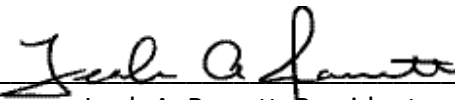




Monitoring Report
E-00, Global End
August 11, 2022

I hereby present my monitoring report on the **Ends Policy E-00, Global End** according to monitoring schedule (BPD-04). I certify that the information contained in this report is true and represents compliance with a reasonable interpretation of all aspects of the policy unless specifically stated otherwise.

Signed 
Leah A. Barrett, President

Date 09 August 2022

Students have learning opportunities that enable them to contribute to the economic and social vitality of the service area at a cost that demonstrates prudent use of taxpayers' money.

INTERPRETATION

The mission, vision, values, and strategic priorities of Northeast Community College are focused on student success. Northeast Community College's mission states, Northeast is dedicated to the success of students and the region it serves. The vision is to empower every person in the region to achieve their academic and workforce development goals. The values of we champion student success; we are mindful stewards of resources; we build partnerships and collaborations; and we aspire to create an inclusive, diverse culture speak to the College's desire to serve our students and the region. Student pathways to success, excellence and innovation in educational programs, and effective resource management are *enVISION* strategic priorities that aim to create opportunities for students and the region we serve in an affordable manner.

Northeast adheres to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) *Comprehensive Statewide Plan for Postsecondary Education* as it identifies the role and mission of community colleges in accordance with State Statute 85-962. 85-962 indicates that community colleges shall be student-centered, open access institutions primarily devoted to quality instruction and public service, particularly to those who have been traditionally underserved in other educational settings. The community colleges, individually and collectively, shall have as their first instructional and service priority applied technology and occupational education and, when necessary, foundations education. The second instructional and service priority of the community colleges shall be transfer education, including general academic transfer programs, or applied technology and occupational programs which may be applicable to the first two years of a bachelor's degree program, and, when necessary, foundations education. The third instructional and service priority of the community colleges shall be public service, particularly adult continuing education for occupations and professions, economic and community development focused on customized occupational assessment and job training programs for businesses and communities, and avocational and personal development courses. The fourth instructional and service priority of the community colleges shall be applied research.

EVIDENCE

Northeast Community College graduates use their skills to fill jobs in our region, which has a direct economic impact. Selected results from the EMSI Impact Study are shown on the following page. Notice the impact from students' contribution to the economy highlighted in pink. EMSI, now called Lightcast, is an economic modeling tool & company providing data and reporting for regional economic development.

IMPACT ON BUSINESS COMMUNITY

During the analysis year FY 2015-16, Northeast and its students added **\$274.5 million** in income to the Northeast Service Area economy, approximately equal to **3.5%** of the region’s total gross regional product (GRP) or **4,816** jobs. The economic impacts of Northeast break down as follows:

Operations spending impact

Northeast employed 554 full-time and part-time employees in FY 2015-16. Payroll amounted to **\$30.6 million**, much of which was spent in the Northeast Service Area to purchase groceries, clothing, and other household goods and services. The college spent another **\$25.9 million** to support its day-to-day operations.

The net impact of college payroll and expenses in the Northeast Service Area during the analysis year was approximately **\$35.8 million** in income.

Student spending impact

Around **32%** of credit students attending Northeast originated from outside the region. 337 of these students relocated to the Northeast Service Area. In addition, a number of students would have left the region if not for Northeast. These relocated and retained students spent money on groceries, transportation, rent, and so on at regional businesses.

The expenditures of relocated and retained students during the analysis year added approximately **\$2.4 million** in income to the Northeast Service Area economy.

Alumni impact

Over the years, students have studied at Northeast and entered or re-entered the workforce with newly acquired skills. Today, thousands of these former students are employed in the Northeast Service Area.

The impact of former students currently employed in the regional workforce amounted to **\$236.3 million** in added income during the analysis year.

IMPACTS CREATED BY NORTHEAST IN FY 2015-16

ADDED INCOME	JOBS
\$35.8 million	673
Operations spending impact	
\$2.4 million	90
Student spending impact	
\$236.3 million	4,053
Alumni impact	
\$274.5 million	4,816
Total impact	

Student benefits extend beyond those shown above. The figure at right demonstrates that not only do students get a return on their own educational investment (lifetime earnings), so do taxpayers (added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses), and society (reduced crime, lower unemployment, and increased health and well-being across the state).

In short...

Students have learning opportunities that enable them to contribute to the economic and social vitality of the service area at a cost that demonstrates prudent use of taxpayers' money.

Note: an impact study was recently created by Lightcast (formerly EMSI) for FY 2020-21 and will be shared with Northeast Community College August 2022.

For every **\$1** spent by...

STUDENTS

\$5.80

Gained in lifetime earnings for STUDENTS

TAXPAYERS

\$1.80

Gained in added taxes and public sector savings for TAXPAYERS

SOCIETY

\$10.80

Gained in added state revenue and social savings for SOCIETY

1. Students have pathways to achieve academic and/or career goals.

INTERPRETATION

Students have a clear understanding of the programs available at Northeast, the potential careers and earnings associated with those programs, and the required coursework needed to complete each program. In addition, the programs are being taught in a way to ensure that students are learning material pertinent to their academic and career goals.

As a comprehensive community college, Northeast offers both career and technical education in addition to transfer education. Foundational education in math and English are provided in addition to services provided by Adult Education to include preparation for citizenship testing; instruction in basic skills such as reading, writing, and mathematics; preparation and testing for a high school diploma (GED), English language learner (ELL, formerly known as ESL (English as a Second Language); and integrated education and training.

EVIDENCE

The Strengthening Student Advising Initiative reinvented the advising process and built a framework focused on the student experience. Outcomes included mandatory advising for freshman students, pairing first year advisors with faculty advisors to create an advising team, ongoing advisor professional development, and adapting new student registration. This model has continued to mature over the past three years and has included system updates to support academic planning.

A [College Catalog](#) is available on the Northeast website each academic year outlining the requirements that students must meet in order to graduate with a specific diploma, certificate, or degree. Students and academic advisors have access to DegreeWorks, a tool that outlines and tracks a student's progress towards their degree.

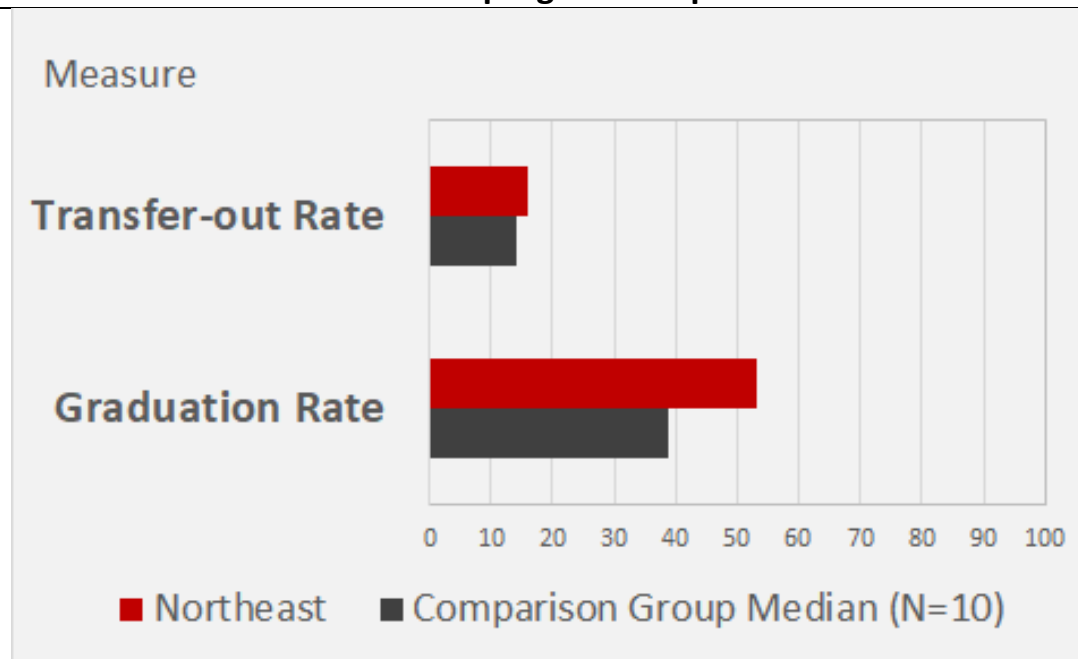
The [Graduate Report](#) is published annually on the Northeast website that notes the first destination of Northeast students following their graduation. Current and prospective students, as well as employers, can view the number of students acquiring a job as well as the number of students continuing their education. It also notes the earning of students in their first jobs by academic program.

Through guided pathways efforts, Northeast is in the process of implementing fields of study to assist in simplifying the process of identifying an area of interest and/or program of study for students. Instead of selecting one of our 130 programs or concentrations, students will choose from one of the seven fields of study. Then, they can select one of the 22 pathways.

Each pathway then has specific programs and concentrations. We will develop ways for students to explore careers within their selected field of study to ensure they are in the right area, and then begin to drill down with students until they have found the ideal career and connect that to a specific major.

In the 2021 IPEDS Data Feedback Report shown below, Northeast's graduation rates extend well beyond those of the CCPE-approved comparison group (10 institutions) (53% vs. 39%).

Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2017 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Post-Secondary Education Data System (IPEDS): Winter 2020-21, Graduate Rates component.

Discussed later in Objective 2, the Student Satisfaction Inventory 2022 results will indicate 60% of students indicated an associate degree as their main goal (58% in 2018). Thus, Northeast is close to reaching that goal at 53%, but shows there is room for improvement. Northeast students are certainly achieving their goal/s on a greater scale than the comparison group—due in part to laying the proper foundation for their degree (pathways). The pathways model will help Northeast increase this percentage to achieve greater student success.

The Pathways Model is composed of essential institutional practices that help students along their journey to success. Many items from the Community College Survey of Student Engagement (CCSSE) are aligned with important dimensions of the Pathways Model. This tool can be used to facilitate important conversations about gaps and areas of alignment in three key areas: 1) helping students get on a path, 2) helping students stay on their path, and 3) ensuring students are learning. Two questions excerpted from CCSSE 2021 below demonstrate this.

In CCSSE 2021, two questions (there are several) align with “how students get on a path” show below. Notice how the participation/yes rates are encouraging but can always improve. The full document was presented to Cabinet and other stakeholders, July 29, 2022, so that all the questions related to various dimensions of pathways could be viewed.

14. The one response that best describes my experience with orientation when I first came to this college is:

 A B C D E

A B C D E

- A) I took part in an online orientation prior to the beginning of classes (46%)
- B) I attended an on-campus orientation prior to the beginning of classes (26%)
- C) I enrolled in an orientation course as part of my course schedule during my first academic term (4%)
- D) I was not aware of college orientation (12%)
- E) I was unable to participate in orientation due to scheduling or other issues (13%)

20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

 A B C

A B C

- A) Yes (56%)
- B) No (27%)
- C) I'm still in my first academic term; I have not yet developed an academic plan (18%)

1.1 Students can easily transfer credits to other educational institutions.

INTERPRETATION

Northeast students taking courses designed to transfer can transfer their credits to multiple colleges and universities throughout the United States. Our associate of arts and science degree courses are designed to transfer and transfer smoothly. While our associate of applied technology program courses, the more hands-on career and technical education courses, are designed for students to move into the workforce and are not typically transferable. Having courses that can easily transfer to multiple colleges and universities allows students to graduate sooner without taking unnecessary credits, thus getting into the workforce faster, and allows them to save money when they don't have to take classes they don't need.

