Excellence Objective 2.2:* Students develop skills and knowledge to ensure lifelong success

- Measure: CTE Technical Skills Assessment (TSAs) results indicate successful pass rates
- Measure: Licensure pass rates at or above national pass rates

## SLOA Committee Goals:

- Create understanding and build a culture of assessment
- Develop and implement assessments at the program level
- Continue existing, and develop and implement new assessments at the GEM level

Build Understanding/Culture	Responsibility	Completion Date	Spring 2018 Review
Define Assessment at NIC - Survey all divisions on faculty perceptions of student learning outcomes assessment; use results to help further the assessment plan and to guide campus wide conversation on assessment	SLOA Committee	Spring 2016	3
Develop Faculty Professional Development Events - Make it relevant - Make it meaningful - Inspire/create enthusiasm	SLOA Committee	Spring 2017 Spring 2019 (continuing every two years)	1

Formalize Program-level Assessment	Responsibility	Completion Date	Spring 2018 Review
- Comprehensive review of General Studies Program Outcomes	GS Divisions	December 2016	2
- Formalize Annual Program Reports (program goals tied to assessment goals)	All Divisions	Spring 2017	2
- Develop Division Assessment Plans	All Divisions	Spring 2017	2
- Develop improved methods of data collection for CTE programs (employment in related field; TSA results)	CTE Divisions	Spring 2017	2
- Assist with development of program-level assessments	All Divisions	Spring 2020	N/A

Develop and Implement GEM Assessments	Responsibility	Completion Date	Spring 2018 Review
- Curriculum mapping: map all GEM course outcomes to GEM Competencies	All Divisions	2015/2016	3
- Identify course-level assessments aligned to GEM Competencies	All Divisions	2015/2016	3

- Provide evidence of GEM Core Completion	Institutional Effectiveness	Spring 2017	3
- Written Communication <ul style="list-style-type: none"> <li>Continued ongoing assessment annually; work in ENGL 101 academic year 17/18</li> </ul>	English Department	Annual	3
- Information Literacy (continue on rotation) <ul style="list-style-type: none"> <li>Review of new library standards and work with faculty librarians to identify new survey instrument</li> </ul>	English Department	Every 3 Years Spring 2018	2
- Oral Communication (review and modify) <ul style="list-style-type: none"> <li>Rubrics developed; retreats held to pilot using student speeches; interrater reliability low and adjustments made; improvements in reliability; spring 2018 first full sample across courses</li> </ul>	Communication Department	Spring 2017	3
- Mathematics <ul style="list-style-type: none"> <li>Collected data for GEM 3 Math in 123, 143, 253. Math 123, three of the four outcomes were satisfied. The 4<sup>th</sup> outcome is project-oriented (math communication) and has presented challenges. The division is working on making changes to the process. The division is still working on Math 143 and 253. They have the data but it has not been analyzed yet.</li> </ul>	Mathematics Department	Spring 2017	3
- Scientific Ways of Knowing (CAAP SR Exam) <ul style="list-style-type: none"> <li>CAAP SR Exam Spring 2018; worked to increase sample to approximately 150 students</li> </ul>	Natural Sciences Division	Spring 2017 (every 3-years; next event 2018)	3
- Humanistic and Artistic Ways of Knowing (Develop) <ul style="list-style-type: none"> <li>Two retreats held and instrument developed</li> </ul>	Humanities and Fine Arts Divisions	Spring 2018	2
- Social and Behavioral Ways of Knowing (Develop) <ul style="list-style-type: none"> <li>Retreat held and instrument developed</li> </ul>	Social and Behavioral Science Division	Spring 2018	2
- Wellness (Develop)	Faculty	Spring 2019	N/A
- Integrative Inquiry (Develop)	Faculty	Spring 2019	N/A
Total possible points for those goals attempted under the current timeline (16 goals)			48
Total points scored			39
<b>Percent of SLOA goals consistently progressing or met</b>			<b>81%</b>

Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate the core theme measure: "student learning outcomes assessment goals are met annually." The expectation is that at least 80 percent of SLOA goals are consistently progressing or met. The goals are evaluated annually.



# North Idaho College 2018 Annual Core Theme Report

## Mission

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.

## Core Themes (College Values)

*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.

