

North Idaho College
Strategic Plan
2025 – 2030

October 11, 2024



North Idaho College

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Board of Trustees

North Idaho College (NIC) is governed by a volunteer five-member Board of Trustees elected at large from within Kootenai County for staggered, four-year terms. Trustees derive their authority from and hold office in accordance with Idaho Code Title 33—Education, Chapter 21—Junior Colleges.

Mike Waggoner, Chair, Board of Trustees
 Todd Banducci, Vice Chair, Board of Trustees
 Greg McKenzie, Secretary/Treasurer, Board of Trustees
 Brad Corkill, Trustee
 Tarie Zimmerman, Trustee

College Leadership

The President, College officers, and President's Cabinet at North Idaho College provide leadership and guidance for the institution. Members of the President's Cabinet include:

Nick Swayne, Ph.D., President
 Rayelle Anderson, Director of Development/NIC Foundation Executive Director
 Lloyd Duman, Interim Provost
 Sarah Garcia, Vice President for Finance and Business Affairs
 Tom Greene, Interim Chief Communications and Government Relations Officer
 Tami Haft, Dean of Enrollment Services
 Alex Harris, Dean of Students
 Kristin Howard, Interim Executive Assistant to the NIC President
 Vicki Isakson, Dean of Instruction, Workforce Education
 Steve Kurtz, Accreditation Liaison Officer
 Colby Mattila, Executive Director, Workforce and Economic Development
 Melanie McLean, Assistant Director, Human Resources
 Erlene Pickett, Dean of Instruction, Nursing and Health Professions
 Sherry Simkins, Dean of Instruction, Transfer and General Education
 Ken Wardinsky, Chief Information Officer

Acknowledgments: Strategic Planning Steering Committee

While hundreds of voices are reflected in the development of this plan, a special acknowledgment goes to the North Idaho College (NIC) Strategic Planning Steering Committee (SPSC) members listed below.

Rayelle Anderson, Director of Development/NIC Foundation Executive Director
 Julie Bailey, Senate Representative
 Katrina Bjorkman, Staff Assembly Representative
 Chris Brueher, Institutional Data Analyst
 Neil Doyle, Senate Representative
 Lloyd Duman, Interim Provost
 Sarah Garcia, Co-Chair, Vice President for Finance and Business Affairs
 Tom Greene, Interim Chief Communications and Government Relations Officer
 Michael Habermann, Associated Students of North Idaho College (ASNIC) Representative
 Tami Haft, Dean of Enrollment Services
 Alex Harris, Dean of Students
 Kristin Howard, Interim Executive Assistant to the NIC President
 Vicki Isakson, Dean of Instruction, Workforce Education
 Steve Kurtz, Accreditation Liaison Officer

Colby Mattila, Executive Director, Workforce and Economic Development
Melanie McLean, Assistant Director, Human Resources
Kathleen Miller Green, Faculty Assembly Representative
Erlene Pickett, Dean of Instruction, Nursing and Health Professions
Blake Sanchez, Associated Students of North Idaho College (ASNIC) Representative
Sherry Simkins, Co-Chair, Dean of Instruction, Transfer and General Education
Nick Swayne, President of NIC
Colleen Ward, Staff Assembly Representative
Ken Wardinsky, Chief Information Officer

Additionally, logistical support, coordination, and minutes for the Strategic Planning Steering Committee would not have been possible without the committed efforts of the following:

April Ellin, Assistant to the Vice President of Finance and Business Affairs
Amber Hasz, Assistant to the Dean for the Office of Instruction
Kristin Howard, Interim Executive Assistant to the President

Introduction

A long-term strategic plan aligned with the institution's mission, vision, and values is essential for providing excellent services to students and the communities of the NIC region. Like many other higher education institutions, North Idaho College has undergone many changes as students' preferences evolve regarding courses and programs for their future careers. Additionally, technological advancements have transformed the education landscape, providing diverse teaching methods and learning modes, including in-person, online, and hybrid modalities. The *North Idaho College Strategic Plan 2025-2030* outlines a future direction to guide the College in its ever-changing, responsive service to current and prospective students, and the communities of the North Idaho region.

Executive Summary

The *North Idaho College Strategic Plan 2025-2030* is a comprehensive document that will guide the institution over the next five years as it fulfills its mission and vision, meeting the needs of its students and community. The Strategic Plan reflects NIC's mission, vision, and values, and provides direction for long-term success. It was developed collaboratively among the many NIC stakeholders and articulates broad, overarching goals for the future.

The Strategic Plan was created after a comprehensive planning process that involved analyzing internal and external data and gathering feedback from diverse groups such as faculty, staff, students, administrators, trustees and community representatives. A dedicated Strategic Planning Steering Committee (SPSC) convened regularly from November 2023 to April 2024 to examine data trends, planning assumptions, stakeholder input, as well as challenges and opportunities for North Idaho College over the next five years. In April 2024, the SPSC held an eight-hour planning session to develop broad, overarching goals reflecting the long-range direction of the college for the next five years. The goals for North Idaho College for the period of 2025-2030, endorsed by the Board of Trustees May 2024 are as follows:

- Goal 1: Enhance student access and support services to strengthen student success.
- Goal 2: Provide streamlined, flexible pathways to success that empower students to reach their educational goals.
- Goal 3: Expand and strengthen relationships with business, industry, educational, and community partners.
- Goal 4: Create a unified educational system among the College and its centers.

Goal 5: Achieve organizational efficiency and effectiveness by fostering a dynamic college environment that invests in employees, facilities, and technologies to support student success.

Mission Statement

North Idaho College meets the diverse educational needs of students, employers and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement and lifelong learning.

Vision Statement

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic and civic activities by the communities it serves.

Values

North Idaho College is dedicated to these core values that 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.
- **Diversity** - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

North Idaho College Overview

College History

North Idaho College (NIC) was first known as Coeur d'Alene Junior College, a private school established in 1933 that operated for six years. In 1939, the Idaho Legislature passed a bill establishing organizational guidelines and a funding mechanism for junior colleges. Kootenai County taxpayers enthusiastically endorsed North Idaho Junior College – which became the new name – and created a taxing district to fund the institution. Coeur d'Alene Junior College became North Idaho Junior College in June of 1939. On July 31, 1971, the college's request to the State of Idaho was approved to have its name formally changed to North Idaho College.

North Idaho College sits on land that has a rich history. From the time when the Coeur d'Alene Tribe used these lands as a gathering place, through the U.S. Army's use of the pristine land for a fort, to the current use as an

educational facility, its special place on the shores of Lake Coeur d'Alene has been a focal point for the North Idaho region and the Pacific Northwest.

For untold centuries, the people of the Coeur d'Alene Tribe gathered to hunt, fish, play games, dance, feast and swim in the area where Lake Coeur d'Alene feeds the Spokane River. Hnya' pqi'nn (pronounced "hin-yap-keehn-un"), or the "gathering place," saw much activity by the Coeur d'Alene people, who were known as peaceful and diplomatic.

The tradition, lifestyle, and activities of the Coeur d'Alene people were interrupted upon the arrival of the white man and the establishment of Camp Coeur d'Alene in 1878, later known as Fort Sherman, by the 45th Congress of the U.S. The tribal members were driven from their gathering place to a reservation near the southern tip of Lake Coeur d'Alene.

Over the years, Fort Sherman flourished and brought development to the community, including a hospital, library, school, chapel, and amusement hall. The town of Coeur d'Alene grew along with the fort, sharing many amenities, while the people of the Coeur d'Alene Tribe kept to themselves on the reservation.

In 1900, Fort Sherman was abandoned. Coeur d'Alene's economy and population continued growing, and the need for higher education soon became evident. It wasn't until the area emerged from the Great Depression that the dream of higher education became a reality.

The roots of NIC began during the Great Depression. Moritz Brakemeyer was the local proponent of the idea of a community college and was backed by the support of community members and organizations. He became the first president of Coeur d'Alene Junior College, which was organized on Aug. 10, 1933, as a public junior college and housed on the third floor of the City Hall. Enrollment for the first year was 55 students, and on June 1, 1934, five students received diplomas.

In 1939, the Idaho Legislature passed a bill establishing organizational guidelines and a funding mechanism for junior colleges. Kootenai County taxpayers enthusiastically endorsed North Idaho Junior College – which became the new name – and created a taxing district to fund the institution.

In 1949, the college moved onto the land where the Coeur d'Alene Indians used to gather, hunt, fish, dance, and feast. The Winton family donated the former site of Fort Sherman to the college.

In 1971, the college's name changed from North Idaho Junior College to North Idaho College.

In 1997, North Idaho College and the Coeur d'Alene Tribe joined to formulate the Nine-Point Agreement, which honors the Coeur d'Alene Tribe and identifies ways to support Native American students and cultural programming on the college campus. The history of Yap-Keehn-Um comes full circle as North Idaho College and the Coeur d'Alene Tribe respect and honor the history of this land.

North Idaho College has become the educational center of North Idaho and a gathering place for all people.