EVIDENCE

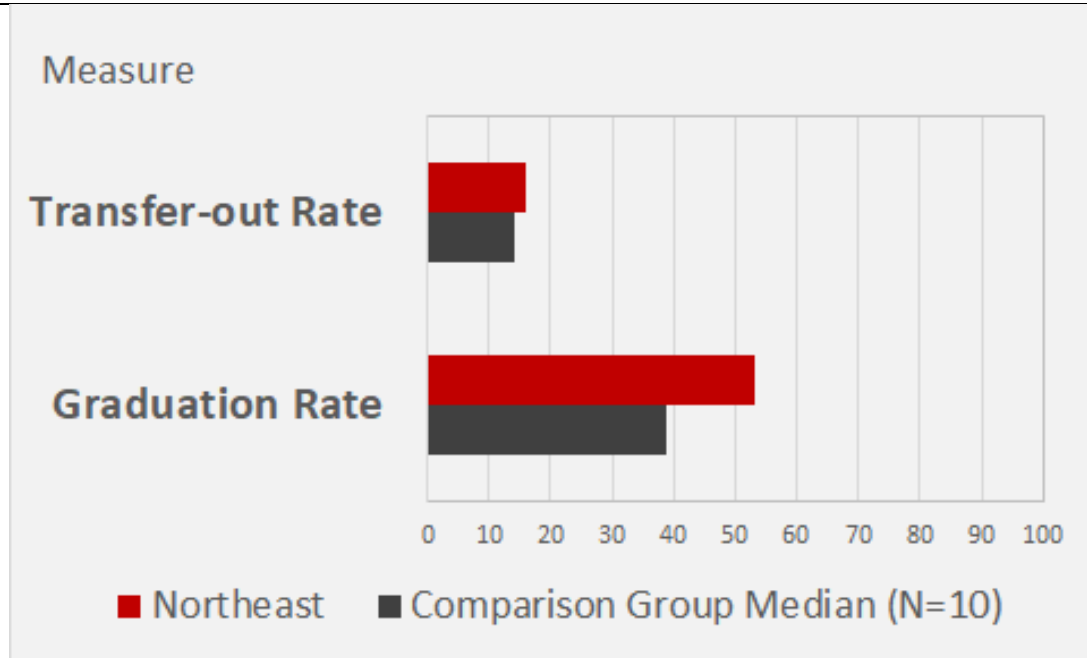
Northeast has a [Transfer Guide](#) page on the website that notes articulation agreements with several four-year colleges that outline courses and programs that are accepted by a certain institution. In addition, it provides links to [Transferology](#), a nationwide network designed to help students explore transfer options, and [Transfer Nebraska](#), a site developed by Nebraska colleges and universities to assist students with knowing how their credits will transfer to colleges and universities throughout the state.

Northeast is an active participant in the Nebraska Transfer Initiative, which meets annually to review state-wide articulated courses among the six Nebraska community colleges. Faculty representatives from each college convene to review course numbers, titles, descriptions, objectives, student learning outcomes, and materials to assure students receive consistent instruction regardless of institution.

Once again, the latest IPEDS Data Feedback Report 2021 below shows this with transfer in mind. Northeast doesn't extend far beyond the CCPE-approved comparison group this time around when observing transfer rates (16% vs. 14%), but it certainly aligns closely with it, indirectly suggesting transferring works at Northeast as well as those colleges in the comparison group. Ease of transfer can also be measured by performance at other institutions.

Many Northeast students transfer to a four-year institution to complete their academic careers. The majority transfer to the University of Nebraska-Lincoln (UN-L) or Wayne State College (WSC). In cooperation with these institutions, Northeast can track how our students do academically compared to their native or other transfer students.

Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2017 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Post-Secondary Education Data System (IPEDS): Winter 2020-21, Graduate Rates component.

The table below from Wayne State College compares the GPAs for Northeast transfer students and WSC native students for fall terms 2018 through 2020. New in 2018 was a row for average Freshmen-Junior GPA. This is a better comparison for Freshmen-Junior transfers than to all students, including seniors. The number of overall transfers has remained steady, with the average being 83 (another good measure for ease of transfer). And overall, Northeast students seem to keep up, if not exceed at times, native WSC students.

Wayne State College Fall 2018-20

Source: Wayne State College, Office of Institutional Research

	Avg. Cum. GPA	No. of Students	Avg. Cum. GPA	No. of Students	Avg. Cum. GPA	No. of Students
	2018		2019		2020	
New Junior Northeast Transfers:	3.04	43	3.33	48	3.48	52
New & Continuing WSC Juniors:	3.23	529	3.32	596	3.26	614
New Sophomore Northeast Transfers:	3.05	31	2.60	25	3.04	30
New & Continuing WSC Sophomores:	3.19	530	3.16	584	3.23	660
New Freshmen Northeast Transfers:	2.70	12	0.98	3	1.78	5
New & Continuing WSC Freshmen:	2.79	906	2.80	887	2.83	937
All NEW Northeast Transfers (no seniors):	3.00	86	3.04	76	3.30	87
All New & Continuing WSC Students (Freshmen/Junior only):	3.12	1,965	3.16	2,067	3.17	2,211
All New & Continuing WSC Students (including seniors):	3.24	2,615	3.26	2,689	3.28	2,866

1.2 High school students can obtain dual credits.

INTERPRETATION

Research has shown that students taking dual credit courses in high school are more likely to graduate from high school, enroll in college, and earn a college degree ([The Dual Enrollment Playbook](#), Community College Research Center). In April of 2022, the Nebraska legislature passed a resolution to increase the college attainment rate of Nebraskans aged 25-34 to 70%. The current degree attainment rate is 58% for this age group. It is even lower for Northeast's service area, 41% for the total population. Making dual credit available to students throughout our service area will assist in increasing the degree attainment rate of our region as well. Northeast collaborates with area high schools and Educational Service Units (ESUs) to provide access to college courses through dual credit programming throughout our service area. Courses are offered in high schools, at Northeast campuses, and through distance learning technologies. High school students may also register for college credit only courses through the Early College program.

Northeast works to ensure that all high school students who want to take dual credit courses, will be able to enroll in a course, despite their ability to pay. Northeast finds options for students to pay for their courses through local community foundations, the Nebraska ACE Scholarship, or the Northeast Foundation to assist students in paying for their courses and/or textbooks.

EVIDENCE

Northeast Nebraska Career Academies Partnership (NENCAP) is a partnership created to pool resources via Carl D. Perkins funds to expand career and technical offerings for students across the Northeast service area. A major accomplishment for the NENCAP consortium is the Fridays@Northeast program, which launched in Fall 2016, allowing high school seniors the opportunity to spend Fridays at the Norfolk, South Sioux City, or O'Neill campuses. NENCAP provides funding for textbooks and instructional materials for students enrolled in the courses. During the 2020-21 academic year, 98 students from 22 different high schools and 2 homeschools participated in the program.

Northeast is a partner in the Pathways-2-Tomorrow (P2T) consortium of eight secondary schools, along with Wayne State College (WSC) and Educational Service Unit #2. These organizations are focused on creating career and technical pathways for students in high school to transition to the workplace or to further their education at a postsecondary institution. The partnership with P2T made career and technical education opportunities in five career pathways available at the West Point Extended Campus. In 2021, P2T was recognized as the Nebraska Career and Technical Education's (CTE) Outstanding Secondary Program through the Nebraska Department of Education.

High school students taking a dual credit or a college credit class at Northeast are charged a reduced tuition rate at \$49.00 per credit hour with no additional fees. Students will also have to pay for their textbook if their high school does not provide it. The Nebraska Unicameral is working to make dual credit more affordable across the state as well. It has appropriated funds to the Nebraska community colleges to off-set the cost of offering dual credit courses at a reduced tuition rate to Nebraska high school students. During the spring of 2022, the Unicameral provided additional funding for Nebraska community colleges for dual credit offerings by appropriating American Rescue Plan Act funds for the next three years for this purpose as well.

Dual credit headcount has increased from 819 students in 2010-11 to 1,726 students in 2019-20 through efforts like those that have been detailed above. Despite this increase, a study revealed that 27% of students in 2019-20 matriculated to Northeast and 59% transferred elsewhere. This aligns with other studies done on dual credit, that enrolling in dual credit increases the chances that a student will enroll in college. Having 89% of the students taking dual credit enroll in college is a very positive outcome and demonstrates our ability to impact the college attainment rate increase the Nebraska Legislature wants us to work towards.

In addition, this aligns with the work of the Rural Guided Pathways Project. One of the goals of our work, along with our partners, is to increase the college-going mindset in our region. Statewide, Nebraska currently has a college-going rate of 69.6%, so to have an 89% college-going rate for students taking dual credit is significant. In reviewing the number of students enrolling at Northeast after taking a dual credit class, this as an area of opportunity to matriculate more students to Northeast through intentional efforts, including P2T, Fridays@Northeast, Panther Pathways with Norfolk Public Schools, and the new advising pilot. Northeast has also increased communication with area schools by hosting school administrator meetings in each region, holding virtual meetings with all school counselors during each semester, and Early College 101 for counselors, dual credit instructors and school administrators.

One of the gaps discovered is in the diversity of students taking dual credit courses. The diversity of students enrolling in dual credit courses at Northeast, does not mirror the diversity of our region. For example, the percentage of Hispanic students in Northeast's service area high schools is 22.6% and the percentage of Hispanic students taking dual credit at Northeast is only 7.2%. Now that we are aware of this gap, work is underway to increase efforts to reach a more diverse population with our dual credit outreach efforts. The Early College department is hosting a few open house sessions for Spanish speaking parents in the South Sioux City and Madison high schools. The information shared at these events will be presented primarily in Spanish. In addition, some of the Early College informational materials are being translated into Spanish as well.

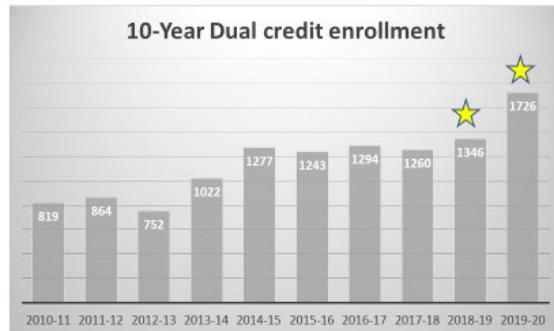
Academic Year 2018-19	Northeast Dual Credit count	Northeast Dual Credit %	20-county HS count	20-county HS %
Female	838	63.8%	778	51.0%
Male	521	36.2%	747	49.0%
Subtotal	1359	100.0%	1525	100.0%
2 Or More	19	1.5%		
American Indian or Alaska Native	10	0.7%	82	5.9%
Asian	11	0.7%		
Black or African American	9	0.4%		
Hispanic	109	7.2%	315	22.6%
Native Hawaiian or Other Pacific Islander	1	0.1%		
Non-Resident Alien	2	0.1%		
Unknown	25	1.9%		
White	1173	87.5%	997	71.5%
Subtotal	1359	100.0%	1394	100.0%

Source: Northeast Institutional Research and Analytics, July 2022.

A Dual Credit Study performed in early 2021 provided a 10-year enrollment chart, below left. Note how robust the enrollment is, especially as the years progress. Even more so, their success in transferring afterward verifies dual credits having been obtained. With 90% and 86% enrolling in college post high-school graduation, success of the early college program is something to be celebrated.

Dual credit enrollment over 10 yrs

★ Academic years used for this study



1350 & 1724 figures used in this study vs 1346 & 1726 shown above are due to fresh query runs at detail level.



