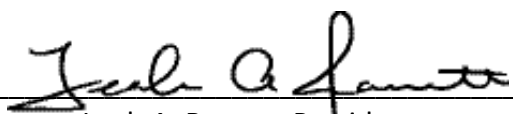




Monitoring Report
EL-01 Treatment of Students
May 11, 2023

I hereby present my monitoring report on the **Executive Limitations Policy EL-01: Treatment of Students** according to monitoring report 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 7 May 2023

The President shall not cause or allow conditions, procedures or decisions related to the treatment of students that are unsafe, unfair, disrespectful, or unnecessarily intrusive.

INTERPRETATION

Students' satisfaction with their college experience is inextricably linked to student success, including higher student retention and graduation rates. To measure student satisfaction with their college experience, Northeast Community College administers the Ruffalo-Noel-Levitz Student Satisfaction Inventory (RNL-SSI) every four years, allowing students to share how satisfied they are with their student experience as well as what issues are most important to them. The most recent results are presented here (spring of 2022—see Table 1), along with the previous survey 2018 results (see Table 2), to show how Northeast has improved or needs improvement. The Midwestern Colleges for 2022 are used for comparison with Northeast's spring 2022 results to show how we compare to colleges of similar size, geography, culture, etc. Therefore, I interpret "conditions, procedures or decisions related to the treatment of students that are":

- A. Not unsafe to mean a **Safety and Security** group satisfaction score greater than or equal to Midwestern cohort (see Table 1). If any of the questions in this group (see Appendix) does not meet or exceed the Midwestern one, even if the overall score does, they require further attention.

- B. Not unfair to mean a **Responsiveness to Diverse Populations** group satisfaction score greater than or equal to Midwestern cohort (see Table 1). If any of the questions in this group (see Appendix) does not meet or exceed the Midwestern one, even if the overall score does, they require further attention.
- C. Not disrespectful to mean a **Concern for the Individual** group satisfaction score greater than or equal to Midwestern cohort (see Table 1). If any of the questions in this group (see Appendix) does not meet or exceed the Midwestern one, even if the overall score does, they require further attention.
- D. Not unnecessarily intrusive to mean a **Service Excellence** group satisfaction score greater than or equal to Midwestern cohort (see Table 1). If any of the questions in this group (see Appendix) does not meet or exceed the Midwestern one, even if the overall score does, they require further attention.

In addition to scale and question scores, questions may also fall into “strengths” and “challenges” categories. This occurs when that item is important to the students (upper 25%) and either met satisfactorily as a strength (upper 25%) or not met satisfactorily as a challenge (lower 25%). Strengths are to be celebrated and modeled, while challenges need to be addressed. If a question falls into either category plus part of the scale groups described above, they will be noted in the evidence section below. Note: scores could fall within the range of 1 (lowest) to 7 (highest).

As mentioned on the previous page, comparisons between 2022 and 2018 are also discussed, to show where improvements have occurred, or satisfaction might have slipped.

EVIDENCE

- A. The **Safety and Security** group satisfaction score of 6.05 was greater than or equal to Midwestern cohort score of 5.71. (6.05 was also greater than 5.45 reported in 2018). There was one question, however, that while it had a score greater than the Midwestern one (5.98 vs. 5.32), “#39—The amount of student parking space on campus is adequate,” it fell into the challenge category. (While not a challenge in 2018, it was still an issue in 2018 with a score less than the Midwestern one: 4.72 vs. 5.01.) *Please, see Table 3 for possible strategies.* On the other hand, there was one question that rose to the top as a strength, “#31—The campus is safe and secure for all students.” (This was a top strength in 2018, fourth from top in 2022.) This is something to continue to celebrate and model.
- B. The **Responsiveness to Diverse Populations** group satisfaction score of 6.24 was greater than or equal to Midwestern cohort score of 5.91 (6.24 was also greater than 6.10 reported in 2018). There were no questions that had scores less than the Midwestern ones.
- C. The **Concern for the Individual** group satisfaction score of 6.11 was greater than or equal to Midwestern cohort score of 5.70 (6.11 was also greater than 5.78 reported in 2018). There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “challenge” category, “#29—Faculty are fair and unbiased in their treatment of individual students.” This was also a challenge in 2018 and will require further attention.
- D. The **Service Excellence** group satisfaction score of 6.13 was greater than or equal to Midwestern cohort score of 5.76 (6.13 was also greater than 5.93 reported in 2018). There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#62—Bookstore staff are helpful.” This is something to celebrate and model.