College Profile

North Idaho College is a comprehensive community college established in 1933 on the shores of Lake Coeur d'Alene at the headwaters of the Spokane River. NIC's vibrant college community includes 5,000+ students enrolled in credit courses and more than 5,000 students taking non-credit courses. College faculty and staff relentlessly focus on providing a rich, rewarding higher education experience for every student.

NIC offers a broad spectrum of career paths for students to choose from, with more than 80 academic and career and technical education degree programs. These career pathways at NIC cover various interest areas,

including arts, communications and humanities; healthcare; science, technology, engineering and math; business administration and management; manufacturing and trades; and social sciences and human services.

With state-of-the-art facilities, the college's beautiful main campus is in Coeur d'Alene, Idaho, a waterfront city of 52,400 residents. Coeur d'Alene lies within Kootenai County, which is home to 165,000 citizens. The larger city of Spokane, Washington, is just 34 miles west. The greater Spokane-Coeur d'Alene metropolitan area, with a population of 734,000+, is the economic and cultural center of the U.S. Inland Northwest.

NIC plays a vital role in the region's economic development by preparing competent, trained employees for area businesses, industries and governmental agencies. NIC's service area is the Idaho Panhandle, which includes Kootenai, Benewah, Bonner, Shoshone and Boundary counties.

College Centers

Beyond the main campus in Coeur d'Alene, North Idaho College offers various regional facilities to serve the diverse educational needs of students and residents. These facilities include the Workforce Training Center located in Post Falls, the Parker Technical Education Center situated in Rathdrum, and the Sandpoint Center located in Sandpoint. Below is a brief overview of each regional facility.

Workforce Training Center

The Workforce Training Center (WTC) has been serving the community for more than 30 years. Their aim is to provide learning opportunities that increase the economic self-sufficiency, business productivity, and quality of life of both students and the community. WTC works closely with industry and business partners to develop high-demand training and ensure that its offerings are tailored to meet the specific needs of both regional employers and employees. WTC specializes in apprenticeships, health career training, professional development, transportation, and safety training, and serves over 5,000 students every year.

Parker Technical Education Center

North Idaho College's Parker Technical Education Center (PTEC) has been in operation since September 2016. The 110,960-square-foot facility serves as the primary location for NIC's Career and Technical Education programs, as well as some of the Workforce Training Center (WTC) courses. PTEC offers a variety of trade and industry programs, such as Automotive Technology, Autobody and Paint Technology, Diesel Technology, Heating Ventilation Air Conditioning and Refrigeration, Industrial Mechanic/Millwright, Machining and CNC Technology, Mechanical Design Engineering Technology, Mechatronics, Wastewater Treatment Plan Technology, and Welding Technology.

Sandpoint Center

NIC at Sandpoint is a central hub for students and individuals seeking a diverse range of services in the northern Idaho Panhandle and surrounding region. It offers various resources comparable to the main campus in Coeur d'Alene, including enrollment, academic advising, counseling, disability support, veteran/military support, career assistance, library resources, test proctoring, and GED testing. The faculty and staff at Sandpoint are dedicated to delivering these services to the best of their abilities. Sandpoint's educational programs include college credit courses, adult education, and workforce training programs such as Certified Nursing Assistant and Assistance with Medications. To ensure the continued delivery of these programs and services, it is essential that the Sandpoint Center becomes self-sustaining and generates sufficient revenue to achieve cost neutrality in the future.

Background and Plan Development

North Idaho College embarked upon the development of its Strategic Plan to establish a five-year plan of high-priority goals in alignment with the College's mission and vision. With the technical support of a national

community college educational consulting firm, NIC began a six-month, three-phase project for plan development. The phases were identified as follows:

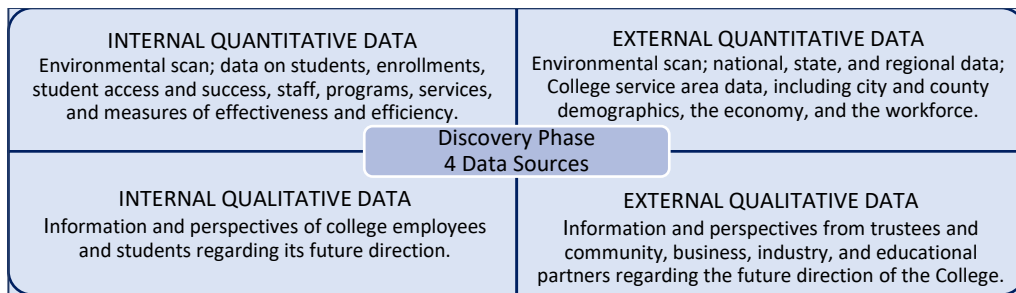
- Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis
- Phase II: Portfolio Development and Planning Assumptions
- Phase III: Goal Setting: Establishing Broad, Overarching Goals

An internal Strategic Planning Steering Committee (SPSC), comprised of representatives from across the college, was created to serve as the working group for developing the five-year Strategic Plan. The purpose statement of the SPSC and its membership can be viewed in Appendix A. The college president, administrators, and representatives from the faculty and staff assemblies and student leadership met monthly to provide leadership, guidance, and collaboration during plan development.

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis

In this first phase of the project, comprehensive quantitative and qualitative data were collected, analyzed, and synthesized. At the outset, visioning sessions were held with individual trustees, who shared insights from their discussions with constituents about NIC’s priorities for the next five years and beyond.

The data collection process included both internal data—focusing on students and the college—and external data on regional demographic and workforce trends. Listening sessions were also conducted with a variety of internal and external stakeholders, including students, to gather a broad range of input. In addition, local and regional workforce data, along with information on regional programs and employment opportunities, were closely analyzed. The chart below highlights the four key data sources from the Discovery Phase.



Phase II: Portfolio Development and Planning Assumptions

Phase II compiled the information collected in Phase I, identifying trends, planning assumptions, and listening session themes to guide the SPSC and college in developing the five-year plan. Key highlights of the data portfolio are included in this plan, along with the significant findings that guided Phase III of the project.

Phase III: Goal-Setting: Establishing Goals and Objectives

Phase III of the project allowed the Strategic Planning Steering Committee to review trends and planning assumptions, examine themes that emerged from the listening sessions and surveys, identify challenges and opportunities for the college, and establish five-year overarching, broad goals and institutional objectives to lead the college into the future. These areas are described in detail later in this document.

Environmental Scans, Trends, and Planning Assumptions

To begin any planning process, it is necessary to conduct internal and external data scans on past and current environments and report information that assists the college in making informed decisions and setting long-range priorities. This section of the Strategic Plan provides data and analysis important for planning. The portfolio includes data related to the external and internal environments, which were gathered from numerous sources.

External Environmental Scan

The External Environmental Scan analyzes the geographic and economic service area in which North Idaho College operates. The scan includes quantitative demographic data, local economic data, and other essential factors that will help North Idaho College support the needs of local businesses and its surrounding community. The trends included in this portfolio also help inform college-wide planning, strategic enrollment planning, facilities planning, and student support services. The external data topics are outlined below; detailed data charts reside in the NIC Office of Institutional Effectiveness.

- National Trends
- Statewide Trends
- Regional Trends – Community Population, Demographics, and Characteristics
- Labor Market and Workforce Trends
- NIC Internal Trends

To enrich the External Environmental Scan with qualitative data, numerous listening sessions were held with external stakeholders, including business and industry, K-12 school districts, universities, government officials, and community partners. A summary of the listening sessions is provided in a subsequent section of this document.

Below are key data points and important trends external to North Idaho College, as well as internal trends. The NIC webpage further explores sources for national, state, and regional trends, including labor market information. More in-depth data are available in the NIC Research Office.

National Trends

Nationally, college enrollment has declined in recent years, but began to rebound in 2023. According to the Research Center at the National Student Clearinghouse (reported October 26, 2023), students gravitated toward shorter-term credentials rather than longer-term degrees. On the national level, enrollment growth is attributed to increased dual enrollment and increased enrollment by Black, Latinx, and Asian students; white student enrollment has continued to decrease.

EDUCAUSE – a nonprofit association whose mission is to advance higher education through the use of information technology – has identified these current national trends for higher education:

Student and Employer Needs

- Affordability and “Return on Investment” impact potential students’ decisions to enroll in postsecondary education.
- Shifting focus from “living to work” to “working to live” changes student goals and attitudes.
- The need and demand for lifelong workplace learning is increasing.
- Student demand for more flexible and convenient learning modalities is increasing.
- Education technology challenges impact student wellness.

Teaching and Learning and Institution Operations

- The focus on equitable and inclusive learning is expanding and intensifying.
- Micro-credentials programs (short, focused credentials) are gaining momentum and maturity.
- The online versus face-to-face dichotomy is being disrupted – students’ modality preference is shifting and blending.
- Environmental issues are being integrated into academic programs and institutional operations.
- As funding for public education declines, institutions are expected to do more with less.

Technology

- The potential for Artificial Intelligence (AI) to become mainstream is growing.
- Low- and no-code technologies that simplify complex processes enable more people to create digital content.