Northeast fulfills purposes toward career, transfer/continuing education

2018-19

- **28%** of HS Seniors matriculated to Northeast fall 2019
- **62%** transferred elsewhere in fall 2019
- **90%** enrolled in college!!

2019-20

- **27%** of HS Seniors matriculated to Northeast fall 2020
- **59%** transferred elsewhere in fall 2020
- **86%** enrolled in college!!



1.3 Students develop workforce skills necessary to meet demand of businesses in service area.

INTERPRETATION

As noted above, according to State Statute 85-962, one of the instructional and service priorities of the community colleges shall be public service, particularly adult continuing education for occupations and professions, economic and community development focused on customized occupational assessment and job training programs for businesses and communities, and avocational and personal development courses.

Northeast works with the region to develop short- and long-term programming to meet the needs of the service area. Workforce development, continuing education, and personal development coursework are accessible to the service area where various programming is offered depending on the needs of the region.

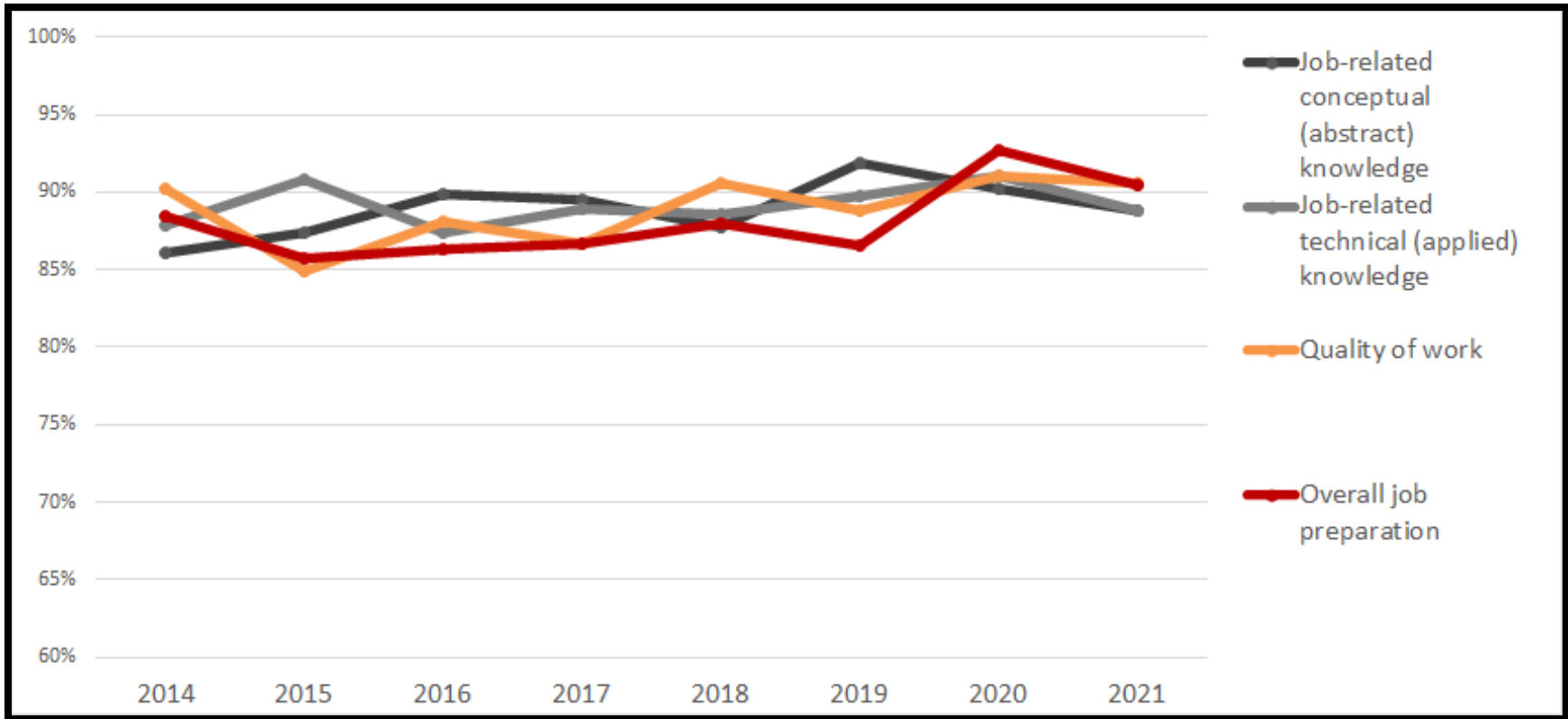
EVIDENCE

Annual academic program advisory committee meetings provide opportunities for industry leaders and faculty to discuss current needs and validate program recommendations and changes. In addition, the Workforce Development staff identify workforce needs through qualitative feedback they gather when talking with regional employers. In addition, surveys are distributed to all known employers of Northeast Community College graduates each year. In 2020, 92% of employers would consider hiring Northeast graduates in the future and 96% of employers rated Northeast graduates as either excellent or good in their career program.

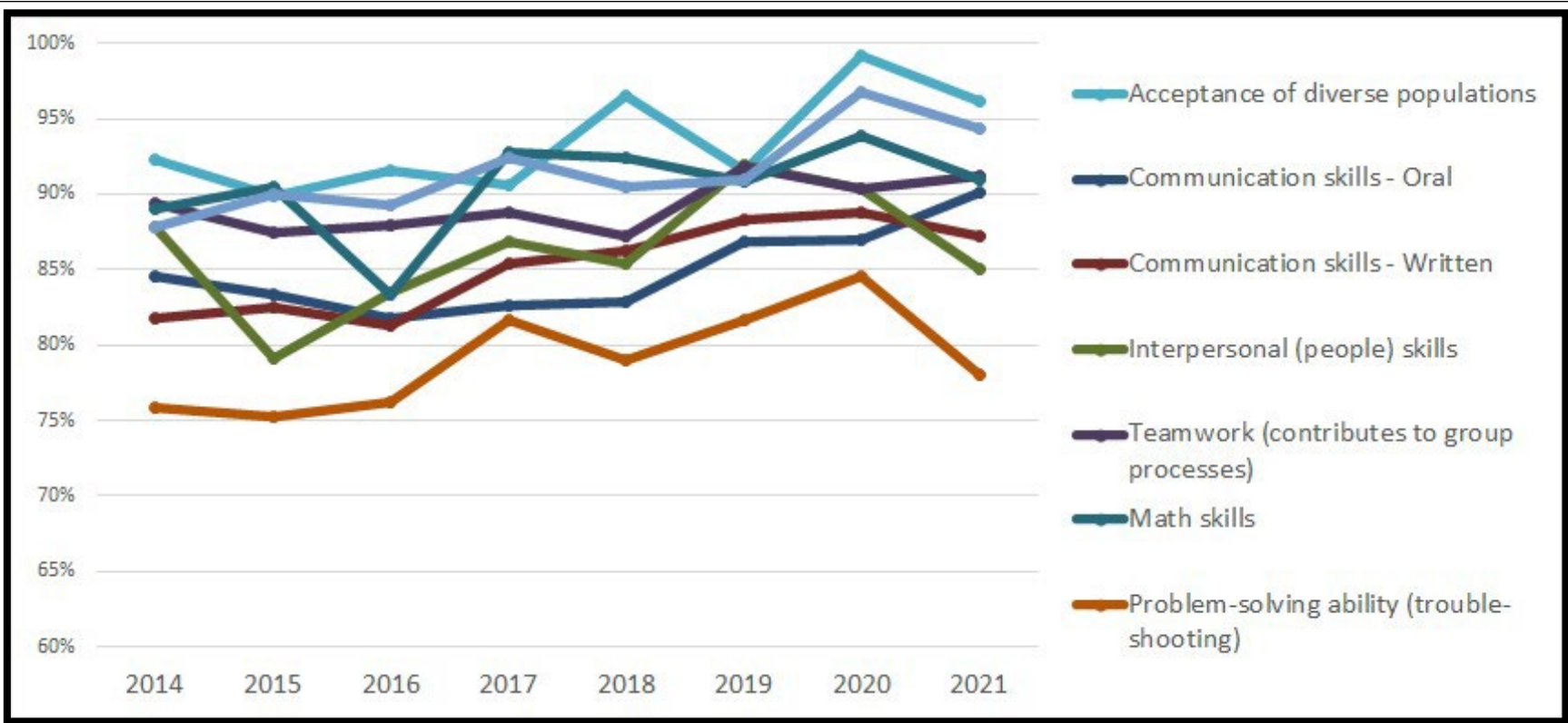
Moreover, the President is active in The Nebraska Chamber and several community Chambers, including Siouxland, Norfolk, O’Neill, and West Point. She regularly meets with business leaders, economic development professionals, state senators, and members of our federal delegation. Additional evidence of the multiple contacts the President has throughout the region can be found in the President’s Update to the Board each month.

Each year, the Institutional Research Office/Nursing Dept invites employers to evaluate graduates that have worked for them during the prior year. In Spring 2022, 314 invitations were sent, with 161 employers responding (51%). Questions are broken down into two parts, 1) employee, and 2) program assessment. Whether the employer would hire a Northeast graduate again (pink row in program assessment) speaks to students fulfilling the employer’s demands/expectations. In 2022 (2021 grads), the percentage was 96.1%. If the student possesses the skills necessary to be successful in the workforce (pink row in employee assessment), this can be answered by examining the “overall job preparation” question. In 2022 (2021 grads), the percentage was 90.5%. Note: this row is not an average of the above rows. Rather, it is its own question in the survey. Examining all rows above, it helps paint the brush strokes of the employee’s various soft/hard job skills. Recent years have shown an improvement in both percentages. Percentages on or above 90% are considered very good, 95% or above excellent.
Employer Evaluation of Employee Skills (Institution-Wide)
Percent Rated <u>Excellent & Good</u>
Distributed 2015 to 2022 (2014 to 2021 Graduates)
Total Ratings (Excellent, Good, Fair, Poor, N/A)