Table 1 – Spring 2022 Scales groups and scores

Scale	Northeast Importance	Northeast Satisfaction / SD	Performance Gap*	Midwestern Cohort Importance	Midwestern Cohort Satisfaction / SD
Concern for the Individual	6.39	6.11 / 0.91	0.28	6.30	5.70 / 1.24
Safety and Security	6.33	6.05 / 0.98	0.28	6.29	5.71 / 1.17
Service Excellence	6.30	6.13 / 0.84	0.17	6.20	5.76 / 1.11
Responsiveness to Diverse Populations		6.24 / 1.02			5.91 / 1.25

*Notice how performance gaps (between importance and satisfaction) in 2022 are much smaller than they were in 2018. This indicates we’ve better met students’ satisfaction on matters that are important to them.

Table 2 – Spring 2018 Scales groups and scores

Scale	Northeast Importance	Northeast Satisfaction / SD	Performance Gap	Midwestern Cohort Importance	Midwestern Cohort Satisfaction / SD
Concern for the Individual	6.44	5.78 / 1.19	0.66	6.22	5.52 / 1.23
Safety and Security	6.40	5.45 / 1.31	0.95	6.16	5.44 / 1.19
Service Excellence	6.39	5.93 / 1.00	0.46	6.08	5.57 / 1.09
Responsiveness to Diverse Populations		6.10 / 1.14			5.72 / 1.25

... the President shall not:

1. Permit students and others who use College property to be without reasonable protections against hazards or conditions that might threaten their health, safety, or well-being.

INTERPRETATION

I interpret “reasonable protections” to mean the College provides administrative procedures and documentation that describe the expectations of behaviors on campus as well as the consequences of not meeting those expectations, thus demonstrating that student health, safety and well-being is a priority for the institution. Students and College employees must be made aware of these procedures.

EVIDENCE

The following College operational procedures outline the rules and expectations of employees, students, and campus visitors:

AP-3020.0 [Solicitation on College Premises](#)

AP-3210.0 [Safe and Secure College Environment](#)

AP-5221 [Standards of Student Conduct](#)

AP-3270.0 [Loitering](#)

AP-3231.0 [Communicable Diseases Procedures](#)

BP-5227 [Alcoholic Beverages and Controlled Substances](#)

AP-5791.0 [Vaccination Procedures](#)

AP-3235.0 [Tobacco and Alternative Nicotine Products Use Procedures](#)

AP-5021.0 [Missing Student Notification](#)

AP-5890.0 [Residential Housing Regulations](#)

All employees are made aware of these policies and operational procedures as described in Monitoring Report EL-09, Organizational Integrity. Students are informed of policies and operational procedures during New Student Registration sessions, New Student Orientation, Residential Life Orientation, and through an email sent to their Northeast email address during their first term of enrollment annually, with a link to the [Notice to Enrolled Students](#). As a result of last year's Monitoring Report review, this Notice is now being sent to any new students enrolling throughout the academic year, including the start of second eight-week courses and summer courses. This academic year Northeast transitioned to an online [Student Handbook](#). This allows students to have one easily accessible location to get all of their important information. On the Student Handbook webpage students can find links to the [Academic Calendar](#), [Student Code of Conduct](#), [Academic Support](#), and more. Students who live in on-campus housing are informed of conduct expectations and provided the [Residence Life Handbook](#), which is also available on the Northeast website. Enforcement of these expectations are done through Campus Security, and through students and employees who report violations. Students not following the Student Code of Conduct or expectations outlined in the Residence Life Handbook are referred to the Director of Residence Life and Student Conduct. The Director will investigate and apply sanctions to students found in violation of the Code of Conduct, College policies, or procedures.