Source: 2023 Educause Horizons Report: Teaching and Learning Edition

Statewide Trends

According to the U.S. Census Data released in January 2024, Idaho is the fourth fastest-growing state in the United States, growing by 1.3% (State of Idaho Population Data, US Census Bureau, January 2024). The population increases in the region provide potential growth opportunities for NIC.

Enrollment and Program Development

- Statewide, from 2012 to 2022, Idaho’s community colleges countered the national trend of declining enrollment, benefiting from the state’s 21% population growth.
- Higher education headcount enrollment grew by more than 31% during that same period, reflecting increases in dual credit numbers among high school students.
- Career and Technical Education (CTE) will continue to play an increasingly significant role in community college education, focusing on jobs that lead to a living wage.
- Statewide and regionally, community colleges will focus on developing credit and non-credit short-term certificates tied to local workforce opportunities.
- Community colleges in Idaho house Workforce Training Centers, which provide skills for industry-recognized credentials, making it easier to obtain jobs. This trend will significantly impact student demand.
- Community colleges are more affordable, have expanded course offerings, and their hours are often more convenient for students who must work.

Policy and Initiatives

- The Idaho Governor’s Task Force is working to increase post-secondary education (PSE) for more Idaho residents and identified four key areas for research and discussion: K-20 Pipeline, Access and Affordability, Funding Formula, and Outcomes Supporting Workforce. Three key suggestions from the Task Force include a statewide digital campus, increased scholarship funding, and PSE degree completion reaching 60%.
- Increasing the number of Idahoans that attend college will remain a top priority of statewide policymakers. The Governor’s Office will continue to support this agenda with funding of up to \$8,000 for Idaho students attending Idaho colleges through the Idaho Launch program. Funding is focused on high-demand careers.
- The Idaho Direct Admissions initiative also retroactively admits Idaho senior high school students into higher education institutions based on GPA and entrance exam scores. The goal is to increase the college-going rates from 42% to 60%.

- Idaho continues to fund the “Advanced Opportunities” high school dual credit scholarship at \$75 per credit for high school students taking college courses while in high school.

Community College Funding

- Idaho community colleges have continued to hold tuition flat to keep student attendance affordable. With the addition of the Idaho Launch program starting fall of 2024, students can attend approved high-demand workforce programs with few out-of-pocket costs.
- Funding for colleges to develop and begin high-demand CTE programs will continue to be included in the state budget for community colleges.
- The “Advanced Opportunities” high school dual credit scholarships will continue in 2024-25.

Regional Trends (North Idaho College Five-County Region)

North Idaho College (NIC) serves the northern Idaho Panhandle region, which includes Kootenai, Benewah, Bonner, Shoshone, and Boundary counties. The overall population of the five-county region is expected to continue to increase in the next decade, but the growth will come predominately from older adults (aged 50+). This will continue to create pressure on the skilled workforce needs of the region for housing, retail, and healthcare, including the provision of trained mental health workers. NIC plays a key role in the region’s economic development by preparing students for work in area businesses, industries, governmental agencies, healthcare, and social services.

NIC Service Area Educational Sites

The NIC service area contains four face-to-face learning facilities: NIC Main Campus in Coeur d’Alene, Parker Technical Center (110,960 square-foot CTE facility) in Rathdrum, NIC Workforce Training Center in Post Falls, and the NIC Sandpoint Center in Sandpoint.

Regional Demographics

The regional demographics comprise the following: white/non-Hispanic (approximately 90%), Hispanic (5%), multi-racial/non-Hispanic (2-3%), Native American/Alaska Native (1%), and less than 1% Black/African American populations. The district’s median household income is \$65,134.

The region consists of 50.5% females and 49.5% males. The median age ranges from 40.4 in Kootenai County to 48.3 in Bonner County, compared to 37 in Idaho as a whole.

The region’s population is 272,719, or nearly 14% of Idaho’s total population. Kootenai County (pop. 183,578) is the largest, fastest-growing county in the region, followed by Bonner County (pop. 51,414, Shoshone County (pop. 14,012), Boundary County (pop. 13,345), and Benewah County (pop. 10,370).

Poverty rates range from 10% in Kootenai County to 21.5% in Boundary County.

Source: U.S. Census Bureau Data (2022)

Labor Market Trends

Overview

Current and projected employment growth includes tourism, retail, healthcare services, manufacturing, construction, and business services, including call centers. The North Idaho economy has experienced unprecedented job growth. Kootenai County’s academic institutions are major employers in the region. Unemployment rates are low, as are wages, and without affordable housing and labor, businesses will leave the region if they cannot hire the necessary skilled workers.

Employment Metrics

Healthcare, construction, and tourism-related positions are the highest-demand occupations in the region. The highest-paying jobs in the region include agriculture, forestry, fishing and hunting, healthcare, manufacturing, and mining.

STEM-related jobs, including cybersecurity, information technology (IT), robotics, virtual reality, and artificial intelligence jobs, have also emerged as a need.

Small business development is popular, as one in four workers in North Idaho are employed in small businesses.

Occupations with the Most Openings

The occupations with the most openings include construction, healthcare, and manufacturing. Recreation and tourism jobs are also in high demand.

Gap Analysis Overview

Affordable housing and access to skilled employees is an ongoing challenge.

As the region's demographic profile grows in the male population and grows older, there may be continuing gaps in educated/skilled workforce availability.

More women than men attend college, which could create significant gaps in the traditionally male-dominated workforce of construction and manufacturing.

There is also an increase in commercial, industrial, and business development along the Highway 41 corridor, which will need skilled workers.

Multi-family units are being constructed to help address the housing shortage. Home prices are flattening out somewhat, assisting homebuyers in qualifying for financing. This is extremely important to grow the local economy for worker-aged individuals.

Gaps in access to high-speed data and technology are an ongoing challenge. Addressing this issue will help expand e-learning and increase innovation.

Social media, low-quality internet connectivity, and broadband quality continue to be challenges. This creates a gap in providing educational opportunities in this rural region.

The Idaho Business for Education (IBE) study reports that 69% of available jobs will require post-secondary education credentials (2020). Currently, only 42% of Idaho adults have some level of postsecondary education. Unless technology issues are addressed, the region will be challenged to meet an ambitious goal over 60%.

NIC Internal Trends

Below are key data points and internal trends important for NIC's short-term and long-term planning. Sources and further disaggregated data can be found on the NIC webpage and in the College's research department.

Students

Headcount

The total number of unduplicated students served at NIC in FY 2023 was 5,470 of which 1,750 are dual credit students and 3,720 are all other postsecondary education (PSE) students.

There was a decrease in headcount enrollment of 7% from the previous fall and a corresponding decrease in fall FTE of 9.8%. There has been a continued trend of decreasing enrollment (28%) from fall 2015 to fall 2023 and a corresponding decrease in FTE (38.5%).

Sources: <https://boardofed.idaho.gov/resources/fall-postsecondary-fte/>
<https://boardofed.idaho.gov/resources/fall-2023-postsecondary-headcount/>

Postsecondary education (PSE) students FY 2023: Academic degree-seeking students total 2,781 (75%), CTE students total 558 (15%), and non-degree-seeking students total 381 (10%).

4,757 unduplicated headcount students participated in workforce training at NIC in FY 2023.

1,750 unduplicated headcount students participated in dual credit (32%), which totaled 24% FTE. This has been a downward trend for NIC since 2018, but current efforts are turning this trend positive once again.

Enrollment increases were projected for spring 2024, with a preliminary increase of 19.2% for first-time degree-seeking students.

Source: *President's Report – January 24, 2024, NIC Board of Trustees Meeting*

Student Demographics

Gender – In fall 2023, 62% of students attending NIC were female.

Source: *Fall Enrollment Report – November 20, 2023, NIC Board of Trustees Meeting*

Age – According to fall 2023 data, 74% of students are 24 and under, while 26% are 25 or older.

Source: *Fall Enrollment Report – November 20, 2023, NIC Board of Trustees Meeting*

Race and Ethnicity – 71% of students are White, 7% are Hispanic, 5% identify as two races or more, and 14% show as unknown. The balance of students who identify as other races of American Indian/Alaskan Native, Asian, Black, Hawaiian Pacific Islanders, or Non-Resident Aliens at approximately 1% each or less.

Source: *IPEDS data (2023 cohort data)*

Financial Aid – 40% of all students receive financial aid and/or scholarships.

Source: *Fall Enrollment Report – November 20, 2023, NIC Board of Trustees Meeting*

According to IPEDS data from 2021-22 (Fall 2021 cohort), 70% of undergraduate students received grant or scholarship aid, 25% received Pell grants, and 18% received federal student loans.

Part-time vs. full-time attendance – According to IPEDS fall 2022 data, 62% of students attend part-time, while 38% attend full-time.

First-Generation – For fall 2023, 54% of degree-seeking students identify as first-generation.

Source: *Fall Enrollment Report – November 20, 2023, NIC Board of Trustees Meeting*

Remediation – According to Idaho Board of Education data, out of the total number of students needing remediation in math, 31% passed a credit-bearing class, and for English 24% passed. 52% of new degree-seeking freshmen completed an introductory math class within two years.