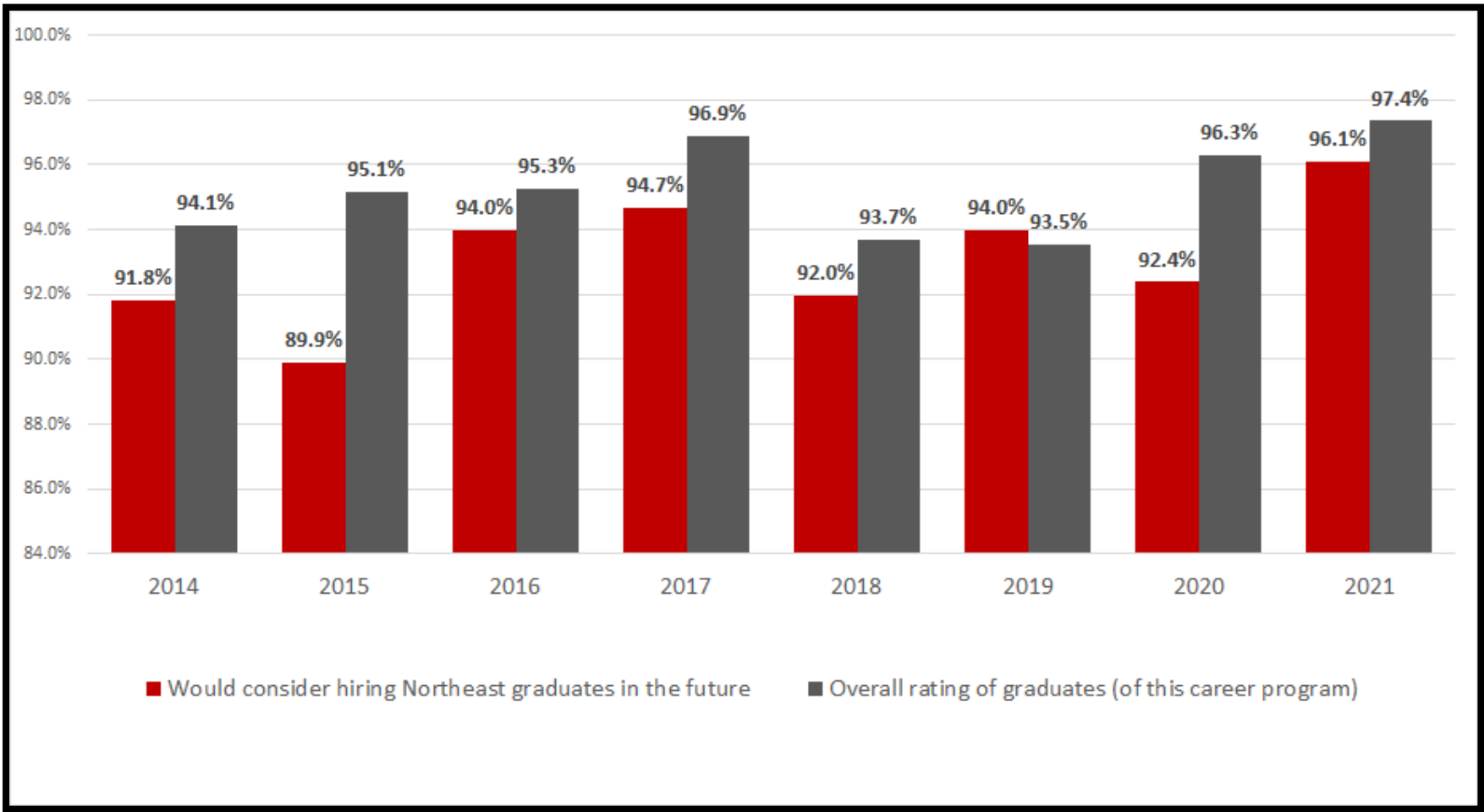
Job Skills: Employer Assessment of Students



Core Competencies/Skills: Employer Assessment of Students



Overall Employer Assessment of Programs



Employer Survey Statistics

Survey Methods	2014	2015	2016	2017	2018	2019	2020	2021
Number of Employer responses	126	125	165	149	120	155	125	161
Total surveys mailed/emailed	286	270	312	284	274	322	285	314
Response Rate	44%	46%	53%	52%	44%	48%	44%	51%
Distribution format	Paper	Paper with option to complete online	Email first, then paper with option to complete online	Email first, then paper	Paper	Paper	Paper with option to complete online	Paper

1.4 Students are aware of the academic standards required to achieve college success.

INTERPRETATION

Students will understand the academic expectations of Northeast Community College, what requirements are needed to remain in good standing and to graduate, as well as the requirements to maintain eligibility for financial aid.

Northeast Community College maintains an ongoing process of instructional program review through internal, state-mandated, and specialized accreditation.

Assessment of student learning provides evidence of college-level rigor through annual evaluation of learning goals for each college identified program. Data is used to update course and program curricular outcomes in accordance with recognized industry standards and program-level accreditation requirements.

Northeast assigns credit hours for coursework based on AP 4190.0 Credit Hour Assignment utilizing Carnegie Foundation units and a semester schedule. Definitions for credit hour, clinical hour, contact hour, laboratory hour, and practicum hour provide duration of each unit in accordance with Nebraska State Statute 85-1503. Each course listed in the College catalog has a documented list of direct instruction; laboratory, clinical, and cooperative work experience; and out-of-class expectations time on file with the Vice President of Educational Services. This is done through a credit hour tracker worksheet that calculates number of occurrences and minutes per

occurrence to determine compliance with Northeast, Nebraska Department of Education, and US Department of Education standards. Approved semester credit to contact hour ratios are:

- Classroom Hour 1:15
- Academic Transfer, General Education and Academic Support Lab Hour 1:30
- Vocational Laboratory and Clinical Hour 1:45
- Practicum Hour 1:45
- Cooperative Work Experience 1:60

Credit hours are assigned uniformly across all locations and programs, regardless of instructional method. Any areas of non-compliance require remediation with the appropriate academic dean, associate dean, and/or program director. Annual review of the submitted tracker is completed by the faculty assigned to teach the course. If significant changes occur to the course such as change in delivery method or student learning outcomes, reviews should be completed sooner.

AP-4192.0 Assignment of Awards establishes protocol for identifying and assigning curriculum through course sequencing and assignment of various awards as approved by Nebraska State Statute and the Nebraska Coordinating Commission for Postsecondary Education (CCPE). Northeast awards Associate Degrees (minimum 60 credit hours), Diplomas (minimum of 30 credit hours), Certificates (minimum of 16 credit hours), and Skills Awards (less than twelve credit hours). Various certifications are also provided in both credit and non-credit program areas.

EVIDENCE

Students are introduced to the [College Catalog](#) during New Student Registration. The College Catalog outlines the academic expectations to maintain enrollment and eligibility for financial aid, as well as the necessary requirements for graduation, including the courses needed to complete their program of study. The College Catalog outlines the satisfactory academic progress that students need to meet to be eligible or maintain eligibility for federal, state and institutional aid. Also outlined in the Catalog are the consequences of not maintaining satisfactory academic progress, which includes financial aid probation and suspension. In addition, it outlines the Academic Standards of Northeast, which explains how students maintain good standing with the College as well as the consequences of academic warning, probation, and suspension. This is also discussed at New Student Orientation with students. It is included in the Next Steps course in Canvas that all new degree-seeking students are registered for each semester.

During each semester of a student's first year, first year advisors review mid-term grades. Students who have a grade of "D" or lower at mid-term are contacted by their first year advisor. Students are provided options for improving their grade or for withdrawing from the course and the consequences of not doing well in the course. After final grades are submitted for each term, students

receive their academic standing status. Those not in good standing receive a letter that requires them to meet with their first year/retention advisor to develop an academic recovery plan.

Every course has a syllabus that students receive on or before the first day of the course that outlines the course assignments and due dates. It also outlines the instructor's expectations for the course and weight of different course assignments and exams on the final grade. The syllabus also notes the student learning outcomes for the course.

The CCPE requires each instructional program to be reviewed every seven years. During this process, the College determines the viability of each program and if modifications should be implemented to meet current industry needs. After the review is completed, recommendations are submitted to the Vice President of Educational Services who then forwards them to the President and the Board of Governors. Upon approval, the necessary review documents are submitted to the CCPE for the external review and a continuation decision.

Northeast has historically conducted internal reviews mid-way between program reviews for the CCPE. Internal program review core performance measures are provided annually, including elements such as enrollment and retention trends, faculty to student ratio, and placement information.

Programs with specialized accreditation undergo evaluations by external organizations. While these programs follow internal and CCPE review cycles, program review strategies related to required accreditation standards are also implemented. Program reviews conducted prior to 2022-23 utilized the Internal Cost Center/Program Review template to provide an analysis for each program. Facilities, equipment resources, number of faculty, operating budget, and library holdings were rated on a Likert scale. Faculty provided narrative on program-specific partnerships, articulation agreements, and recruitment and retention activities. The curriculum and course syllabi were reviewed, and faculty described how advisory committee recommendations and assessment results were utilized to improve program and student learning outcomes. Evidence of need and potential for growth was included in the program review.

Labor market resources, such as primary and secondary sources, qualitative and quantitative data, and direct employer interaction, were used to create a comprehensive review of occupation supply and demand, required skills, and student learning outcomes. Institutional research data provided detailed five-year trends related to viability and efficiency. For example, government and economic modeling profiles provide the framework for predicting industry growth, salary ranges, and changing economic needs. Industry feedback on student interns and graduates, program advisory committees, graduate placement and wage data, job

alignment with students' field of study, regional impact, and employer perceptions of a students' skill sets delineate student outcomes such as job placement or continuing education success rates. Effective use of the comprehensive labor market data, internal research data, and instructor feedback aids administrators and faculty in establishing a framework for program improvement and necessary changes.

Although the program review process has provided a thorough analysis of instructional programs, the template and overall process were updated to better utilize modern technology with more efficient access to data. Under the leadership of the associate vice president of institutional research and analytics and the academic deans, faculty will begin using the new process beginning in Fall 2022. One of the goals of the new program review process is to increase the efficiency and effectiveness of programming through data-informed decision-making. The process moved from a three-year review cycle to an annual data review with action items as a result of analysis and a more comprehensive analysis every three years. This change allows for more timely improvements in the program. The review process aligns with *enVISION* by incorporating program mapping for fields of study, SWOT analysis, and key performance indicators tied to strategic measurements. Dashboards provide faculty and deans access to disaggregated student data. The internal program review process incorporates student learning outcomes, assessment, and requirements for credit hour tracking. The intent is for the process to align with our student learning outcomes assessment in the future.

Ruffalo-Noel-Levitz Student Satisfaction Inventory 2022 groups strengths and challenges by responses that rate a question being of high importance and if highly satisfied (upper 25th quartile), a strength; lowly satisfied (lower 25th quartile), a challenge. Each question is compared to the Midwest cohort and the last Northeast survey administered in Spring 2018. The question that best answers students being aware of the academic standards required to achieve college success is Q#66 below, "Program requirements are clear and reasonable." Q#71 and Q#75 touch on this, as well.

The challenges table follows, indicating one area where Northeast can improve (Q#72). It's possible other questions in either table can address student awareness beyond those in pink. Displaying them all provides transparency and the opportunity to select more or less.

<i>Strengths (in descending order of importance)</i>		<i>Comparison to Midwest Institutions</i>	<i>Northeast Trend Comparison (2018 to 2022)</i>
Item No.	Question		
71	Campus item: I know who my advisor is. [<i>New in 2022</i>]		
75	Campus item: My major is providing me with the necessary preparation for a successful career.		
51	There are convenient ways of paying my school bill.	★★★	★★
31	The campus is safe and secure for all students.	★★	
58	Nearly all of the faculty are knowledgeable in their fields.	★★★	★
36	Students are made to feel welcome on this campus.	★★	★
66	Program requirements are clear and reasonable.	★★★	
68	On the whole, the campus is well-maintained.	★★★	★
69	There is a good variety of courses provided on this campus.	★★★	★★
70	I am able to experience intellectual growth here.	★★★	★★
80	Campus item: Returning adult students are made to feel welcome at this college.		
34	Computer labs are adequate and accessible.	★★★	★
50	Tutoring services are readily available.	★★★	
41	Admissions staff are knowledgeable.	★★★	
62	Bookstore staff are helpful.	★★★	★
43	Class change (drop/add) policies are reasonable.	★★★	★★
45	This institution has a good reputation within the community.	★★★	★★
	★ Difference statistically significant at the .05 level ★★ Difference statistically significant at the .01 level ★★★ Difference statistically significant at the .001 level		