## Measuring Achievement

NIC demonstrates achievement of mission fulfillment by demonstrating an acceptable level of performance of its core themes, both individually and collectively. The mean of three years of data is used when 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 measures were developed over time by several Accreditation Core Theme Steering Committees, in consultation with staff, faculty, management, and executive leadership.

The method chosen for measuring achievement allows for a view of achievement at all levels. A score is given to each measure. A mean score is calculated for each objective; a mean score is calculated for each core theme, and a mean score is calculated for all core themes (mission fulfillment). This method allows the college to identify strengths and weaknesses in specific areas and to align resources with needs. Each measure is rated on a scale of 1 to 3 by comparing the current three-year mean (when available) to the expectation. The same rating is used for all mean scores.

2.3-3.0 = Meets Expectations

1.1-2.2 = Consistently Progressing

1.0 = Does Not Meet Expectations

## 2018 Mission Fulfillment Summary

Each core theme is defined as attained when the mean score for all objectives are consistently progressing or met. In 2018, the core themes were achieved as follows: *Student Success (1.8, Consistently Progressing), Educational Excellence (2.8, Meets Expectations), Community Engagement (2.5, Meets Expectations), Stewardship (3.0, Meets Expectations), and Diversity (1.6, Consistently Progressing).*

NIC has defined mission fulfillment when the mean for all core themes shows the college is “consistently progressing” or “meeting expectations.” In 2018, the mean of all core themes equaled a mean score of **2.3, Meets Expectations (Mission Fulfillment).**

This report reflects the second time the core themes data was used to determine achievement of the core themes and mission fulfillment. The work to establish measures and gather trend data continues. Those measures without three years of trend data were not used in the 2018 aggregated scores. A core theme report will be developed annually hereafter.

## Core Theme 1: Student Success

Objective 1.1: Provide regional access to quality education and training.

Measures	CCM	Trends	2018	Expectation	Score
Unduplicated annual headcount of <i>credit students</i> as a percentage of NIC's total service area population	037	AY 15: 3.3% (7,368/221,398) AY 16: 3.2% (7,103/225,007) AY 17: 3.0% (6,928/230,072)	3.2% 3-year average AY 15 to AY 17	3.6%	2
Unduplicated annual headcount of <i>non-credit students</i> as a percentage of NIC's total service area population	038	AY 15: 2.1% (4,625/221,398) AY 16: 2.2% (4,989/225,007) AY 17: 2.1% (4,878/230,072)	2.1% 3-year average AY 15 to AY 17	3.0%	1
Distance learning proportion of fall credit hours as a percentage of total student population	015	Fall 15: 24.3% (12,738/52,428) Fall 16: 23.9% (11,971/50,048) Fall 17: 24.1% (11,791/48,751)	24.1% 3-year average Fall 15 to Fall 17	25%	2
Dual Credit unduplicated annual headcount as a percentage of total student population	017	AY 15: 13% (993/7,368) AY 16: 16% (1,165/7,103) AY 17: 20% (1,377/6,928)	16% 3-year average AY 15 to AY 17	18%	2
<b>Objective 1.1 Score</b>					<b>1.7</b>

Objective 1.2: Assist students with the attainment of educational and career goals.

Measures	CCM	Trends	2018	Expectation	Score
Retention Rate – Full time, first-time, degree seeking student retention rates (IPEDS)	025	Fall 14 Cohort: 58% (377/655) Fall 15 Cohort: 52% (323/625) Fall 16 Cohort: 59% (409/683)	56% 3-year average Fall 14C to Fall 16C	63%	1
Retention Rate – Part-time, first-time, degree seeking student retention rates (IPEDS)	026	Fall 14 Cohort: 39% (112/289) Fall 15 Cohort: 33% (98/296) Fall 16 Cohort: 42% (132/313)	38% 3-year average Fall 14C to Fall 16C	45%	1
Percentage of non-remedial courses completed in the fall term with a C or better	108	Fall 15: 76.6% (13,429/17,537) Fall 16: 78.5% (12,978/16,536) Fall 17: 79.2% (13,022/16,452)	78% 3-year average Fall 15 to Fall 17	75%	3
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 VFA	187	Fall 08 C: 65.7% (736/1,120) Fall 09 C: 64.6% (738/1,143) Fall 10 C: 65.8% (736/1,118)	65.4% 3-year average Fall 08 to Fall 10 Credential Seeking Cohorts	70%	2