Source: <https://dashboard.boardofed.idaho.gov/PostsecondaryDashboard.html#MainTitle>

Regional Enrollment – According to NIC data, 89% of all students are Idaho residents, 85% are Region 1 residents, and 69% are Kootenai County residents.

Source: *Fall Enrollment Report – November 20, 2023, NIC Board of Trustees Meeting*

IPEDS data (2022 cohort data) shows that 80% of first-time degree/certificate-seeking students are in-state students, 19% are out-of-state students, and 1% are foreign students.

Student Outcomes

Student success is generally defined as a measure of student engagement resulting in positive outcomes. Each student comes from differing cultural, familial, and educational support backgrounds. Students who leave family support situations to attend college are at a higher risk of non-completion. Returning adult students often lack confidence, particularly if they have been out of school for a while.

Student Success Metrics

Retention – 60% of new-degree seeking students were retained from the previous fall, and 54% of transfer students were retained from fall to fall.

Source: <https://dashboard.boardofed.idaho.gov/PostsecondaryDashboard.html#MainTitle>

According to IPEDS fall 2022 data, 59% of full-time, and 40% of part-time, first-time degree-seeking students were retained.

Progression – Out of the total number of undergraduate degree-seeking students for 2022-2023, 11% completed 30 credits or more per academic year.

Source: <https://dashboard.boardofed.idaho.gov/PostsecondaryDashboard.html#MainTitle>

Graduates – Number of graduates by highest credential earned in FY 2023: Certificates of less than one academic year in length are 115, and certificates of one academic year or more are 160. The number earning an undergraduate associate degree is 704.

Source: *Common Campus Measures NIC Dashboard*

Graduation Rates 150% (by race/ethnicity) – Hispanic or Latinx students were 33%. In comparison, graduation rates were 27% for White students, 17% Black/African American students, and 18% for students of two or more races.

Source: *IPEDS First-time/Full-time Degree Seeking Graduation Rate 150%, 2019 Fall Cohort*

Graduation Rates (by time to degree/certificate) – Of first-time, full-time degree or certificate-seeking students at NIC, 30% graduated within 100% of the time, and 36% graduated within 150% of the time.

Source: *NIC Common Campus Measures dashboard – 100% Grad Rate 2021 fall cohort, 150% Grad Rate fall 2020 cohort*

The CCSSE 2023 Standard Benchmark 2023 results were as follows:

NIC students' *Highest Aspects of Student Engagement* as compared to national averages were as follows:

- Examinations challenged them to do their best academic work
- Students preparing for classes
- Frequency of peer or other tutoring
- Student efforts as measured by the number of books read on their own (not assigned)
- Frequency of utilizing skills labs (writing, math, etc.)

NIC students' *Lowest Aspects of Student Engagement* as compared to national averages were as follows:

- Student participation in a community-based project as part of a regular course
- Working with instructors on activities other than coursework
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Frequency of career counseling

Key Planning Assumptions for the Five-Year Plan

By focusing on the following 20 key planning assumptions, North Idaho College can position itself to meet the evolving needs of students, align with workforce demands, and respond to state and regional economic trends effectively.

1. Given the national trend of students gravitating toward shorter-term credentials rather than longer-term degrees, NIC should expand and promote its micro-credential and certificate programs, build bridges from noncredit to credit courses and programs, and ease transition and career advancement through stackable credentials.
2. With dual enrollment contributing significantly to national and state enrollment growth, NIC must continue expanding dual credit programs with local high schools to increase its enrollment pipeline and strengthen ties with younger students.

3. NIC should highlight its affordability, especially in comparison to four-year institutions, and clearly communicate the value and potential earnings from its career and technical certificates and programs.
4. The growing demand for flexible, convenient learning options requires NIC to continue developing hybrid, online, and asynchronous course offerings to meet the needs of students balancing education with work and family commitments.
5. With healthcare, construction, tourism, and manufacturing being the highest-demand occupations in the region, NIC should prioritize the development and expansion of Career and Technical Education (CTE) programs in these areas, aligning with local workforce needs to support regional economic growth.
6. Idaho's ongoing projected population growth presents an opportunity for NIC to grow its enrollment by tapping into the expanding population.
7. With state initiatives providing funding for students attending workforce programs, NIC must align its program offerings with high-demand careers and promote this funding to increase enrollment in these programs.
8. Given the increasing importance of Workforce Training Centers and industry-recognized credentials, NIC should continue to develop short-term, non-credit certificate programs tailored to local industry demands, making it easier for students to secure jobs quickly.
9. With AI and low-code technologies gaining prominence, NIC should consider integrating them into its curriculum and operations, equipping students with the skills needed to thrive in a technology-driven workforce.
10. NIC should explore new program offerings in emerging fields such as, AI, and robotics to meet the growing demand for STEM-related jobs.
11. The growing commercial and industrial development along the Highway 41 corridor provides NIC with opportunities to expand off-campus learning sites and partnerships with local industries.
12. As the regional population ages, NIC should focus on expanding healthcare-related programs, particularly in areas like mental health and geriatric care, to meet the growing demand for skilled workers in these fields.
13. The continued growth of the male population and aging workforce in the region could lead to shortages in skilled labor, particularly in traditionally male-dominated industries like construction and manufacturing. NIC should focus on recruiting and retaining students in these fields, including addressing barriers that prevent more women from entering these industries.
14. With affordable housing remaining a challenge in the region, NIC should work with local governments and businesses to address housing challenges that impact the College's ability to recruit and retain both students and staff.
15. The State's Idaho Launch and Direct Admissions present opportunities for NIC to increase enrollment with focused outreach and enrollment support.
16. NIC must provide support for minority student populations, such as Hispanic, Native American, and first-generation students, ensuring that educational pathways are accessible and inclusive.
17. The increasing need for lifelong learning and workplace upskilling means NIC should offer flexible, modular training programs that cater to working professionals seeking to advance their careers or transition into new industries.
18. With retention rates hovering around 60% for first-time degree-seeking students, NIC should strengthen its student support services, particularly in academic advising, career counseling, and tutoring, to improve student retention and overall success.
19. Limited access to high-speed internet in rural areas continues to hinder educational opportunities. NIC must advocate for improved broadband infrastructure and expand digital learning tools to support students in remote areas.

Listening Sessions and Themes

Introduction

During the Discovery Phase, the Collaborative Brain Trust (CBT) Team held listening sessions with individuals and groups of internal and external stakeholders of North Idaho College. Additionally, the team met with student leadership and visited classes to hear what was or was not working well for students at NIC. Internal listening sessions were well attended; while external sessions were marginally attended, those who did participate provided a great deal of perspective regarding NIC’s future. A summary of these sessions is provided below.

INTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants	
NIC Internal Stakeholders	<ul style="list-style-type: none"> o Provost Cabinet o Office of Institutional Effectiveness o Parker Technical Education Center o Workforce Training Center o Recruitment Planning Team o Instructional Leadership o Student Services o Executive Council 	<ul style="list-style-type: none"> o Management Team o Enrollment Services o Faculty Assembly o Staff Assembly o Open Session #1 o Open Session #2 o Sandpoint Center 	15	183
Student groups	<ul style="list-style-type: none"> o Student Classes (2) o Associated Students of North Idaho College (ASNIC) 	3	33	
Total Number of Internal Listening Sessions and Participants		18	216	
EXTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants	
NIC Board of Trustees	<ul style="list-style-type: none"> o Trustees’ Individual Meetings 	4	4	
Government & Community Partners	<ul style="list-style-type: none"> o Chambers of Commerce o Economic Development o Coeur d’Alene Tribe 	3	7	
Educational Partners	<ul style="list-style-type: none"> o K-12 Schools o Universities and Colleges 	2	6	
Foundations & Committees	<ul style="list-style-type: none"> o NIC Foundation o Alumni Board 	2	18	
Total Number of External Listening Sessions and Participants		11	35	
TOTAL NUMBER OF INTERNAL AND EXTERNAL LISTENING SESSIONS AND PARTICIPANTS		29	251	

Listening Session Themes

The top six themes and their respective sub-themes, which emerged from constituents’ statements across the 29 listening sessions with over 250 participants, are delineated below. This rich qualitative input, combined with the other sections of the Data Profile, is valuable as the College identifies its most significant priorities for the next five years and beyond. The perception of the College was very positive in many of the emergent themes, and there were also areas identified for further exploration.

Students

- NIC offers a beautiful campus, excellent outdoor programs, modern exercise facilities, and supportive faculty committed to academic excellence.
- Tuition is affordable with available scholarships, but the region's high cost of living—especially housing, food, and healthcare—remains a concern.

- Expand New Student Orientation and FYE experiences for all incoming students.
- Concerns regarding accreditation, Board governance, and leadership challenges are adversely affecting enrollment and financial stability.
- Declining enrollment impacts ASNIC funding, campus events, service hours, counseling, and mental health care.
- Increased campus housing is needed to better serve non-traditional and adult students.
- NIC offers a wide range of hands-on programs, strong academic advising, and transfer opportunities.
- Ensure course schedules are flexible and student-centered, using scheduling software to prevent overlaps and bottlenecks.
- Develop a comprehensive campus events calendar, increase tours, and engage student ambassadors for prospective student visits.
- Enhance campus facilities with improved furniture, charging stations, study areas, and wayfinding.