<i>Challenges (in descending order of importance)</i>		<i>Comparison to Midwest Institutions</i>	<i>Northeast Trend Comparison (2018 to 2022)</i>
Item No.	Question		
76	Campus item: I am knowledgeable of important dates and deadlines (registration dates, drop/add period, last day to withdraw). [<i>New in 2022</i>]		
72	Campus item: My advisor assists me in clarifying my career goals.		
18	*The quality of instruction I receive in most of my classes is excellent.	★	★
20	Financial aid counselors are helpful.	★★★	★★
7	**Adequate financial aid is available for most students.	★★	★
8	Classes are scheduled at times that are convenient for me.	★★★	★★★
29	Faculty are fair and unbiased in their treatment of individual students.	★★	★★★
13	Financial aid awards are announced to students in time to be helpful in college planning.	★★★	★★★
39	The amount of student parking space on campus is adequate.	★★★	★★★
54	Faculty are interested in my academic problems.	★★★	★★
	★ Difference statistically significant at the .05 level ★★ Difference statistically significant at the .01 level ★★★ Difference statistically significant at the .001 level		

*Since most traditional campuses made the switch to online course offerings during the 2020–2021 academic year, the consistent perceptions of the quality instruction are a win for colleges and universities that had to navigate the new dynamic of online learning. On individual campuses this item may still be identified as a challenge (high importance, lower satisfaction). The recommendation is to *isolate the data to specific programs to provide a clearer picture on where the instruction concerns are most often located*. 2021 RNL | 2021 National Student Satisfaction and Priorities Report

**While satisfaction levels held steady or increased in this area from one year to the next, colleges and universities will need to continue to be sensitive to the financial fallout from the pandemic and the effect on students and their families as they award financial aid. Institutions need to make sure students and families can find information and instructions for applying for aid. In addition, making the case for the value of the

college experience and education (in any modality) can help demonstrate the return on the investment in an education. Finally, and most importantly, ensuring that education is affordable and will not saddle students with debt levels they cannot handle should be ongoing priorities for an institution in today's environment. 2021 RNL | 2021 National Student Satisfaction and Priorities Report

2. Diverse populations of students experience learning and academic success responsive to their unique needs.

INTERPRETATION

As noted previously, Northeast adheres to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) Comprehensive Statewide Plan for Postsecondary Education as it identifies the role and mission of community colleges in accordance with State Statute 85-962. Northeast is an open access institution, which means students with multiple different levels of skills and abilities will be admitted to the college. Northeast will need to provide a variety of programs in a variety of formats to meet the needs of diverse populations of students which includes, but is not limited to, first generation college students, part-time students, full-time students, nontraditional students, low-income students, students with disabilities, underserved students, and traditional age college students.

EVIDENCE

Northeast has spent the past several years focused on building and improving the student experience for full-time, degree-seeking students. As a result, Northeast has seen strong enrollments from traditional age students. The guided pathways journey has pointed out that with the focus on traditional, full-time, degree-seeking students, we are missing improving the student experience for the majority of our students. During the summer of 2021, Northeast participated in a Community College Research Center (CCRC) Guided Pathways Summer Institute and did a deep dive into our data. As a result, we realized that 69% of our students are enrolled in non-credit, non-degree, and unstructured programs. Up to this point, we have always focused on the 31% of students in degree-seeking programs. In other words, for every one student we are working to chart the course for, we are leaving two left to forge their own path. In addition, we discovered inequities in our top ten enrollment programs when we disaggregated the data. When looking at program enrollment through an equity lens, we realized our low-wage programs had a higher number of diverse students enrolled.

These data discoveries have been reinforced through our Rural Guided Pathways Project work. Team members have identified two main focus areas, 1) increase the college-going mindset in our region and 2) engage the underemployed. The Team has identified that we are not reaching all potential students in our region, and in order to increase the college-going rate of our region, we are going to

have to work to reach students we haven't always been reaching. This will require us to make changes to some of our program offerings, create multiple on- and off-ramps, develop accelerated programs, and create more certificate to degree programs for our students. We need to do better at meeting students where they are, and also talking with families of first-generation college students. A similar onboarding program needs to be developed for all students, not just degree-seeking students. Advising also needs to take place with all students. These are all areas being worked on now through work on guided pathways.

The Various Faces of Diversity at Northeast

Fall 2021 Credit students

Table 1 - Fall 2021 Race/Ethnicity by Gender

Race/Ethnicity	Female	F %	Male	M %	Grand Total	GT %
2 Or More	55	2%	28	1%	83	2%
American Indian or Alaska Native	25	1%	19	1%	44	1%
Asian	29	1%	15	1%	44	1%
Black or African American	29	1%	29	1%	58	1%
Decline to Identify	4	0%	22	1%	26	0%
Hispanic	324	13%	238	8%	562	11%
Native Hawaiian or Other Pacific Islander	3	0%		0%	3	0%
Non-Resident Alien	34	1%	33	1%	67	1%
Unknown	53	2%	163	6%	216	4%
White	1914	77%	2328	81%	4242	79%
Grand Total	2470		2875		5345	

Men: (% of all)	2875	54%
Women: (% of all)	2470	46%

Table 2 - Fall 2021 Race/Ethnicity by Enrollment Status

Race/Ethnicity	Female	F %	Male	M %	Grand Total	GT %
2 Or More	39	2%	44	1%	83	2%
American Indian or Alaska Native	15	1%	29	1%	44	1%
Asian	17	1%	27	1%	44	1%
Black or African American	28	1%	30	1%	58	1%
Decline to Identify		0%	26	1%	26	0%
Hispanic	264	14%	298	9%	562	11%
Native Hawaiian or Other Pacific Islander	1	0%	2	0%	3	0%
Non-Resident Alien	57	3%	10	0%	67	1%
Unknown	23	1%	193	6%	216	4%
White	1465	77%	2777	81%	4242	79%
Grand Total	1909		3436		5345	

Fulltime: (% of all)	1909	36%
First-time: (% of fulltime)	894	47%
Part-time:	3436	64%
First-time: (% of part-time)	70	2%

Table 3 - Fall 2021 Race/Ethnicity by Degree-seeking

Race/Ethnicity	Female	F %	Male	M %	Grand Total	GT %
2 Or More	28	1%	55	2%	83	2%
American Indian or Alaska Native	14	0%	30	1%	44	1%
Asian	20	1%	24	1%	44	1%
Black or African American	16	1%	42	2%	58	1%
Decline to Identify	25	1%	1	0%	26	0%
Hispanic	184	6%	378	15%	562	11%

Native Hawaiian or Other Pacific Islander		0%	3	0%	3	0%
Non-Resident Alien	3	0%	64	3%	67	1%
Unknown	190	7%	26	1%	216	4%
White	2372	83%	1870	75%	4242	79%
Grand Total	2852		2493		5345	



Table 4 - Fall 2021 Race/Ethnicity by Student Population Type

Race/Ethnicity	Continuing	First-time	Non-degree	Transfer-in	Grand Total	%
2 Or More	35	18	28	2	83	1.6%
American Indian or Alaska Native	18	9	14	3	44	0.8%
Asian	15	8	20	1	44	0.8%
Black or African American	26	12	16	4	58	1.1%
Decline to Identify	1		25		26	0.5%
Hispanic	191	164	184	23	562	10.5%
Native Hawaiian or Other Pacific Islander	1	2			3	0.1%
Non-Resident Alien	31	32	3	1	67	1.3%
Unknown	12	13	190	1	216	4.0%
White	1042	706	2372	122	4242	79.4%
Grand Total	1372	964	2852	157	5345	100%

Minority percentage =====> 14.9%

Table 5 - Fall 2021 All students by Age

	3881	72.6%
	1464	27.4%
Total	5345	100.0%

* Traditional age is 24 years or below; nontraditional 25 years and above

Table 6 - Fall 2021 Fulltime students by Age

	1780	93.2%
	129	6.8%
Total	1909	100.0%

* Traditional age is 24 years or below; nontraditional 25 years and above

Table 7 - Fall 2021 Part-time students by Age

	2101	61.1%
	1335	38.9%
Total	3436	100.0%

* Traditional age is 24 years or below; nontraditional 25 years and above

Table 8 - Fall 2021 Transfer - Career percentages

DEGREE	DEGREE_DESC	CountOfID			
AA	Associate of Arts	750	Transfer	1274	51%
AAS	Associate of Applied Science	988	Career	1219	49%
ADN	Associate Degree Nursing	39	Degree-seeking	2493	47%
AS	Associate of Science	524	Nondegree	2852	53%
CERT	Certificate	49		5345	
DIPL	Diploma	143			
NDUG	Nondegree	2852			
	Total	5345			

First-Generation Students

Table 9 - First-Generation students by various Fall terms & Degree-Seeking status

Credit students				
Degree-seeking				
Fall 2021	First Generation	GEN	1313	45.12%
Fall 2020	First Generation	GEN	1280	45.20%
Fall 2019	First Generation	GEN	1393	46.00%
All students				
Fall 2021	First Generation	GEN	1441	34.70%
Fall 2020	First Generation	GEN	1453	35.04%
Fall 2019	First Generation	GEN	1572	37.21%
Non-Credit students				
All students				
Fall 2021	First Generation	GEN	1173	47.09%
Fall 2020	First Generation	GEN	1231	47.86%
Fall 2019	First Generation	GEN	859	51.13%

Non-credit Study

In preparation for Community College Research Center (CCRC) meeting on Nov. 12, 2021

Non-credit Study

On September 13, 2021, several Northeast staff met with CCRC personnel to discuss non-credit key performance indicators (KPIs). The reason being credit indicators are well-established for community colleges, but non-credit ones are still unclear. With the commencement of the Envision strategic plan, high-level and administrative-level KPIs needed to be established for this population. CCRC admitted this vagueness is not uncommon. They, too, are trying to figure it out; and while they gave the group some tips that led to this study, they also welcomed what we learn through this process and share back with them our findings.

Demographics

3,060 students took non-credit coursework in Fall 2019. The average age was 42 years old. The median age was 41, but the mode (most common) was 33 years of age. These three age measures can help inform programming efforts.

58%, or nearly 3 out of five students were female; 42% were male.

78% of students indicated being White, 2% Hispanic, and 18% Unknown. Because the current paper enrollment process could explain the large number of unknown values, an improved, automated process would benefit in this and other regards.

Coursework

3,727 courses were undertaken by these 3,060 students. The average number of credit hours^[1] was 7.2, with one credit hour being minimum and 240 being maximum (truck driving students). Additional data and statistics show below and on the following pages.

Fall 2019 Coursework count		
Number of courses taken	Count	%
1	2546	83%
2	418	14%
3	52	2%
4	32	1%
5	11	0%
6	1	0%
Total	3060	

83% of students took only one course, followed by 14% taking two. The remaining 3% took three to a maximum of six courses.

Fall 2019 meeting time count

STUDENT_MEETING_TIME	Count	%
Day	2402	64%
Evening	1152	31%
Arranged	173	5%
Total	3727	

In the table above, nearly 2/3, or 64%, were daytime courses. 31%, or nearly 1/3, were evening courses. This is important to note for future programming efforts.

Non-credit only converting to credit

Over four consecutive terms (the same student has the potential to be counted each term), 262 non-credit only students enrolled in credit coursework in the following breakdowns: immediate next term, Spring/Summer 2020, saw 14% enroll. Fall 2020 showed 21%, Spring/Summer 2021 35%, and Fall 2021 30%. It appears that most enrolled in the third, consecutive term (35%). Second was Fall 2021 (4th term), third Fall 2020 (2nd term), and fourth was Spring/Summer 2020 (next 1st term). The extrapolation could be made that enrollment increases until the third, consecutive term, then dips the following one. Recertification could have some bearing on these outcomes.