The following academic programs have academic program handbooks that outline academic and conduct expectations for students in their programs: Physical Therapy Assistant, Nursing, Health Information Management, Paramedic, Veterinary Technology, Education, and Early Childhood. Students are informed of these program safety and behavior expectations upon acceptance into the academic program and provided a copy of the program handbook. Enforcement of these expectations is managed through academic program faculty, directors, and deans.

In addition, [Drug Free Communities and Schools Act information](#) is updated annually and published on our website and sent electronically to all enrolled students during their first term of enrollment annually through the Notice to Enrolled Students. This includes information about Northeast’s drug-free initiatives, health risks of drugs, standards of conduct and disciplinary information, legal sanctions, as well as drug and alcohol counseling and treatment information. Additional information regarding drug and alcohol abuse and prevention resources can be found on the [Northeast website](#).

A campus security report is published annually and presents statistics for crimes reported to Northeast Community College during the last three years. This meets the requirements of the Clery Act, requiring colleges and universities to publish a Campus Crime and Security report annually. Northeast also reports fires in on-campus housing facilities annually. All of this information is updated annually and included in the [Annual Security and Fire Safety Report](#) and shared via email with faculty, staff, and students by September 30 each academic year and published on the Northeast website.

Students and employees can be notified immediately in the event of a College emergency, including College closures due to inclement weather via a [Campus Alert](#) system for campus emergencies or closures. Students and employees are automatically signed up to receive Campus Alerts through their Northeast email address and can update their preferences to include a cell phone number or multiple cell phone numbers. Students and parents/guardians are informed of this service during New Student Registration and Orientation. The [Campus Alert](#) webpage also includes information regarding plans for inclement weather announcements.

This evidence demonstrates the College has administrative procedures and documentation that describes the expectations of behaviors on campus as well as the consequences of not meeting those expectations, thus demonstrating that student health, safety and well-being is a priority for the institution. This evidence also demonstrates how students and College employees are made aware of these procedures.

AREAS FOR IMPROVEMENT

- Send all enrolled students a link to the Student Handbook webpage to inform students of the resources available on the Handbook webpage and provide a direct link to the Student Code of Conduct to ensure students are aware that they are being held to the conduct expectations outlined in the Code.
- This suggestion remains from last year and continues as an area of improvement: Have academic program handbooks available on the academic program webpages to make certain students are aware of program expectations prior to entering the program.

...the President shall not:

1.1 Allow students to be without current, enforced procedures that minimize the potential for exposure to harassment, provide remedy for harassment situations, and provide methods for dealing with individuals who harass.

INTERPRETATION

Students need to be provided with adequate protection from harassment and bias because inadequate protection from harassment and bias could result in severe consequences for the victims and those who witness it. Additionally, harassment and/or bias in an educational environment can have a direct effect on a

student's access to education, increasing their absenteeism and decreasing their ability to complete their degree. I interpret adequate protection from harassment and bias to mean the organization has policies and procedures in place to address harassing conduct and holding students and employees accountable at the earliest possible stage, before the conduct becomes so "severe and pervasive, and/or objectively offensive". Source: Procedure AP-1010.1 [Harassment](#).

EVIDENCE

The following College operational procedures outline the rules and expectations of employees, students, and campus visitors:

AP-1010.0 [Nondiscrimination](#)

AP-1010.1 [Harassment](#)

Internal review of policies and procedures during May 2021 confirmed a process to submit a complaint of harassment and the process for handling that complaint. Source: [Harassment Nondiscrimination for all Faculty, Students, Employees, and Third-Parties](#). Information can clearly be found on the Northeast [website](#) outlining multiple reporting options for students. Review of Title IX files on harassment confirmed there were eighteen (18) reports of harassment during the 2022 calendar year, and all reports were investigated, but none of the reports rose to the level of a formal investigation, rather on- and off- campus support options were requested by one or more students for each reported case. Maxient Software was implemented in the summer of 2022 for reporting and tracking misconduct, harassment and/or discrimination reports. This demonstrates that there is a procedure for students to submit a claim of harassment and for cases to be tracked and managed.