Community and External Partners

- NIC is a vital resource for local businesses, industries, and communities.
- Concerns about accreditation, Board dysfunction, and leadership issues are impacting enrollment and finances.
- Emphasize valuing diverse opinions and addressing community concerns affecting freedom of speech and curricula.
- Protect NIC's leadership stability and support the growth of programs and services.
- Ensure career and workforce training, as well as associate and bachelor's degrees, are accessible and affordable.
- Expand dual enrollment and bachelor's degree options.
- Increase healthcare graduates and strengthen pathways to university degree programs.
- Renovate facilities and plan for more affordable housing for traditional and non-traditional students.
- Strengthen community partnerships to boost program advisory roles, guest speakers, work-based learning, and job placement.
- Align program and facility needs with available resources.
- Leverage technology to expand access to online classes and reach remote areas.
- Include micro-credentials and short courses in instructional offerings.
- Enhance outreach to homeschool students, the tribe, and smaller communities.
- Honor NIC's commitment to the Coeur d'Alene Tribe by integrating it into the strategic plan and maintaining regular meetings.
- Secure NIC representation on the statewide Indian Education Advisory Committee at the tribe's request.

Marketing, Enrollment, and the Student Journey

- Establish a systematic approach for timely outreach and marketing, including to new residents.
- Implement targeted marketing for the Coeur d'Alene Tribe, non-traditional students, outlying communities, specific programs, and the Idaho Launch program.
- Ensure consistent branding and improve website usability and social media presence.
- Expand and enhance the First Year Experience (FYE) program.
- Enhance counseling, advising, career services, and overall student support.
- Address the need for affordable housing, food, health, and mental health services.
- Prioritize retention, completion, job placement, and seamless transfer pathways.
- Identify student loss points and use data-driven strategies to boost enrollment.

Institutional Planning and Effectiveness; Systems, Processes, and Culture

- Adopt comprehensive, proactive long-term planning.
- Leverage data-driven decision-making with a focused, accountable strategic plan aligned with institutional goals, while promoting the democratization of data throughout the organization.

- Strengthen employee support with consistent onboarding, compensation adjustments, advanced technology training, and ongoing professional development.
- Prioritize institutional integrity, employee morale, and diverse perspectives.
- Implement systems thinking with efficient, automated processes.
- Acquire and integrate advanced technology solutions for scheduling, room management, CRM, and strategic plan monitoring.
- Foster a welcoming campus with events that build community and connections.

Programs, Pathways, and Educational Partnerships

Career/Guided Pathways

- Expand the implementation of Guided Pathways across all practice areas to ensure comprehensive and consistent student success.
- Enhance Guided Pathways with curriculum redesign and predictive analytics.
- Boost student awareness of program pathways and opportunities.
- Develop seamless pathways from noncredit to associate and bachelor's degrees.
- Streamline pathways to improve progression and completion through curriculum updates and stacked certificates.

Career and Technical Programs (CTE)

- Align CTE programs with community needs, focusing on high-demand, livable-wage jobs.
- Secure funding and resources for CTE programs.
- Expand workplace learning and apprenticeships.

Noncredit Programs

- Prioritize adult education offerings.
- Expand Continuing Education for micro-credentials.
- Consider expanding community classes and programs for retirees.
- Leverage the outdoor program and NIC's location for marketing and noncredit activities.

K-12 Partnerships

- Revitalize and expand dual enrollment, including online and homeschool options.
- Increase and streamline CTE dual credit pathways to certificates and associate degrees.
- Build partnerships with homeschool communities and consider a dedicated liaison.

University and College Partnerships

- Strengthen 2+2 pathways and partnerships with 4-year institutions.
- Continuously update curricula to stay relevant, align with university programs, and ensure seamless pathways.
- Expand opportunities for advanced on-campus classes.
- Explore offering bachelor's degrees at NIC, such as Applied Technology.
- Consider partnering with the University of Idaho and/or Lewis-Clark State College for family housing options.

New Programs, Expansion Opportunities, and Program Review

- Evaluate and prioritize future programs in aviation, logistics, supply chain management, and police training.
- Focus on programs for rural needs, such as Pharmacy Technology.
- Integrate non-credit and credit healthcare programs to meet high demand.
- Co-locate programs to share resources and streamline pathways.
- Expand high-demand programs in hospitality and service industries.

- Consistently evaluate instructional programs with a scoring rubric to assess vitality, viability, completion, and job placement rates, making data-driven decisions to revitalize or close programs as needed.
- Implement improvement mechanisms with clear benchmarks and outcomes.
- Identify and develop unique NIC programs as “signature” offerings.

Teaching and Learning

- Maintain curriculum relevance by incorporating innovative teaching methods that meet the needs of today’s students.
- Boost student engagement through group activities and interactive learning.
- Expand Credit for Prior Learning opportunities, including challenge exams and certifications.
- Continue enhancing and promoting the American Indian Studies Program, emphasizing its cultural significance.

Hedlund Building

- An innovative, interdisciplinary environment connects the community through flexible learning spaces and signature experiences but requires a full-time Coordinator to unify diverse cultures for entrepreneurship and long-term program design.

Center Operations: Workforce Training Center, Parker Technical Education Center, and Sandpoint Center

Workforce Training Center (WTC)

- Center growth continues, but additional classrooms, labs, and office space are needed.
- Ensure WTC technology integrates with NIC’s main campus to remove barriers and fully recognize non-credit students.
- Implement master scheduling and facility utilization to boost accessibility and efficiency.
- Create pathways from noncredit to credit with high schools.
- Address housing concerns for CE students in short-term programs like CDL.
- Strengthen collaboration between credit and noncredit faculty to enhance understanding, create seamless pathways, and support apprenticeships.
- Explore new instructional opportunities in Behavioral Health, Wildland Fire programs, pathway expansions, and CEUs for various professions.

Parker Center

- Boost enrollment in high-demand careers by expanding outreach, hosting Career Fairs, and enhancing marketing.
- Prioritize Parker Center trades, creating seamless noncredit-to-credit pathways to connect programs for students.
- Physically integrate workforce training, Parker programs, and NIC’s main campus to enhance collaboration and decision-making.
- Expand technology use for class delivery and access to NIC resources.
- Ensure food service options for Parker students and increase their engagement by bringing main campus events to the Center.
- Restore and maintain Career Center services for students.

Sandpoint Center

- The Center offers students in North counties access to NIC information, general education, limited workforce training, and ABE/GED testing.
- Sandpoint goals include boosting recruitment, enrollment, space utilization, campus safety, and long-term planning.
- Increase community engagement and marketing in the Sandpoint region.

- Optimize facility space for a tutoring center, collaboration areas, and additional classrooms.
- Provide students with access to the First Year Experience (FYE) and stronger connections to NIC's main campus.
- Hire multi-credentialed faculty to expand course offerings.
- Create a business plan for Sandpoint Center to determine target goals and metrics

College Challenges and Opportunities

A review of trends, planning assumptions, and listening session themes revealed ten key challenges and sixteen key opportunities for NIC for the next five years and beyond.

Challenges

1. NIC is struggling to preserve its public image and reputation, primarily due to recent accreditation and governance issues.
2. Re-establishing NWCCU accreditation and addressing secondary concerns have disrupted campus operations, diverted resources, and significantly impacted morale across the campus and community.
3. The lack of affordable housing and high cost of living make it difficult to attract and retain students and staff.
4. The complex relationship between the Board of Trustees and NIC leadership makes collaborative strategic planning difficult, raising concerns about governance, transparency, and effective long-term management.
5. The college struggles to hire and retain highly qualified faculty, staff, and administrators due to accreditation issues and governance conflicts, compounded by resistance to change and limited faculty engagement in non-instructional activities like marketing.
6. Ongoing challenges with enrollment and retention are further complicated by accreditation and governance issues, with the expanding dual credit program adding additional strain on faculty load management.
7. Financial challenges stem from uncertain state support, accreditation-related funding concerns, and shifting federal and state priorities, while maintaining athletic programs without compromising academics remains a significant concern.
8. NIC is working to rebuild its reputation with local schools, businesses, and industry partners, while also navigating political and cultural values that may conflict with educational goals.
9. Scheduling conflicts and faculty and staff territoriality over space limit effective facility use.
10. Improving transparency from the administration and Board of Trustees is essential to fostering trust within the college community.

Opportunities

1. Cultivate a campus-wide retention mindset by engaging all employees in student success efforts, while enhancing community relations to position NIC as the college of choice for the local area.
2. Develop and expand bachelor's degree programs through partnerships with the University of Idaho and other institutions, including 2+2 pathways.
3. Rebrand traditional programs to align with current workforce needs, and explore growth in areas like aviation, mining, logistics, supply chain, and hospitality.
4. Expand marketing efforts beyond CTE programs to include all programs, particularly targeting non-traditional students, homeschoolers, and the Coeur d'Alene Tribe.
5. Capitalize on NIC's low tuition rates compared to neighboring states and promote these advantages in targeted marketing campaigns.