Measures	CCM	Trends	2018	Expectation	Score
Percentage of students who complete the General Education Certificate over rolling 3-year average degree seeking FTE	133	AY 16: 1.4% (49/3,407) AY 17: 8.4% (261/3,101)	8.4% AY 17	Expectation will be defined after 3 years of data is gathered	N/A
The number of CTE concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education	177	AY 14: 97% AY 15: 92% AY 16: 93%	94% 3-year average AY 14 to AY 16	Maintain 80% or above positive placement	3
<b>Objective 1.2 Score</b>					<b>2.0</b>
<b>Total Student Success Score</b>					<b>1.8</b> <b>Consistently Progressing</b>

## Core Theme 2: Educational Excellence

Objective 2.1: Provide quality programs of study that result in student learning.

Measures	CCM	Trends	2018	Expectation	Score
Student Learning Outcomes Assessment Goals are met annually	114	2015: State Gen Ed Reform 2016: 81% 2017: 81%	81% 2-year average AY 16, AY 17	80% percent or more of annual assessment goals are met over 3-yr plan	3
Percentage of employers (out of total respondents) who indicate satisfaction with overall preparation of Career & Technical Education completers	178	AY 13: 96.0%	Under review; no data collected	80% of employers indicate satisfaction with preparation of completers	N/A
Professional development resources are disbursed through a competitive and peer-reviewed process annually	115	AY 15 \$141,091 AY 16 \$113,822 AY 17 \$132,436	\$129,116 3-year average AY 15 to AY 17	Maintain or increase funding levels at \$82,000	3
Full-time to Part-time Faculty ratio	029	2015: 0.8:1.0 (163 FT/194 PT) 2016: 0.8:1.0 (161 FT/207 PT) 2017: 0.8:1.0 (156 FT/208 PT)	0.8:1.0 3-year average 2015 to 2017	Maintain 0.8:1.0	3
Instructional programs will describe changes/improvements to programs as a result of the Program Review process	189	Revised	Results from AY 17 reviews will be analyzed through AY 18 goals review Fall 18	90% of programs	N/A
Student perceptions of Student-Faculty Interaction/Advisor Interaction (CCSSE)	162	AY 15: 51.9% AY 16: 51.6% AY 17: 51.0%	51.5% 3 year average AY 15 to AY 17	Maintain or improve average of 50% or greater when compared to cohort institutions	3
<b>Objective 2.1 Score</b>					<b>3</b>

Objective 2.2: Students develop skills and knowledge to ensure lifelong success.

Measures	CCM	Trends	2018	Expectation	Score
Licensure pass rates at or above national pass rates	091	AY 15: 98% AY 16: 99% AY 17: 99%	99% 3-year average AY 15 to AY 17	Maintain at 85% or above	3
Career & Technical Education Technical Skills Assessment (TSAs) results indicate successful pass rates	160	AY 14: 96.44% AY 15: 94.44% AY 16: 84.9%	92% 3-year average AY 14 to AY 16	Maintain within a 5% margin of 97%	3
Percentage of student evaluations of community education courses reflect a satisfaction rating of above average	054	AY 15: 94% (237/250) AY 16: 98% (253/256) AY 17: 98% (313/320)	97% 3-year average AY 15 to AY 17	85% of total number score a satisfaction rating of above average	3

Measures	CCM	Trends	2018	Expectation	Score
Student perceptions of Support for Learners (CCSSE)	165	AY 15: 44.9% AY 16: 44.6% AY 17: 44.2%	44.6% 3 year average AY 15 to AY 17	Maintain or improve average of 50% or greater when compared to cohort institutions	1
Remediation - Number and percentage of first-time freshmen who graduated from high school in the previous year requiring remedial education as determined by institutional benchmarks	066	AY 15: 58.6% (315/538) AY 16: 58.3% (302/518) AY 17: 59.9% (373/623)	58.9% 3-year average AY 15 to AY 17	No benchmark set at the postsecondary level. <i>Note:</i> the State benchmark for this measure is < 55%	3
<b>Objective 2.2 Score</b>					<b>2.6</b>
<b>Total Educational Excellence Score</b>					<b>2.8</b>
					<b>Meets Expectations</b>

## Core Theme 3: Community Engagement

Objective 3.1: Provide opportunities that meet community and workforce needs.