Annual harassment prevention and Title IX training is administered to all Northeast employees through the Learning Management System, SafeColleges. In addition, Northeast provides Title IX training to the Title IX Coordinator, Deputy Title IX Coordinators, and other Title IX team members such as investigators, hearing officers, decision makers, and advisors. These trainings are attended bi-annually or prior to the certification expiration dates. Northeast is a member of the Association of Title IX Administrators (ATIXA) and the Student Affairs Administrators in Higher Education (NASPA) association who provide virtual and in-person training options for Northeast Title IX team members to complete for compliance. Multiple Title IX team members are dual trained in more than one role for added versatility for investigations and the grievance processes. Prior to this academic year, only residential students were asked to complete the "Essentials" online course through mystudentbody.com. This fall 2022 semester, all students were sent the mystudentbody.com "Essentials" online course and asked to complete it. The "Essentials" course focused on: Comprehensive education on illicit and prescription drug use, alcohol education that engages students on the realities of college life and drinking, a sexual violence component covers such concepts as identifying an act of sexual violence, bystander intervention information, and resources for seeking help. However, this software is no longer available, and Northeast is in the process of finding a new software to use for training all students on Title IX and other health and safety issues relevant to college students beginning in the Fall 2023 semester. This demonstrates an effort by the College to educate all students and employees on identifying, reporting, and investigating harassing behaviors and the consequences of that behavior.

Northeast completed its last Campus Climate Survey for students during the 2022 spring semester. A new, additional Campus Climate Survey for employees was developed and administered in the spring of 2022 to include harassment and discrimination for additional compliance as it relates to Title IX federal and state laws. The results of both the student and employee Campus Climate Surveys were reviewed by the Title IX Team, and any necessary education or action needed due to the survey responses will be managed by this Team. The only action identified as a result of the 2022 student and employee climate surveys was to find an electronic way to inform all students of Title IX related information. These surveys are a necessary component of the bi-annual State of Nebraska Legislative

Report for Title IX subject to §85-608. Our last report State of Nebraska Legislative Report can be found [here](#). This demonstrates a commitment to discovering any unreported Title IX related incidents and gauging how comfortable students and employees are with reporting incidents to College officials.

AREAS FOR IMPROVEMENT

- Look into a new electronic means of educating all enrolled students about Title IX related topics.

...the President shall not:

2. Deliver programs in a manner that is insensitive to students' culture.

INTERPRETATION

I interpret “not insensitive” to mean programs and program materials are offered in ways that are accessible, nondiscriminatory, welcoming, and respectful of all cultures.

EVIDENCE

The following policy and operational procedures outline the College’s expectations regarding nondiscrimination:

AP-1010.0 [Nondiscrimination](#)

BP-1020 [Equal Opportunity](#)

AP-5260.0 [Services for Students with Disabilities](#)

In the RNL-SSI, the **Responsiveness to Diverse Populations** group satisfaction score of 6.24 was greater than or equal to Midwestern cohort score of 5.91 (6.24 was also greater than 6.10 reported in 2018). There were no questions that had scores less than the Midwestern ones. Specifically, questions #81 through #86 deal with the institution’s commitment to part-time students; evening students; older, returning learners; under-represented populations, commuters, and students with disabilities. In all six questions, Northeast scored significantly higher than the Midwestern cohort from 0.05 (2 questions), 0.01 (3 questions) to the 0.001 (1 question) levels. Students are significantly satisfied with Northeast’s commitment to diverse populations.