6. Enhance business and industry partnerships to expand internships, co-ops, and part-time job opportunities for students.
7. Increase community engagement by integrating outreach efforts with the main campus and extending them to rural areas.
8. Create seamless transitions from non-credit to credit programs and improve coordination between credit and non-credit offerings.
9. Enhance dual credit/dual enrollment courses and programs by prioritizing instruction from NIC faculty.
10. Utilize available land at WTC and Parker for additional classroom, lab, and storage space.
11. Standardize support and services across all NIC locations, including bookstores, dining options, and shared events, to ensure every student has equal access to resources that are essential for their success, regardless of campus location.
12. Further strengthen the Board of Trustees' understanding of governance and leadership to guide the institution more effectively.
13. Leverage NIC's accomplishments to secure funding from federal, state, local, and private sources.
14. Celebrate and highlight the achievements of NIC's dedicated and accomplished students, while actively supporting the college's exceptional faculty and staff in their efforts to advance NIC's success.
15. Position NIC at the forefront of workforce training by preparing students for emerging industries and the future of work.
16. Strengthen relationships with the Coeur d'Alene Tribe, local employers, and economic development organizations to align curriculum with workforce needs and ensure NIC's programs meet community demands.

Strategic Plan Framework 2025-2030

On April 21-22, 2024, the Strategic Planning Steering Committee (SPSC) held a facilitated, interactive two-day session to complete Phase III: Goal Setting. The session was well-attended, and SPSC members worked diligently throughout the two days to identify broad goals for the Strategic Plan that would guide the college over the next five years.

The SPSC reviewed highlights of the Data Profile; trends and planning assumptions; themes from the 29 listening sessions that represented hundreds of internal, external, and student voices; and challenges and opportunities North Idaho College will address over the next decade. The SPSC also discussed information from all areas of the project's Discovery Phase and included it in this Strategic Plan. The SPSC identified five broad, overarching goals for the next five years. These goals were reviewed by college administration and the Board of Trustees, which formally adopted them Spring 2024.

The five-year institutional goals represent the most critical priorities across all college sites and organizational areas (e.g., instruction, student services, administrative services, etc.). The SPSC further delineated 18 institution-wide objectives, aligned with the five goals, that represent essential initiatives needed over the five-year span to achieve the adopted NIC Strategic Plan goals. This set of goals and objectives, delineated in the next section, align with North Idaho College's mission, vision, and values to provide a clear framework for the College's five-year planning efforts.

North Idaho College Five-Year Goals and Objectives

Goal 1: Enhance student access and support services to strengthen student success.

Objective 1.1

Simplify the admission process and reduce barriers making it easier to enroll.

Objective 1.2

Execute effective retention strategies ensuring students are engaged and supported in achieving their educational goals.

Objective 1.3

Develop and implement targeted strategies that attract various student populations by promoting the benefits of attending and completing programs.

Goal 2: Provide streamlined, flexible pathways to success that empower students to reach their educational goals.

Objective 2.1

Design and implement pathways for Transfer and Career and Technical Education (CTE) students that increase opportunities, ensuring alignment with business and industry needs, higher education partners, and academic standards.

Objective 2.2

Enhance instructional support, including tutoring, advising, and other academic resources, tailored to individual learning needs.

Objective 2.3

Ensure clarity and transparency by communicating information about educational pathways, expectations, outcomes, and career opportunities to students, empowering them to make informed decisions about their academic journey.

Objective 2.4

Develop and strengthen dual credit partnerships by fostering seamless transitions to post-secondary education, ensuring continuity and alignment in educational pathways.

Goal 3: Expand and strengthen relationships with business, industry, educational, and community partners.

Objective 3.1

Strengthen community awareness and engagement at all campus sites through regular, strategic communication and collaboration with stakeholders aligning goals and maximizing mutual benefits.

Objective 3.2

Strengthen partnerships with the Coeur d'Alene Tribe and other regional tribes by actively engaging in collaborative initiatives that respect and support tribal communities' educational and economic goals.

Objective 3.3

Enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students.

Goal 4: Create a unified educational system among the College and its centers.

Objective 4.1

Provide seamless integration of academic programs, resources, and services among the college campus and its centers to ensure a consistent, cohesive, and streamlined educational experience for all students.

Objective 4.2

Strengthen information-sharing networks between the main campus and its centers, and marketing to the NIC service region, to develop clear and consistent messaging.

Goal 5: Achieve organizational efficiency and effectiveness by fostering a dynamic college environment that invests in employees, facilities, and technologies to support student success.

Objective 5.1

Review and update NIC's compensation to ensure competitiveness and alignment with industry standards while incentivizing and encouraging employee development.

Objective 5.2

Ensure effective and efficient resource allocation to support strategic plan objectives.

Objective 5.3

Align common campus measures to the strategic plan objectives and action plans and improve data-reporting capabilities for the College.

Objective 5.4

Identify opportunities to modernize campus technology solutions that promote automation, process improvement, and integration.

Objective 5.5

Ensure campus facilities support and encourage learning and collaboration.

Objective 5.6

Expand access to housing and resources by working with community partners to address student needs for affordable housing, transportation, and other essential services and ensure they have the support necessary to succeed.

The five Strategic Plan Goals, along with each goal's designated Accountable Administrator, are displayed in Appendix B. Institution-wide objectives that align with each goal are also delineated, along with their respective Accountable Managers responsible for each objective. Additionally, specific outcomes, measures, and timelines are provided for each of the 18 objectives to track progress and ensure accountability.

Plan Implementation and Accountability

Implementation Plan

The success of any strategic plan is dependent upon it being effectively operationalized. At the start of each academic year, the College's implementation plan will translate the objectives of the NIC Strategic Plan 2025–2030 into actionable steps aligned with its goals. These implementation/action plans will include the tasks, timelines, measurable outcomes, responsible individuals and groups, and resources needed to enact that year's priorities in the plan. The detailed action plans will provide individuals with a step-by-step approach to advancing the College's agenda, and they are also valuable for other annual planning processes, such as budget development, staffing needs, facilities, and technology planning.

As part of the five-year implementation plan, a mid-cycle review in Fall 2027 will allow NIC to reassess and adjust the plan, if needed, in Spring 2028. The mid-cycle review will ensure flexibility during advanced implementation and allow the dynamic plan to maintain relevance throughout the five-year cycle.

Accountability and Monitoring Process

A regular, ongoing monitoring process is essential to assess and ensure progress toward the goals and objectives of the Strategic Plan. An annual monitoring process will provide opportunities to redirect work as needed, provide additional attention and support to achieve desired outcomes, set targets, and provide focus for grant opportunities. Maintaining a dynamic document and planning process allows the College to be innovative, remain nimble, and respond to internal and external issues and initiatives, changes in state and federal regulations, educational standards, and accreditation review processes.

The College is exploring a technology solution for tracking, monitoring, and reporting progress on the Strategic Plan goals over the five years, and a college committee will provide oversight for the process. By using a technology solution for the repository of its strategic plan, NIC can streamline monitoring efforts, enhance transparency and overall efficiency, provide a vehicle for organizational reporting and accountability, and support Strategic Plan goal achievement in a timely and effective manner. Additionally, an oversight committee ensures that the Strategic Plan is effectively implemented, monitored, and adjusted as needed. The committee also serves to foster communication and collaboration, guide decision making, and ensure the plan stays aligned with the institution's vision, mission, and values throughout its cycle.

Conclusion and Recommended Next Steps

After the draft *North Idaho College Strategic Plan 2025-2030* is finalized and approved, the next steps described below are recommended.

Strategic Plan Roll-Out Process

Production of the final *North Idaho College Strategic Plan 2025-2030* will include electronic and hard-copy documents. Condensed versions may also be developed for offices across campus and used in meetings with NIC's educational, business, industry, and community partners. An intentional internal roll-out process with all internal constituents at the Fall 2025 Convocation will also be valuable to increase awareness, foster employee engagement, and provide a unified direction across all departments of the College. The Implementation Plan will also require that measurable departmental plans and individual employee performance goals are developed annually in alignment with the operationalized five-year Strategic Plan, and that resource allocation processes also align with annual strategic plan priorities.

Updating the Strategic Plan

Each year, as the Strategic Plan is monitored and progress assessed, the Implementation Plan will require updating and resource alignment will require adjustments. Some objectives may advance more quickly or more slowly as work progresses. Additionally, the region's socioeconomic, demographic, and workforce changes may impact the Plan. Student demographics and needs may change, and the greater societal and political landscape, both nationally and internationally, may impact NIC and, therefore, its Strategic Plan. These are all areas that must be considered in the Plan's annual review and audit process.

Appendix A – Strategic Planning Steering Committee Purpose Statement

North Idaho College Strategic Planning Steering Committee (SPSC)

The North Idaho College (NIC) Strategic Planning Steering Committee (SPSC) serves as a cross-representative advisory committee to the College President for the purpose of assisting with the development of the college’s five-year strategic plan. The SPSC is advisory in nature, and will work in a consensus-building manner.