Fall 2019 NC only Returning credit Next Term count

Next Term	Count	%
(1 st) Spring/Summer 2020	37	14%
(2 nd) Fall 2020	55	21%
(3 rd) Spring/Summer 2021	91	35%
(4 th) Fall 2021	79	30%
Total	262	

Below is a table of enrollment counts from Fall 2019 to Fall 2021. These are duplicated student counts in that a student can be enrolled in multiple terms. It helps provide a sense of population counts when discussing various population and percentage breakdowns.

Term enrollments		
ACADEMIC_PERIOD_DESC	ACADEMIC_PERIOD	Count
Fall 2019	202010	5259
Fall 2019 Continuing Ed	202015	3060
Spring 2020	202020	3836
Summer 2020	202030	1116
Spring 2020 Continuing Ed	202025	1919
Fall 2020	202110	5113
Fall 2020 Continuing Ed	202115	3949
Spring 2021	202120	3551
Summer 2021	202130	1514
Spring 2021 Continuing Ed	202125	3014
Fall 2021	202210	5333
Fall 2021 Continuing Ed	202215	3104
	Total	40768

^[1] Credit hours means “contact hours” à la continuing education coursework. They occupy the same Banner fieldname space as credit coursework (COURSE_BILLING_CREDITS), hence the use of credit hours for this study.

Northeast has policies and procedures on non-discrimination and harassment. Treatment of Students and Access to Education policies ensure that students are treated fairly and have equitable access to education. In spring 2021, the Human Resources Standing Committee completed a review of these policies, the result of which was the re-classification of two policies to Administrative Procedures. AP-1010.0 Non-discrimination and AP-1010.1 Harassment were both approved by the President’s Council in May 2021 and found on the website. The Human Resources Office has also compiled a new Title IX Procedures and Protocols document, the goal of which is to narrow the scope of policy and procedure as applicable to Title IX.

Northeast recognizes diversity in activities that are offered to the College population and public. The College regularly observes heritage months and similar occasions with special programming and/or activities. The Personal Responsibility in a Desirable Environment (PRIDE) organization regularly sponsors guest speakers who present on a variety of issues affecting the lesbian, gay, bisexual, transgender, and questioning communities. Additionally, in January 2021, Northeast partnered with the City of Norfolk's Diversity Council in presenting a speaker for Martin Luther King, Jr. Day, virtually observed by over 200 audience members.

Northeast annually hosts a Latino Youth Summit and a Latino Family Day at two of its campuses, an AgCeptional Women's Conference dedicated to women in Agriculture, and various other conferences that support diversity in the College's 20-county service area. As a result, Northeast provides marketing materials in both English and Spanish, encourages women to explore non-traditional careers such as STEM and Agriculture, and gives employees access to participate in LGBTQ+ Safe Zone Training.

Dedicated space for specific populations was a priority when Northeast renovated the student center. A Veteran's Lounge was established to accompany veteran support offered through the Registrar's Office. Northeast earned the Military Friendly School designation again in 2022-23 showcasing the College's commitment to supporting these students.

In spring of 2022, the College was awarded the Big Read grant from the National Endowment of the Arts. The primary purpose of the project is to increase empathy and inclusion, specifically as it relates to individuals experiencing disclosed and hidden disabilities. From February through May 2023, Northeast, often in tandem with community partners, hosted various activities that supported the themes from the featured memoir, *Sitting Pretty: The View from My Ordinary Resilient Disabled Body* by Rebekah Taussig. The \$19,500 grant supported various guest speakers and artists, provided necessary materials for workshops and copies of the featured text given away at events, and paid for bilingual and sign language interpreters, among other expenses.

Northeast is home to ten student clubs that are specifically dedicated to diverse groups.

In Fall 2021, the Center for Global Engagement was renamed the Office of Global and Multicultural Engagement to reflect the College's more intentional efforts in meeting the needs of diverse and underserved populations. To that end, a Multicultural Coordinator position was created and is under the supervision of the director of Global and Multicultural Engagement and housed in Student Services.

Northeast has a Disability Services office with four full-time staff dedicated to assisting our students with disabilities. The Disability Services webpage outlines the many services provided to students, and the processes that surround those services. Students with a documented disability, including temporary disabilities, can request reasonable accommodations for their courses. Accommodations

include a modification or adjustment that allows a student to have equal access and have equal opportunity to participate in Northeast's courses, services, activities, and use of the facilities. Northeast is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of any essential elements or functions of a program. Reasonable accommodations are provided on an individualized, as-needed basis. Northeast also has an administrative procedure AP- 5260.0 Services for Students with Disabilities. This procedure formalizes the rights, responsibilities and processes established for the provision of accommodations for students with disabilities and to outline mechanisms for resolving complaints concerning the provision of such accommodations.

The demographics for Ruffalo-Noel-Levitz Student Satisfaction Inventory 2022 show below. While differences can occur between survey data and fall enrollment data, there is still quite a bit of diversity within the survey group (232 students—10% response rate). In particular, **note that 17% disabled students responded**, where typically Northeast has around 6% enrolled each year.

Students also had an opportunity to respond to an open-ended comment question at the end of the survey, **“Please enter any comments you would like to share with this institution.”** With themes that emerged from these comments showing after the demographics table, notice how many in pink speak to students experiencing learning and academic success responsive to their unique needs. Negative comments (table not shown here) included faculty issues (18%), online challenges (8%), and unrealistic expectations of a community college student (8%)—40 students responding. These present opportunities for improvement.

<i>Demographic</i>	<i>Category (highest percentage)</i>	<i>Spring 2022</i>	<i>Spring 2018</i>	<i>Fall 2021</i>
Gender	Female*	73%	70%	46%
Age	19-24	62%	67%	48%**
Ethnicity/Race	White	79%	81%	79%
Current Enrollment Status	Day	91%	89%	
Current Class Load	Fulltime	72%	77%	36%
Class Level	2 years	46%	45%	
Current GPA	>=3.5	51%	42%	
Educational Goal	Associates	60%	58%	
Employment	Part-time off campus	39%	51%	

<i>Demographic</i>	<i>Category (highest percentage)</i>	<i>Spring 2022</i>	<i>Spring 2018</i>	<i>Fall 2021</i>
Current Residence	Rent room/apt off-campus	29%	25%	
	Residence Hall	22%	27%	
Residence Classification	In-state	94%	90%	
Disabilities	No	83%	89%	
Institution Was My	1st choice***	80%	68%	

<i>Positive comments (in descending order of response percentages)</i>	<i>2022</i>
Overall, very satisfied (love it), would recommend it	45%
Great instructors/programs/courses/internships	32%
Helpful & friendly staff	24%
Welcoming environment/friendships	15%
Good start or return for degree/transfer	11%
Online classes that meet needs in multiple ways	9%
Helpful resources (advising, student services, financial aid, easy registration, admissions, testing, tutoring, etc.)	7%
Affordable, quality education	5%
Clean, nice campus	5%
Place to reach goals/job improvement	4%
Unexpectedly good, ended up loving it	3%
Great student activities & facilities usage	3%
Small class sizes	1%
75 students responding (can be in multiple themes above)	

There is potential for improvement in our student satisfaction scores as well as in our ability to meet the needs of all students, not just the traditional, full-time, degree-seeking students. The guided pathways work we are doing across the College will assist us to improve the student experience and opportunities for all students.

3. Students have access to affordable education and training.

INTERPRETATION

Northeast provides quality education and services throughout the 20-county rural service area. The region is nearly 200 miles in length and covers approximately 14,400 square miles with a total population of 151,696. The main campus in Norfolk; extended campuses in O'Neill, South Sioux City, and West Point; and regional offices in Ainsworth and Hartington provide programming that varies by region to fulfill the needs of its constituents.

Board Policy EL-02 Access to Education outlines that the President shall not allow conditions that unnecessarily restrict student or potential student access to education. See the EL-02 Monitoring Report for additional information.

Tuition rates are identified for Nebraska residents, Iowa and South Dakota residents, and non-residents. Fees are applied uniformly to all tuition rates and there are no variations to tuition or fee rates based on instructional method. Tool and supply lists are available for the programs of which they are required. A reduced tuition rate is available for all Early College students who are taking dual credit, or college credit coursework.

EVIDENCE

The following programs have assisted in creating pathways to success and meeting the needs of our service area:

- Access College Early (ACE) Scholarship - statewide program that pays tuition for low-income high school students in dual credit coursework. The amount requested typically exceeds available funding annually. This scholarship, and a reduced dual credit tuition rate, has made higher education more accessible to low-income students.
- Health Education Laddering Project - began at Northeast as a federal grant program designed to assist income-eligible students pursuing healthcare careers. Since 2015, 254 students have received financial support, success coaching that connects them with campus/community resources, and career coaching for job placement.
- Community College Gap Assistance program - statewide initiative that provides financial aid to low-income students enrolled in credit or non-credit programs that are not eligible for traditional funding. To date, 153 students have been served in high-needs fields such as nurse aid, manufacturing maintenance, and professional truck driving.

- TRIO Student Support Services at Northeast has served 499 first-generation, low-income, and/or students with disabilities since 2015. The average retention rate of TRIO students is 86% compared to the College's 68%.
- Nebraska Career Scholarships program – provides \$5000/year for up to three years at community colleges. Northeast served 56 students in 2021-22 in high wage, high demand program areas.

The initiatives noted above directly assist low-income and underserved students with resources and support to achieve their education goals. In addition, Northeast is a key player in the Northeast Nebraska Growing Together regional workforce development initiative, funded by the AKSARBEN Foundation. The Initiative includes downtown Norfolk development, increasing information technology and communications workforce through a cooperative scholarship program with Wayne State College, providing workforce retraining, increasing cultural presence, and enhancing early childhood options to entice families back to the region.

Most Northeast students demonstrate financial need, with 82% of degree-seeking students enrolled in Fall 2020 receiving financial aid, including 37% receiving Pell grants.

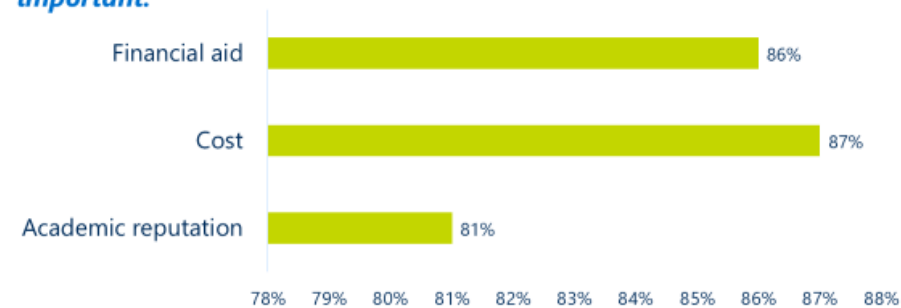
Two areas have seen changes made to reduce our students' financial impact in paying for college. First, the Foundation office has dramatically increased the number of scholarships available to students. The Northeast Foundation awarded \$458,006 in scholarships in 2020-21, an increase of \$44,335 over the previous academic year. Second, after seeing an increased demand for scholarships after the scholarship deadline date of March 1 had passed, the Financial Aid office implemented a rolling deadline for scholarships. Priority is given as of March 1, but any scholarships not awarded will continue to be open to students who submit their applications after March 1. As of July 28, there have been an additional 211 scholarship applications submitted since March 1. It is our expectation that this will allow us to better meet the financial needs of our students.

The Adult Education Department at Northeast offers the following services free of charge to anyone 16 years of age or older and not enrolled in a secondary school: preparation for citizenship testing; English language instruction; instruction in basic reading, writing and mathematics; and preparation for a high school diploma.