In the RNL-SSI, the **Concern for the Individual** group satisfaction score of 6.11 was greater than or equal to Midwestern cohort score of 5.70 (6.11 was also greater than 5.78 reported in 2018). There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “challenge” category, “#29—Faculty are fair and unbiased in their treatment of individual students.” This was also a challenge in 2018 and will require further attention. Specific to program delivery, “#2—Faculty care about me as an individual,” was significantly greater in satisfaction score than the Midwestern cohort (6.00 vs. 5.69) at the 0.01 level. Thus, not only is Northeast responsive to diverse student populations, faculty are caring toward all students and their unique qualities. It will be an action item to discover why some students feel that they are being treated unfairly or in a biased manner (#29). In addition to student discovery on this challenge area, Northeast has implemented strategies and plans additional strategies in our guided pathways work to address this area. Early College is currently updating contracts with area high schools to include a statement that all faculty must use the Canvas LMS to communicate with students.

This allows Deans and Directors to assess interaction when a complaint is made. Training on the requirement will be provided to all adjunct and dual credit faculty during a mandatory summer In-Service. Full-time faculty are currently expected to use this method of communication. Guided Pathways strategies include: “Develop professional development and initiatives to assist faculty on integrating best practices for online student engagement into teaching” and “Up-to-date course and grade information accessible to students”

In 2021 Northeast participated in the Community College Survey of Student Engagement (CCSSE) Race and Ethnicity pilot survey. Overall 17% of participating students reported they have very/often participated activities or discussions designed to introduce them to cultural experience other than their own. The next planned survey is scheduled for fall 2023. To address these numbers, Northeast has broadened opportunities for student engagement in 2022-23 to include a diversity topics such as understanding disabilities, disability supports, variety of visiting author presentations, and presentations by faculty.

In addition, the College employees regularly participate in professional development focused on increasing cultural awareness. These opportunities for training/awareness opportunities demonstrates the College’s commitment to bring awareness to different cultures. Recent examples of this professional development include:

College-Wide Training/Awareness Opportunities:

- August 2022 – “Sensitivity Awareness” optional training through Safety Training in My Apps based around National Civility Month. This monthly observance reminds us of how important it is to treat others the way we wish to be treated ourselves — with kindness, empathy, and respect. This training will offer increased awareness of the unique opportunities and challenges involved in working with different people.
- August 2022 – In-Service “Student Care” Presentation by the Director of Student Care and Outreach
- September 2022 – “988 Suicide & Crisis Lifeline Presentation”
- Martin Luther King Jr Day Interactive Poster, Candlelight walk and viewing of the “I Have a Dream” Speech, and Book Display
- International Holocaust Remembrance Day Book Display and Video
- Black History Month Quotes, Trivia, and Book Display and Weekly Videos
- Women’s History Month Coffee and Conversation and Book Display
- National Poetry Month Book Display
- AAPI Heritage Month Book Display
- Jewish American Heritage Month Book Display
- LGBTQIA+ Pride Book Display and Collaborative Art Project
- Spirit Day (anti-bullying) Coffee and Conversation
- Hispanic Heritage Month Book Display
- Banned Books Week Readers’ Karaoke Event and Book Display
- Dia de los Muertos altar and Videos
- Veterans Day Book Display
- Native American Heritage Month Book Display
- Winter Holidays Display in Union 73 (Bodhi Day, Christmas, Hanukkah, Kwanzaa, Pancha Ganapati)
- Descendants of DeWitty Exhibit in Union 73
- Anna May Wong - First Asian American on U.S. Currency Display
- Ketanji Brown Jackson – First Black Woman to Serve as Supreme Court Justice Display

- January – May – NEA Big Read Sessions Including:
 - Educational Session: Inclusion in Our Community
 - Educational Session: Stigma of Mental Health in Society and Existing Supports
 - Professional Development Session for Educators: Inclusive Teaching

AREAS FOR IMPROVEMENT

- To ensure coursework and academic examples are representative of the variety of cultures of our students, we would expect that a larger number than 17% of students would report participating frequently in activities or discussions designed to introduce them to new cultural experiences. We need to work to provide faculty with additional professional development opportunities that would introduce examples of multiple cultural or diverse experiences to utilize in their coursework.
- This suggestion remains from last year and continues as an area of improvement: To ensure students feel that faculty are fair and unbiased in their treatment of individual students, we need to include questions around this topic in the Student Assessment of Instruction that is being completed by students for each course.