Strategic Planning Steering Committee Duties and Responsibilities

In creating a five-year strategic plan for NIC, the responsibilities of the SPSC include:

- Serve as a resource to the College President in development of the college’s strategic plan
- Provide input and feedback throughout the process of strategic plan development
- Attend and engage fully in SPSC meetings; actively provide leadership and communicate progress to constituents
- Ensure alignment of the strategic plan with the college’s mission, vision, and values
- Ensure alignment of the strategic plan with NWCCU and program-specific standards for accreditation
- Keep students, student success, and service to the NIC region at the center of discussion during plan development
- Focus efforts on a model of integrated, ongoing, and dynamic strategic planning
- Encourage employee participation and strive for organizational effectiveness during plan development

Guiding Principles:

The SPSC has adopted the following Guiding Principles in carrying out its work:

North Idaho College – SPSC Guiding Principles in Plan Development	
<ul style="list-style-type: none"> ▪ Relentlessly focused on the student experience ▪ Inclusive of the big picture of the institution and the community NIC serves ▪ Reflective / Representative of the voice of the campus and community as heard through the planning process ▪ Relevant; providing value to the student and community ▪ Valuing Transfer, Career Technical Education (CTE), and Workforce Training / noncredit in plan development ▪ Aligned with standards of the Northwest Commission on Colleges and Universities (NWCCU) and program-specific accreditation standards ▪ Focused in a direction that is clear, intentional, and actionable ▪ Bold and aspirational with our ideas for the future ▪ Committed to act as if there are no barriers to attaining the goals ▪ Measuring the progress of our plans to ensure execution and to identify needs ▪ Fostering a culture within the institution in support of these efforts 	

Committee Membership

The SPSC will be composed of representatives from all college constituencies. Membership will comprise college leadership, student leadership, and representatives from each employee classification, including instruction, student services, and administrative services. SPSC membership is delineated in the chart below.

Last Name	First Name	Position
Anderson	Rayelle	Director of Development/NIC Foundation Executive Director
Bailey	Julie	Senate Representative
Bjorkman	Katrina	Staff Assembly Representative

Brueher	Chris	Institutional Data Analyst
Doyle	Neil	Senate Representative
Duman	Lloyd	Interim Provost
Garcia (Co-chair)	Sarah	Vice President for Finance and Business
Greene	Tom	Interim Chief Communications and Government Relations Officer
Habermann	Michael	Associated Students of North Idaho College (ASNIC) Representative
Haft	Tami	Dean of Enrollment Services
Harris	Alex	Dean of Students
Howard	Kristin	Interim Executive Assistant to the NIC President
Isakson	Vicki	Dean of Instruction, Workforce Education
Kurtz	Steve	Accreditation Liaison Officer
Mattila	Colby	Executive Director, Workforce & Economic Development
McLean	Melanie	Assistant Director, HR
Miller Green	Kathleen	Faculty Assembly Representative
Pickett	Erlene	Dean of Instruction, Nursing & Health Professions
Sanchez	Blake	Associated Students of North Idaho College (ASNIC) Representative
Simkins (Co-chair)	Sherry	Dean of Instruction, Transfer and General Education
Swayne	Nick	President of NIC
Ward	Colleen	Staff Assembly Representative
Wardinsky	Ken	Chief Information Officer

Team Recorder and Logistics Persons

Kristin Howard, Interim Executive Assistant to the President

Amber Hasz, Assistant to the Dean for the Office of Instruction

April Ellin, Executive Assistant to the Vice President for Finance and Business Affairs

Methods of Communicating Work of the SPSC to the College

College Website

NICNow

Dedicated Email – strategicplanning@nic.edu

Regular reports from SPSC members to their respective constituent groups

Meeting Schedule

Kick-off Meeting: November 7, 2023, 9-10 am

Fall Meeting: December 1, 2023, 9-10:30 am

Spring 2024 Meetings: January 30, 8:30-10 am

March 12, 8:30-10 am

April 23-24: Two-part goal-setting session, 4 hours each day; times TBD

Summer/Fall Meetings: TBD

Principles reviewed: November 7, 2023

Purpose Statement reviewed: December 1, 2023

Adopted by the SPSC: January 30, 2024

Appendix B – North Idaho College 2025-2030 Goals and Objectives

GOAL ONE: ENHANCE STUDENT ACCESS AND SUPPORT SERVICES TO STRENGTHEN STUDENT SUCCESS.

Accountable Administrator: Provost (Lloyd Duman)

Goal One Objectives	Outcomes and Measurements	Accountable Manager Leads	Planning Timetable P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F 26	S 27	F 27	S 28	F 28	S 29	F 29	S 30
1.1 Simplify the admission process and reduce barriers making it easier to enroll.	<p>1.1.1 Increased number of students who complete the full enrollment process (from inquiry to registration) by three percent per year for three years. <i>Measurement Method:</i> Track the percentage of students who complete the enrollment process before and after the implementation of process simplifications.</p> <p>1.1.2 Reduced barriers to completing the enrollment process. <i>Measurement Method:</i> Measure the time taken by new students to complete all enrollment steps from inquiry to registration with a target reduction of “x” percent from baseline data.</p>	Dean of Enrollment Services (Tami Haft);	P	P	P	P/I	I	I	I	I	E	E
1.2 Execute effective retention strategies ensuring students are engaged and supported in achieving their educational goals.	<p>1.2.1 Increased fall-to-fall retention rate of first-year students by 5% within two academic years. <i>Measurement Method:</i> Track the percentage of first-year students who return for the following fall semester by analyzing institutional data.</p> <p>1.2.2 Increased persistence rate for current students by 5% within two academic years. <i>Measurement Method:</i> Analyze institutional persistence data over two academic years.</p>	Dean of Students (Alex Harris); Cardinal Learning Commons Director (Holly Edwards)	P/I	P/I	I	I	I	E	E			

Goal One Objectives	Outcomes and Measurements	Accountable Manager Leads	Planning Timetable P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30
1.3 Develop and implement targeted strategies that attract various student populations by promoting the benefits of attending and completing programs.	1.3.1 Achieved 15% increase in the enrollment of non-traditional student populations within two academic years. <i>Measurement Method:</i> Track enrollment data of incoming non-traditional students before and after the implementation of targeted recruitment campaigns and outreach efforts.	Dean of Enrollment Services (Tami Haft);				P	P	I	I	E	E	E

GOAL TWO: PROVIDE STREAMLINED, FLEXIBLE PATHWAYS TO SUCCESS THAT EMPOWER STUDENTS TO REACH THEIR EDUCATIONAL GOALS.

Accountable Administrator: Provost (Lloyd Duman)

Goal Two Objectives	Outcomes and Measurements	Accountable Manager Leaders	Planning Timetable P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30
2.1 Design and implement pathways for Transfer and Career Technical Education (CTE) students that increase opportunities, ensuring alignment with business and industry needs, higher education partners, and academic standards.	<p>2.1.1 Hubs are identified and clearly visible to students. <i>Measurement Method:</i> Hubs are present on website and in the catalog.</p> <p>2.1.2 Clear and aligned pathway entry and exit points are created. <i>Measurement Method:</i> Increase in credentials earned; track student movement across workforce training, CTE, and transfer.</p>	Instructional Deans (Sherry Simkins-Lead)	P	P	P/I	P/I	I	I	E	E	E	E
2.2 Enhance instructional support, including tutoring, advising, and other academic resources tailored to individual learning needs.	<p>2.2.1 Increased number of students utilizing tutoring and academic support services within one academic year. <i>Measurement Method:</i> Track the number of unique students accessing tutoring services, advising, and other academic resources through sign-in systems or appointment records. Compare usage data before and after implementing and identified enhancements.</p> <p>2.2.2 Improved student utilization and satisfaction with advising, tutoring, and other academic services. <i>Measurement Method:</i> Student satisfaction surveys.</p>	Director of Advising (Brenna Dockter)	P	I	E	P	I	E	P	I	E	E

Goal Two Objectives	Outcomes and Measurements	Accountable Manager Leaders	Planning Timetable P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30
2.3 Ensure clarity and transparency by communicating information about educational pathways, expectations, outcomes, and career opportunities to students, empowering them to make informed decisions about their academic journey.	<p>2.3.1 Career information provided for all instructional programs, including career information for students with undecided majors. <i>Measurement Method:</i> Track student usage of career services.</p> <p>2.3.2 Promotion strategies developed and available for each instructional program/pathway. <i>Measurement Method:</i> Track/capture rates of viewer engagement.</p>	Chief Communication and Government Relations Officer (Tom Greene, Interim)			P	P	I	I	I/E	E		
2.4 Develop and strengthen dual credit partnerships by fostering seamless transitions to post-secondary education, ensuring continuity and alignment in educational pathways.	<p>2.4.1 Increased dual enrollment freshmen year over year. <i>Measurement Method:</i> Track dual enrollment freshmen year over year data.</p> <p>2.4.2 Streamlined dual enrollment admission process. <i>Measurement Method:</i> Increased dual enrollment by two times.</p>	Director of Dual Credit (Andy Ruppel)	P/I	P/I	P/I	P/I	I	I	E	E	E	E

GOAL THREE: EXPAND AND STRENGTHEN RELATIONSHIPS WITH BUSINESS, INDUSTRY, EDUCATIONAL AND COMMUNITY PARTNERS.