Measures	CCM	Trends	2018	Expectation	Score
Percentage of NIC Dual Credit Students that matriculate at NIC or at another postsecondary institution within three years after enrolling as a new NIC Dual Credit Student	181	Fall 12 Cohort: 78.5% (296/377) Fall 13 Cohort: 79.7% (303/380) Fall 14 Cohort: 78.3% (336/429)	78.8% 3-year average Fall 12C to Fall 14C	Maintain 75% average or above	3
Dual Credit annual credit hours taught via distance delivery and percentage annual increase	097	AY 15: 2,822 (-17.17%) AY 16: 3,145 (+11.45%) AY 17: 3,931 (+24.99%)	6.4% increase 3-year average AY 15 to AY 17	Increase by 5% annually	3
Percentage of degrees or certificates awarded in NIC Programs identified as Idaho Department of Labor Hot Jobs (2014-2024)	190	AY 17: 66.75%	66.75% AY 17	Expectation will be defined after 3 years of data is collected	N/A
Percentage of student evaluations of community education courses reflect a satisfaction rating of above average	054	AY 15: 94% (237/250) AY 16: 98% (253/256) AY 17: 98% (313/320)	97% 3-year average AY 15 to AY 17	85% of total number score a satisfaction rating of above average	3
Survey of key stakeholders in NIC's service region indicates NIC provides relevant programming to meet regional education needs	191	New	Spring 2018	Expectation will be defined Fall 2018	N/A
Unduplicated annual headcount of <i>non-credit students</i> as a percentage of NIC's total service area population	038	AY 15: 2.1% (4,625/221,398) AY 16: 2.2% (4,989/225,007) AY 17: 2.1% (4,878/230,072)	2.1% 3-year average AY 15 to AY 17	3.0%	1
Percentage of students who answer often or very often when asked whether they participated in a community-based project as a part of a regular course at NIC (CCSSE)	188	New	8.2% AY 17	Expectation will be defined after 3 years of data is collected	N/A
<b>Total Community Engagement Score</b>					<b>2.5</b> <b>Meets Expectations</b>

## Core Theme 4: Stewardship

Objective 4.1: Effectively use college resources to ensure sustainability.

Measures	CCM	Trends	2018	Expectation	Score
Dollars secured through the Development Department via private donations and grants	042	AY 15: \$8.2 million AY 16: \$3.7 million AY 17: \$3.6 million	5.2 million 3-year average AY 15 to AY 17	\$2 million	3
Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions	130	AY 15: \$3,022 (rank of 22.7%) AY 16: \$3,214 (rank of 22.7%) AY 17: \$3,288 (rank of 22.7%)	22.7% 3-year average AY 15 to AY 17	Rank in the lowest 40% against IPEDS comparator institutions	3
Tuition revenue as percentage of total revenue	172	AY 15: 30.0% AY 16: 29.1% AY 17: 26.6%	28.6% 3-year average AY 15 to AY 17	Total tuition revenue not to exceed 37.5% of revenue	3
Composite Financial Indicator Score	169	AY 15: 6.64 (recalculated to 6.71) AY 16: 5.45 AY 17: 4.88	5.65 3-year average AY 15 to AY 17	Maintain at least 4.5 Composite Score	3
Auxiliary services generate sufficient revenue to cover direct costs of operations	170	Net Revenue: AY 15: \$196,663 AY 16: \$174,795 AY 17: \$195,039	\$188,832 3-year average AY 15 to AY 17	Annual direct costs maintained	3
Energy consumption per gross square foot as determined by gas/electric costs	192	AY 17: \$702,624/719,173 sq. ft.	\$.98 per gross sq. ft. AY 17	Expectation will be defined after 3 years of data is gathered	N/A
Year-to-year deferred maintenance	171	AY 15: \$275,213 AY 16: \$223,613 AY 17: \$212,353	\$237,059 3-year average AY 15 to AY 17	Investment of at least \$225,000 per year	3
College wide replacement schedule for personal computers ERS A Schedule – 42 months ERS B Schedule – 48 months	075	AY 15: 93.98% (A) / 98.85% (B) AY 16: No Data AY 17: 96.49% (A) / 93.99% (B)	96.49% (A) / 93.99% (B) AY 17	Maintain 94% or above	3
<b>Total Stewardship Score</b>					<b>3.0</b> <b>Meets Expectations</b>

## Core Theme 5: Diversity

Objective 5.1: Create an inclusive environment that fosters awareness of diversity.