...the President shall not:

3. Permit violation of student confidentiality and privacy, except where specific disclosure is required by legislation or regulation.

INTERPRETATION

I interpret “student confidentiality and privacy” to mean the College must provide administrative procedures that outline the expectations and consequences of disclosing personally identifiable information from student records.

EVIDENCE

See the various policies, procedures, and processes outlined in 3.1 and 3.2 below for evidence.

...the President shall not:

3.1 Use forms or procedures that elicit information for which there is no clear necessity.

INTERPRETATION

The College will not ask students to complete unnecessary tasks and will reduce redundancy and inefficiencies in student processes.

EVIDENCE

In the RNL-SSI **Service Excellence** group satisfaction score of 6.13 was greater than or equal to Midwestern cohort score of 5.76 (6.13 was also greater than 5.93 reported in 2018). There were no questions that had scores less than the Midwestern ones. More specifically to item 3.1 is, “#63—I seldom get the “run-around” when seeking information on this campus.” Northeast’s satisfaction score of 6.09 was significantly greater than the Midwestern one of 5.56 at the 0.001 level. This acknowledges a process that significantly removes necessity/redundancy in information requests.

In 2021 Northeast participated in the Community College Survey of Student Engagement (CCSSE) Race and Ethnicity pilot survey. Overall, 92% of students say there is a culture of caring at Northeast, while non-white/Hispanic students (21%) do not believe there is a culture of caring (4% for non-white; 17% for Hispanic). Again, if students feel that there is a culture of caring at Northeast, that would demonstrate that the College doesn’t have students go through procedures that elicit information for which there is no clear necessity. The next planned survey is scheduled for fall 2023.

In addition, the College website explains the student [Complaint Process](#) and has an online [Complaint Form](#) available for students to voice their concerns regarding college policies and procedures that they are dissatisfied with. For more information on the College Complaint Process, see items #5 and #5.1 below.

The Strategy & Improvement (S&I) Team has led guided pathways work during this academic year and this included process review of new student onboarding for degree-seeking students. Review of early college, non-degree, and non-credit student onboarding is taking place in May. This includes a thorough review of Northeast processes and procedures from the student’s perspective and allows gaps to be identified and processes streamlined.

AREAS FOR IMPROVEMENT

- This suggestion remains from last year and continues as an area of improvement: While it is clear that the majority of students feel that there is a culture of caring at Northeast, there needs to be exploration into why non-white/Hispanic students do not feel that culture of caring at the same level as the overall student population. This will be a task assigned to the IDEA Team (described in Section 4) for additional discovery.

...the President shall not:

3.2 Use methods of collecting, reviewing, storing or transmitting student information that inadequately protects against improper access to personal information.

INTERPRETATION

The College will have administrative procedures and processes in place to ensure students’ personal information is stored and shared safely and securely.

EVIDENCE

The following policy and operational procedures outline the College's expectations regarding student confidentiality and privacy:

AP-3070.0 [Records Management Procedure](#)

AP- 3511.0 [Information Security Administrative Procedure](#)

AP-3511.1 [Acceptable Use – Technology Resources](#)

AP-3511.3 [Privacy and Release of Information \(Federal Education Rights and Privacy Act \(FERPA\)\)](#)

Students are explained their rights under the Family Education Rights and Privacy Act (FERPA) during New Student Registration sessions, and also through an email sent to their Northeast email each academic year during their first term of enrollment in the [Notice to Enrolled Students](#). FERPA is explained in more detail to parents during a parent session at New Student Registration. Northeast also has information regarding FERPA and the information Northeast considers "Student Directory Information" including a brief informational video on our [website](#). Students can withhold "Directory Information" from being shared by submitting a form to the Admissions and Registration Office. In addition, students can give permission to have their educational record released to specific individuals or entities. Students can complete a [Release of Information form](#), available on the Northeast website to have their educational record released.