Ruffalo-Noel-Levitz Student Satisfaction Inventory 2022 results below show the top three factors for Northeast students to enroll— Cost, Financial Aid, and Academic reputation. This was also true in 2018 (although the order and percentages can change) AND in 2012. Northeast students consistently tell us they come to us for an affordable, high-quality education.

What factors influence our students to enroll?

It is important to understand why students enroll here. The percentage of student saying the following factors were important or very important:



Northeast Student Cohort Default Rate

	2014	2015	2016	2017	2018
Northeast	12.8 %	14.7 %	11.5 %	12.7%	5.0%
Central	14.9%	11.1%	12.1%	17.0%	8.3%
Metro	16.3%	16.1%	14.7%	13.6%	5.0%
Mid-Plains	18.3%	16.6%	12.9%	10.8%	10.4%
Southeast	13.5%	13.4%	12.3%	12.2%	8.5%
Western	17.7%	17.4%	14.6%	16.2%	12.1%

Cohort Default Rate: A cohort default rate is the percentage of a school’s borrowers in the US who enter repayment on certain loans during a federal fiscal year (October 1 to September 30) and default prior to the end of the next one to three fiscal years.

Northeast's cohort default rate was significantly reduced in 2018 due to the federal government allowing student loan payments to be paused as a part of the pandemic relief bill. Student loan payments are set to go back into effect in September of 2022, and it is expected that the cohort default rates will resume to the former levels.

The average net price of attendance for full-time, degree-seeking students at Northeast is slightly higher than that of our peer group (assigned by the Nebraska Coordinating Commission). It is important that Northeast be aware of this and continue to work to keep tuition and fees affordable for students in the region. It is positive that despite that slightly higher cost of attendance, Northeast students are taking out loans equal to those of our peer group.

Figure 9. Average Net Price of Attendance for First-Time, Full-Time Degree/Certificate-Seeking Undergraduate Students Receiving Grant or Scholarship Aid: 2016-17 to 2018-19

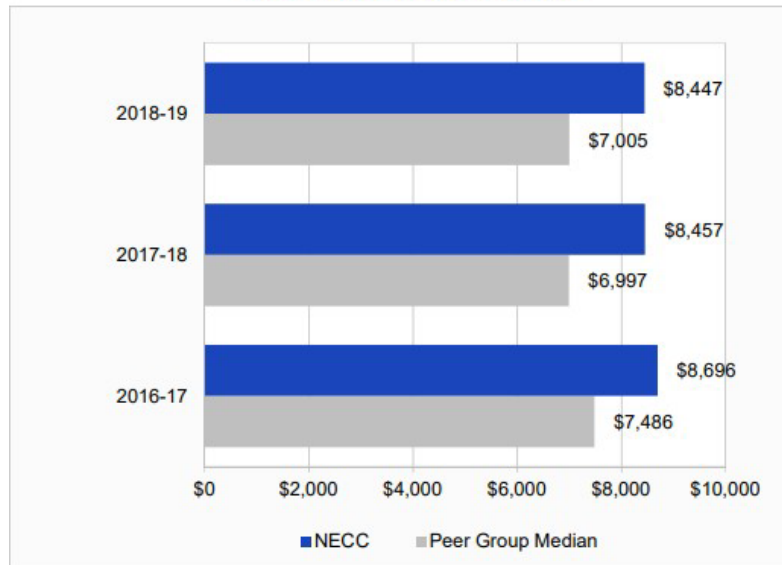
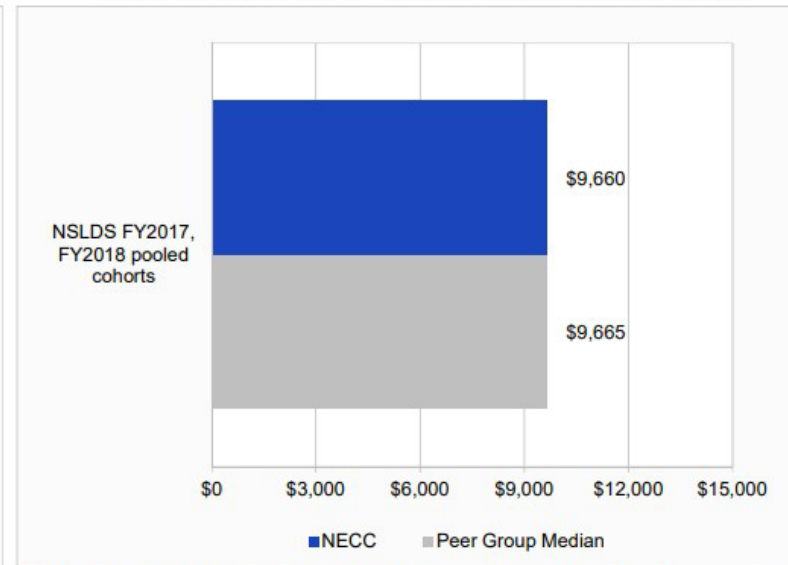


Figure 10. Median Amount of Federal Loans Owed by Graduates: FY 2017 and FY 2018 Pooled Cohort



Note. In 2017-18, 17% of NECC undergraduates borrowed federal loans compared to a median of 39.7% at peer institutions.

Source: 2020 Tuition, Fees, and College Affordability Report, Nebraska Coordinating Commission on Postsecondary Education

4. Students have access to a college experience that includes campus living and student activities.

INTERPRETATION

Northeast offers residence life facilities on the Norfolk campus that allow students to live on campus while taking classes. Student Activities are available to all registered students to take part in to further enhance their college experience.

EVIDENCE

Research has shown that students who are engaged in campus life are more likely to persist and complete their degree. Northeast supports over 45 [student groups and clubs](#), each of which has a constitution and is supervised by faculty or staff sponsors. Some clubs, organizations and activities have specific requirements; however, many are open to any interested full- or part-time student. There were 568 students participating in student clubs and organizations during this past academic year. During the 2021-22 academic year Northeast Student Activities hosted 89 programs and 13,585 students attended events (duplicated by event). In previous years, the highest attendance was 12,275 students (17-18) and 11,351 (19-20). As a result of administrative assessment work, the Student Life team is working to increase campus engagement, by increasing memberships to student clubs/organizations and participation at events.

Intramural sports are organized programs that allow the students of Northeast to participate in team, dual, and individual sport activities. Intramurals provide the opportunity for physical activity and fellowship while promoting wellness and the use of leisure time. Intramural activities are regularly offered in areas such as 10-point pitch, 5-on-5 basketball, disc golf, dodgeball, flag football, court and sand volleyball, ping pong, and pool. During 2021-22 across all intramural events, there were approximately 900 participants (potentially duplicated by activity).

Northeast has eight athletic teams sanctioned by the National Junior College Athletic Association (NJCAA). There were 127 student athletes participating during the 2021-22 academic year. All eight athletic programs were named a 2021-22 NJCAA Academic Team of the Year as the baseball, men's basketball, men's golf, men's soccer, women's basketball, women's soccer, softball and volleyball programs all received recognition. This demonstrates a commitment to academic excellence by the athletic department and student athletes. In addition, men's golf and women's soccer went on to compete at the national level during the past year. Thirty-eight of the graduating student athletes took an exit survey, and 100% of the student athletes surveyed stated that they felt participation in athletic activities has helped to build their awareness of positive habits, leadership, accountability, teamwork, and attitudes necessary to be successful in their future career. Northeast athletics provides another opportunity for college engagement through

watching the various athletic events as spectators. It is a goal of Northeast Athletics to increase college and community engagement and increase fan attendance at their home competitions. Northeast regular season athletic events are free to spectators.

Northeast also has theater, music, and band opportunities for students to both participate in and watch as a spectator. For example, in addition to theatre classes, through a cooperative agreement with the Norfolk Community Theater and the production of an all-college play, students participate in a wide variety of experiences in the production of theater. The many concerts and play productions put on throughout the academic year provide students, faculty, and staff events to attend in the performing arts.

Various leadership activities are available to students.

- Resident Assistants (RA) are a team of student housing residents selected to assist with the daily operation of the on-campus resident housing facilities.
- Student Activities Council (SAC) is comprised of a volunteer group of students who help to coordinate and implement activities that are free for the student body such as Monday Night @ the Movies and Wacky Wednesdays.
- Student Ambassadors are 10-12 selected students who promote Northeast by giving campus tours, hosting and participating in appreciation/recognition activities, speaking to civic organizations in their hometown and Norfolk, and sending thank you/other cards to prospective students.
- Student Leadership Association consists of elected or appointed students to represent the student body on campus. They serve on all major councils and committees, boost student morale, and voice student concerns and opinions to college administration.

Northeast Residence Life facilities are available on the Norfolk campus and have the capacity to house 550 students on campus. The residence halls have started the academic year off above 95% capacity for the last five years. Residence Life staff identify student learning outcomes and build programming throughout the year to align with those student learning outcomes. During the 2021-22 academic year 88 programs were organized by Residence Life staff with 862 attendees.

Community College Survey Student Engagement 2021
<u>College-Sponsored Activities</u> 79% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 16% spend 1 to 5 hours per week participating in these activities.
<u>External Commitments</u> 51% of student respondents work 21 or more hours per week; 43% care for dependents at least 6 hours per week; and 14% spend at least 6 hours per week commuting to class.
While students have access to a robust offering of student activities, only 16% of students that responded to CCSSE 2021 indicated they participate. This could be in part due to their external commitments, where over half (51%) indicated they work 21 or more hours per week, almost half (43%) care for dependents, and over 10% spend considerable time commuting to and from school.

Finding ways to include working adults, those caring for dependents, and/or those commuting could improve the college experience for them.

The Ruffalo-Noel-Levitz Student Satisfaction Inventory 2022 comments shown earlier now highlight areas that speak to campus living and student activities. The negative comments (table not shown here) included improving Simon Hall/Apts (10%), more varied, healthy food choices (10%), and more dorm activities (3%)—40 students responding. These present opportunities for improvement.

<i>Positive comments (in descending order of response percentages)</i>	2022
Overall, very satisfied (love it), would recommend it	45%
Great instructors/programs/courses/internships	32%
Helpful & friendly staff	24%
Welcoming environment/friendships	15%
Good start or return for degree/transfer	11%
Online classes that meet needs in multiple ways	9%
Helpful resources (advising, student services, financial aid, easy registration, admissions, testing, tutoring, etc.)	7%
Affordable, quality education	5%
Clean, nice campus	5%
Place to reach goals/job improvement	4%
Unexpectedly good, ended up loving it	3%
Great student activities & facilities usage	3%
Small class sizes	1%
75 students responding (can be in multiple themes above)	

Appendix

NORTHEAST COMMUNITY COLLEGE UNDULICATED HEADCOUNT *COMPARISON OF 20-COUNTY SERVICE AREA												
Northeast Nebraska Counties	2019-20				2020-21							
	NON-CREDIT		CREDIT		NON-CREDIT				CREDIT			
	AE	NON-CR	CR	*DLC	**AE	AE DIFF	NON-CR	NON-CR DIFF	CR	***DLC	CREDIT DIFF	
Antelope	2	231	118	67	6	4	322	91	128	47	-10	
Boone		31	43	46	1	1	70	39	37	59	7	
Boyd	1	54	26	32	1		94	40	28	29	-1	
Brown	16	117	33	25	4	-12	107	-10	24	32	-2	
Burt	1	34	57	76	2	1	62	28	60	51	-22	
Cedar	3	181	142	128	6	3	279	98	143	112	-15	
Cuming	14	194	138	180	21	7	271	77	121	210	13	
Dakota	299	111	262	130	218	-81	188	77	233	67	-92	
Dixon	39	84	77	37	34	-5	151	67	99	32	17	
Garfield		3	6	30			7	4	17	26	7	
Holt	26	512	207	118	13	-13	567	55	209	139	23	
Keya Paha	2	29	16	8	1	-1	34	5	21	9	6	
Knox	4	268	120	121		-4	333	65	120	106	-15	
Madison	206	1409	926	454	189	-17	1751	342	864	447	-69	
Pierce	6	350	136	93	2	-4	394	44	123	112	6	
Rock	2	27	10	21		-2	35	8	16	23	8	
Stanton	6	213	162	23	5	-1	247	34	165	9	-11	
Thurston	13	34	52	13	6	-7	53	19	52	18	5	
Wayne	15	160	140	68	19	4	278	118	151	55	-2	
Wheeler		20	3	5	1	1	14	-6	1	7		
TWENTY COUNTY	655	4,062	2,674	1,675	529	-126	5,257	1,195	2,612	1,590	-147	
SUBTOTALS	4,717		4,349			5,786			4,202			
OUT OF AREA	122	603	2,050	51	88		1,219	Non-Credit % Difference	2,167	52	Credit % Difference	
TOTALS	5,442		6,450			7,093		30.3%	6,421		-0.4%	

*Locations are based on students' most recent permanent or available address (if permanent address not available).