Accountable Administrator: President (Nick Swayne)

Goal Three Objectives	Outcomes and Measurements	Accountable Manager Leads	Planning Timetable									
			P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30
3.1 Strengthen community awareness and engagement at all campus sites through regular, strategic communication and collaboration with stakeholders aligning goals and maximizing mutual benefits.	<p>3.1.1 Increased community awareness and engagement with a 30% increase in attendance at campus events; ten new partnerships or collaborative projects established with local businesses, non-profits, or community organizations within two years. <i>Measurement Method:</i> Track attendance at campus events and the number of formal partnerships or projects initiated.</p> <p>3.1.2 A 30% increase is achieved in community attendance and participation at events hosted by North Idaho College across all campus sites within one year. <i>Measurement Method:</i> Track attendance numbers at college-sponsored community events, workshops, and outreach activities. Compare event participation data before and after the implementation.</p>	Chief Communications and Government Relations Officer (Tom Greene, Interim)	P/I	P/I/E	P/I	I/E	P/I	I/E	P/I	I/E	P/I	I/E
3.2 Strengthen partnerships with the Coeur d’ Alene Tribe and other regional tribes by actively engaging in collaborative initiatives that respect and support tribal communities’ educational and economic goals.	<p>3.2.1 At least three new educational programs or initiatives are established, co-developed with the Coeur d’Alene Tribe and other regional tribes, that address the specific educational needs and goals of tribal communities within two years. <i>Measurement Method:</i> Track the number of new programs or initiatives launched in partnership with tribal communities.</p> <p>3.2.2 15% increase in the enrollment and retention rates of students from the Coeur d’Alene Tribe and other regional tribes within three years. <i>Measurement Method:</i> Track the enrollment and</p>	President (Nick Swayne)	P	P	P	P	I	I	E	E	E	E

Goal Three Objectives	Outcomes and Measurements	Accountable Manager Leads	Planning Timetable P=Planning; I=Implementation; E=Evaluation										
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30	
	retention rates of tribal students and analyze trends after initiative implementation.												
3.3 Enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students.	<p>3.3.1 Fifteen percent (15%) increase in the number of students participating in practicums, internships, apprenticeships, or hands-on training programs within two academic years. <i>Measurement Method:</i> Track the number of students enrolled in work-based learning programs.</p> <p>3.3.2 At least ten new partnerships established with local businesses and industries to provide internships, apprenticeships, or other hands-on training opportunities within one academic year. <i>Measurement Method:</i> Track the number of formal agreements or partnerships with businesses and industries that lead to work-based learning opportunities.</p>	Instructional Deans (Erlene Pickett-Lead)	P	P	P	P	I	I	I	I	E	E	

GOAL FOUR: CREATE A UNIFIED EDUCATIONAL SYSTEM AMONG THE COLLEGE AND ITS CENTERS.

Accountable Administrator: Provost (Lloyd Duman)

Goal Four Objectives	Outcomes and Measurements	Accountable Manager Leads	Planning Timetable P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30
<p>4.1 Provide seamless integration of academic programs, resources, and services among the college campus and its centers to ensure a consistent, cohesive, and streamlined educational experience for all students.</p>	<p>4.1.1 Integrated pathways exist across all centers. <i>Measurement Method:</i> Integrated pathways are completed.</p> <p>4.1.2 Student support services are provided at all centers. <i>Measurement Method:</i> Student support services exist at all Centers.</p> <p>4.1.3 Lumens patch/module (system) for student data transfer from non-credit to credit purchased, deployed, and used by students. <i>Measurement Method:</i> Deployment completed; create baseline for number of students using the module.</p> <p>4.1.4 Process developed to move courses from non-credit to credit. <i>Measurement Method:</i> Process completed; increased number of courses by “x” percent.</p>	<p>Instructional Deans (Vicki Isakson-Lead)</p>	P	P	P	P	P	I	I	I	E	E
<p>4.2 Strengthen information-sharing networks between the main campus and its centers, and marketing to the NIC service region, to develop clear and consistent messaging.</p>	<p>4.2.1 Communication information structure was established. <i>Measurement Method:</i> Structure completed.</p> <p>4.2.2. A communication technology solution was identified and implemented. <i>Measurement Method:</i> Technology solution completed.</p> <p>4.2.3 Communication hierarchy plan developed across all campus sites. <i>Measurement Method:</i> Plan developed.</p> <p>4.2.4 Marketing plans for all centers are integrated. <i>Measurement Method:</i> Plan completed.</p>	<p>Instructional Deans and Chief Communications and Government Relations Officer (Tom Greene – Lead, Interim)</p>	P	P	P	P	I	I	I	E	E	E

GOAL FIVE: ACHIEVE ORGANIZATIONAL EFFICIENCY AND EFFECTIVENESS BY FOSTERING A DYNAMIC COLLEGE ENVIRONMENT THAT INVESTS IN EMPLOYEES, FACILITIES, AND TECHNOLOGIES TO SUPPORT STUDENT SUCCESS.

Accountable Administrators: VP Finance and Business Affairs (Sarah Garcia) and CIO (Ken Wardinsky)

Goal Five Objectives	Outcomes and Measurements	Accountable Manager Leads	Planning Timetable									
			P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30
5.1 Review and update NIC’s compensation to ensure competitiveness, and alignment with industry standards while incentivizing and encouraging employee development.	5.1.1 Creation of a revised comprehensive compensation structure and plan. <i>Measurement Method:</i> Existence of a completed plan. 5.1.2 Expanded participation in employee development activities. <i>Measurement Method:</i> 20% increase in participation rate compared to baseline.	Chief Human Resources Director (vacant); Assistant Director of HR (Melanie McLean)			P	P	P	I	I	E		
5.2 Ensure effective and efficient resource allocation to support strategic plan objectives.	5.2.1 Budget process is redesigned to prioritize funding for strategic objectives. <i>Measurement Method:</i> Redesigned budget process is in place. 5.2.2 Efficient and sustainable budget with identifiable return on investment. <i>Measurement Method:</i> Over 5 years, 50% of budget is dedicated to implementation of the Strategic Plan.	VP Finance and Business Affairs (Sarah Garcia);	P	I	I	E	E					
5.3 Align common campus measures to the strategic plan objectives and action plans and improve data-reporting capabilities for the college.	5.3.1 Ensure 100% of key performance indicators (KPIs) are directly aligned with strategic plan objectives and developed within one academic year. <i>Measurement Method:</i> A deliverable document listing all KPIs. 5.3.2 A standardized dashboard is implemented that regularly reports progress on Strategic Plan objectives, based on measures. <i>Measurement Method:</i> Dashboard is operational.	Accreditation Liaison Officer (Steve Kurtz); Institutional Effectiveness Data Analyst (Chris Brueher)	I/P	P	P	I	I	I	E	E	E	E

Goal Five Objectives	Outcomes and Measurements	Accountable Manager Leads	Planning Timetable P=Planning; I=Implementation; E=Evaluation									
			F 25	S 26	F26	S 27	F 27	S 28	F 28	S29	F29	S 30
5.4 Identify opportunities to modernize campus technology solutions that promote automation, process improvement and integration.	<p>5.4.1 Five new automated processes of key campus operations are implemented within two (2) academic years. <i>Measurement Method:</i> Automated processes are operational.</p> <p>5.4.2 Completion of a cloud readiness assessment of current Student Information System (SIS) and a developed RFP. <i>Measurement Method:</i> Assessment and RFP completed.</p>	CIO (Ken Wardinsky)	P/I	P/I	P/I	P	I	I	I	I	I	E
5.5 Ensure campus facilities support and encourage learning and collaboration.	<p>5.5.1 Assessment of current learning spaces and a plan for future areas. <i>Measurement Method:</i> Learning space inventory and plan completed.</p> <p>5.5.2 A minimum of 5% learning space furniture and equipment is replaced annually. <i>Measurement Method:</i> Annual space report confirms 5% replaced.</p>	VP Finance and Business Affairs (Sarah Garcia);					P	P	I	I	I	I/E
5.6 Expand access to housing and resources by working with community partners to address student needs for affordable housing, transportation, and other essential services and ensure they have the support necessary to succeed.	<p>5.6.1 A single source document is created for students and staff containing available resources such as housing, food, transportation, etc. <i>Measurement Method:</i> Document is completed.</p> <p>5.6.2 Fifty new housing units are identified/secured for students and employees within a two-year period through partnerships or college investment. <i>Measurement Method:</i> Fifty units are identified/secured.</p>	VP Finance and Business Affairs (Sarah Garcia); Dean of Students (Alex Harris);							P	P	I	E