Measures	CCM	Trends	2018	Expectation	Score
Percentage of students enrolled annually from diverse populations - diverse student population based on race/ethnicity (IPEDS)	105	AY 15: 80.1% White; 14.2% Other; 5.7% Unknown AY 16: 78.2% White; 10.6% Other; 11.2% Unknown AY 17: 77.9% White; 11.2% Other; 10.9% Unknown	78.7% White 12.0% Other 9.3% Unknown  3-year average AY 15 to AY 17	Maintain a diverse or more diverse population than that of the population within NIC's service region  Service Region comparison: 91.3% White 3-year average US Census Bureau QuickFacts As of July 1, 2016	3
Students surveyed perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds (CCSSE)	106	AY 15: 37.6%, national average 53.7% AY 16: 38.2%, national average 55.6% AY 17: 38.5%, national average 55.1%	38.1% 3-year average AY 15 to AY 17	Increase by 2% annually until the national average is met or exceeded	1
Students surveyed perceive NIC provides an inclusive, respectful and safe environment (CCSSE)	123	New	Question developed in 2018; 2019 next survey round	Expectation will be defined after 3 years of data is gathered	N/A
First-time, full-time degree-seeking diverse students (based on race/ethnicity) will complete their degrees/certificates within 150% of stated time at a similar rate to that of total population of first-time, full-time degree-seeking students	125	Diverse Cohort / Cohort Total Fall 11: 11.8% / 19.5% Fall 12: 19.1% / 22.5% Fall 13: 11.7% / 24.5%	Diverse Cohort: 14.2% Cohort Total: 22.2% 3-year average Fall 11 C to Fall 13 C	Increase Diverse Cohort completion rate to match that of Cohort Total completion rate	1
Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies	174	New	Establish baseline through analysis of 2018 and 2019 data	Proficiency outcomes will be defined by spring 2020	N/A
<b>Total Diversity Score</b>					<b>1.6</b> <b>Consistently Progressing</b>

**Mean Score for All Core Themes**

**2.3**

**Meets Expectations**



**NIC Continuous Planning Cycle: “Measure Success, Review the Progress & Adjust the Plan”**

June/July	2017	<ul style="list-style-type: none"> <li>- Staff review of goals and outcomes - aligned with the Employee Appraisal Process</li> <li>- Review performance outcomes from fiscal year - tie back to impact from Operational Goals/Employee Goals</li> </ul>
August	2017	<ul style="list-style-type: none"> <li>- Board/President’s Cabinet Annual Planning Retreats</li> <li>- Publish Campus Measures related to Strategic Plan CCM/KPI Outcomes</li> </ul>
August	2017	<ul style="list-style-type: none"> <li>- Assessment and analysis of Core Theme Outcomes from prior year, measure progress, verify relevance of objectives and adjust as needed</li> <li>- Instructional and Services Retreats</li> <li>- Review of CCM/KPIs for the immediately prior FY End by President’s Cabinet</li> <li>- Utilize outcomes to affect changes to Strategic Plan</li> </ul>
Sept/Oct	2017	<ul style="list-style-type: none"> <li>- Evaluation of prior year Operational Goals and Department/Division Plans against SP plan/adjust SP plan as needed</li> <li>- Develop Budget needs for next phase of plan in support of Strategic Plan</li> </ul>
Oct/Nov	2017	<ul style="list-style-type: none"> <li>- Institutional assessment of outcomes (CCMs/KPIs) based on Institutional and Departmental/Divisional Plans</li> <li>- Development of Campus Budget Initiatives to support year 2 of Strategic Plan</li> <li>- Review Core Themes and ensure outcomes align to plans</li> </ul>
January	2018	<ul style="list-style-type: none"> <li>- Prepare Annual Core Theme Report</li> </ul>
March/April	2018	<ul style="list-style-type: none"> <li>- Budget Development - tied to year 2 of Strategic Plan and Operational Goals</li> </ul>
May/June	2018	<ul style="list-style-type: none"> <li>- Employee Appraisals - Review of performance and goals against KPI/CCM outcomes for year 1</li> <li>- Set employee goals in alignment with initiatives for Year 2</li> </ul>