**AE-ADULT EDUCATION (Out of Area in 2020-21 amounted to 13 out of 20-county area, yet still in Nebraska, and 75 from Iowa)

***DLC-Dual Credit (used to be called Project Challenge, now includes online coursework)

Note 1: Blank is equal to zero.

Note 2: Negative results for credit students can occur due to Dual Credit students being identified by their school site versus their permanent address.

**Number of Regular High School Graduates and their Enrollment at Northeast
Broken Down by School in the 20-County Service Area**

HS Graduates in spring--May through June--alongside (No. Enrolled at Northeast in fall of same year)					
School in 20-County Service Area	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ANTELOPE					
Elgin Public Schools	13 (5)	11 (2)	12 (0)	7 (2)	3 (1)
Neligh-Oakdale Schools	31 (11)	24 (10)	23 (12)	20 (4)	26 (10)
Pope John XXIII High School	13 (6)	16 (2)	5 (0)	10 (5)	10 (0)
Summerland Public Schools*	36 (12)	23 (9)	38 (12)	28 (13)	25 (7)
COUNTY TOTALS	93 (34)	74 (23)	78 (24)	65 (24)	64 (18)
BOONE					
Boone Central Schools	44 (7)	41 (7)	46 (8)	49 (10)	48 (9)
Riverside Public Schools	18 (1)	17 (4)	9 (3)	13 (1)	11 (2)
St. Edward Public Schools	10 (3)	12 (4)	13 (4)	10 (2)	10 (1)
COUNTY TOTALS	72 (11)	70 (15)	68 (15)	72 (13)	69 (12)
BOYD					
Boyd County HS (Lynch)	7 (2)	1 (0)	0 (0)	0 (0)	0 (0)
Boyd County HS (Spencer)	13 (1)	17 (5)	30 (9)	22 (8)	28 (4)
COUNTY TOTALS	20 (3)	18 (5)	30 (9)	22 (8)	28 (4)
BROWN					
Ainsworth Community Schools	38 (8)	34 (11)	21 (4)	28 (3)	38 (3)
COUNTY TOTALS	38 (8)	34 (11)	21 (4)	28 (3)	38 (3)
BURT					
Lyons-Decatur Northeast Schools	21 (4)	11 (1)	11 (0)	12 (3)	14 (2)

Oakland Craig Public Schools	29 (0)	21 (6)	35 (2)	35 (1)	32 (3)
Tekamah-Herman Community Schools	35 (1)	42 (7)	38 (9)	44 (11)	30 (7)
COUNTY TOTALS	85 (5)	74 (14)	84 (11)	91 (15)	76 (12)
CEDAR					
Cedar Catholic High School	34 (8)	39 (13)	24 (6)	35 (11)	30 (8)
Hartington Newcastle Public Schools	28 (8)	26 (5)	24 (9)	27 (7)	17 (3)
Laurel-Concord-Coleridge School	19 (4)	32 (6)	28 (6)	24 (4)	29 (5)
Randolph Public Schools	20 (7)	16 (10)	16 (5)	18 (7)	20 (3)
Wynot Public Schools	13 (3)	13 (7)	12 (5)	12 (3)	15 (4)
COUNTY TOTALS	114 (30)	126 (41)	104 (31)	116 (32)	111 (23)
CUMING					
Bancroft-Rosalie Community Schools	16 (6)	22 (6)	16 (6)	17 (6)	23 (3)
Central Catholic High School	32 (5)	20 (5)	25 (6)	27 (6)	35 (8)
West Point Public Schools	50 (11)	65 (15)	54 (11)	62 (13)	60 (19)
Wisner-Pilger Public Schools	38 (6)	29 (3)	30 (5)	36 (7)	34 (11)
COUNTY TOTALS	136 (28)	136 (29)	125 (28)	142 (32)	152 (41)
DAKOTA					
Homer Community Schools	32 (7)	28 (2)	18 (1)	20 (2)	29 (3)
South Sioux City Senior HS	266 (53)	236 (47)	271 (53)	270 (35)	227 (38)
COUNTY TOTALS	298 (60)	264 (49)	289 (54)	290 (37)	256 (41)

HS Graduates in spring--May through June--alongside (No. Enrolled at Northeast in fall of same year)					
School in 20-County Service Area	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021

DIXON					
Allen Consolidated Schools	12 (2)	15 (4)	20 (4)	11 (1)	14 (3)
Emerson-Hubbard Public Schools	19 (1)	20 (3)	14 (2)	12 (3)	12 (3)
Ponca Public Schools	32 (2)	43 (1)	34 (6)	33 (7)	28 (6)
COUNTY TOTALS	63 (5)	78 (8)	68 (12)	56 (11)	54 (12)
GARFIELD					
Burwell Public Schools	24 (8)	24 (7)	28 (4)	21 (5)	31 (11)
COUNTY TOTALS	24 (8)	24 (7)	28 (4)	21 (5)	31 (11)
HOLT					
Chambers Public Schools	9 (1)	7 (2)	10 (6)	6 (2)	13 (1)
Ewing Public Schools*	12 (4)	8 (3)	6 (4)	0 (0)	0 (0)
O'Neill Public Schools	57 (22)	51 (18)	50 (18)	51 (15)	51 (25)
Saint Mary's High School	13 (3)	11 (4)	15 (4)	12 (3)	11 (3)
Stuart Public Schools	17 (3)	9 (5)	12 (6)	10 (2)	7 (4)
West Holt Public Schools	33 (8)	26 (1)	15 (1)	27 (11)	28 (8)
COUNTY TOTALS	141 (41)	112 (33)	108 (39)	106 (33)	110 (41)
KEYA PAHA					
Keya Paha County Schools	3 (0)	5 (1)	7 (1)	10 (2)	7 (0)
COUNTY TOTALS	3 (0)	5 (1)	7 (1)	10 (2)	7 (0)
KNOX					
Bloomfield Community Schools	20 (6)	17 (8)	18 (9)	12 (2)	15 (5)
Creighton Community Public Schools	27 (9)	28 (7)	23 (12)	28 (9)	22 (10)
Crofton Community Schools	35 (11)	26 (5)	34 (9)	29 (8)	31 (8)
Niobrara Public Schools	12 (2)	12 (3)	11 (1)	11 (0)	11 (1)
Santee Community Schools	20 (1)	18 (0)	21 (0)	17 (0)	11 (0)
Verdigre Public Schools*	0 (0)	0 (0)	0 (0)	9 (3)	14 (8)
Wausa Public Schools	18 (4)	15 (6)	13 (4)	23 (5)	19 (6)
COUNTY TOTALS	132 (33)	116 (29)	120 (35)	129 (27)	123 (38)

MADISON					
Battle Creek Public Schools	37 (19)	39 (18)	32 (19)	35 (15)	37 (18)
Elkhorn Valley Schools	20 (4)	19 (5)	20 (7)	17 (3)	19 (8)
Lutheran High Northeast	27 (5)	30 (3)	22 (4)	28 (6)	34 (8)
Madison Public Schools	40 (15)	46 (15)	36 (13)	39 (13)	47 (20)
Newman Grove Public Schools	10 (1)	15 (8)	9 (5)	10 (2)	4 (4)
Norfolk Catholic High School	43 (10)	60 (25)	31 (8)	43 (15)	34 (7)
Norfolk Public Schools	258 (80)	302 (87)	293 (95)	301 (77)	325 (88)
COUNTY TOTALS	435 (134)	511 (161)	443 (151)	473 (131)	500 (153)
PIERCE					
Osmond Community Schools	19 (6)	24 (10)	15 (8)	20 (3)	19 (3)
Pierce Public Schools	39 (11)	51 (24)	53 (23)	44 (17)	51 (14)
Plainview Public Schools	33 (8)	25 (7)	16 (7)	18 (7)	17 (5)
COUNTY TOTALS	91 (25)	100 (41)	84 (38)	82 (27)	87 (22)

HS Graduates in spring--May through June--alongside (No. Enrolled at Northeast in fall of same year)					
School in 20-County Service Area	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ROCK					
Rock County Public Schools	16 (5)	18 (5)	12 (4)	16 (3)	18 (1)
COUNTY TOTALS	16 (5)	18 (5)	12 (4)	16 (3)	18 (1)
STANTON					
Stanton Community Schools	28 (8)	37 (16)	25 (7)	35 (12)	28 (7)
COUNTY TOTALS	28 (8)	37 (16)	25 (7)	35 (12)	28 (7)
THURSTON					
Pender Public Schools	21 (1)	27 (4)	24 (4)	17 (2)	20 (2)

Umo N Ho N Nation Public Schools	17 (0)	14 (0)	28 (0)	30 (1)	23 (0)
Walthill Public Schools	22 (4)	13 (0)	22 (1)	19 (0)	20 (1)
Winnebago Public Schools Dist 17	29 (0)	47 (1)	40 (2)	33 (0)	43 (0)
COUNTY TOTALS	89 (5)	101 (5)	114 (7)	99 (3)	106 (3)
WAYNE					
Wakefield Public Schools	35 (5)	38 (6)	26 (4)	30 (6)	42 (10)
Wayne Community Schools	78 (24)	57 (7)	69 (13)	72 (9)	65 (16)
Winside Public Schools	16 (6)	20 (10)	10 (5)	11 (5)	15 (4)
COUNTY TOTALS	129 (35)	115 (23)	105 (22)	113 (20)	122 (30)
WHEELER					
Wheeler Central Schools	5 (2)	10 (5)	2 (0)	5 (0)	3 (0)
COUNTY TOTALS	5 (2)	10 (5)	2 (0)	5 (0)	3 (0)
20-County Service Area TOTALS	2012 (480)	2023 (521)	1915 (496)	1971 (438)	1983 (472)
Northeast % Share of Enrollees	24%	26%	26%	22%	24%
HS Grad Rates Change %		1%	-5%	3%	1%
Northeast Enrollees Change %		9%	-5%	-12%	8%
All Enrollees-service area & beyond	835	892	861	789	857
All Enrollees Change %		7%	-3%	-8%	9%
Service Area % of Total Enrollees	57%	58%	58%	56%	55%

* Summerland Public Schools (Clearwater, Orchard, Ewing) was Nebraska Unified District 1 (Clearwater, Orchard, Verdigre). In this report, Fall 2020 is used as pivot point from NE Dist 1 to Summerland. Verdigre became independent August 2020.