Faculty and staff are required to take a training annually regarding FERPA and data security through SafeColleges online. A confidentiality form is signed by all Human Resources and Technology Services staff upon hire. Based on the recommendation from last year, Student Services is in the process of collecting confidentiality agreements from all current employees and will have all new employees sign the form going forward. Having employees sign a confidentiality statement demonstrates Northeast's commitment to protecting student information.

In addition, see the Monitoring Report, EL-09 Organizational Integrity.

AREAS FOR IMPROVEMENT

- All Northeast employees handling student records should sign a confidentiality agreement upon hire. Consideration needs to be given regarding College employees outside of Human Resources, Technology Services, and Student Services that have access to student data.
- This suggestion remains from last year and continues as an area of improvement: Incorporate information about FERPA into the Northeast Families Newsletter that goes out to parents.

...the President shall not:

4. Permit admission, registration, evaluation, or recognition processes that treat students unfairly.

INTERPRETATION

I interpret “not treat students unfairly” to mean the College has administrative procedures and process that are transparent and clearly outlined to ensure equitable treatment of all students.

EVIDENCE

See the evidence provided for item #3 above. Northeast does not discriminate based upon any status protected by law or College policy. This information is stated on the Northeast website and on Northeast publications. It includes a link to the [Nondiscrimination](#) page of our website, that outlines additional information as well as where to direct inquiries or concerns.

In the RNL-SSI, item 4 notes, “#5—The personnel involved in registration are helpful,” “#26—Library staff are helpful and approachable,” and “#27—The campus staff are caring and helpful.” This demonstrates that overall, students feel our staff are treating them fairly. There was one question that fell into the “challenge” category, “#29—Faculty are fair and unbiased in their treatment of individual students.” This was also a challenge in 2018, will require further attention, and could speak toward unfair evaluation processes.

In 2021 Northeast participated in the Community College Survey of Student Engagement (CCSSE) Race and Ethnicity pilot survey. Overall, 99% of students have felt that their instructors care about their success in their courses at Northeast. Hispanic students have felt that instructors care about their success (97% non-white/Hispanic; 99% white). Regarding Instructor Expectations, overall, 89% of students report that their instructors expressed high expectations of them, 21% of Hispanic students said their instructors did not express high expectations of them (9% white; 12% non-white/Hispanic), and students who are 30 years and older are more than twice as likely than those between the ages of 18-21 to say instructors did not express high expectations of them (17% vs. 8%). In addition, see evidence in #2 above. The next planned survey is scheduled for fall 2023.

Northeast began the work of addressing this concern in the 2022-23 academic year with the addition of Maxient Software. The software has been used since June 2022 for misconduct, harassment and/or discrimination reports. Northeast has been testing the use of the software for academic complaints as well. Maxient allows students to enter a complaint and the complaint can be sent to the appropriate department lead, Dean, and/or the Vice President for further investigation. Training is being provided in July 2023 for all Deans and Directors on responding to complaints and conducting investigations. Ensuring quality educational experiences and accountability are also academic priorities for the 2023-24 academic year.

AREAS FOR IMPROVEMENT

- 1) The IDEA Team, established to provide direction for the college around understanding and appreciating differences and developing a culture of inclusion and belonging, needs to be reinvigorated. There was a pause in the work of the IDEA Team as a restructuring was underway this academic year. The Team will move under the Student Services Standing Committee for the 2023-24 academic year with the vice president of student services

chairing the team. This Team will review the Campus Climate Reports, RNL Student Success Indicator Survey Results, the CSSE Race and Ethnicity Pilot Results, HLC Accreditation requirements as well as program accreditation requirements and recommendations, program reviews, and other reports and assessments as applicable to help determine a plan to work towards two primary goals: 1) Providing students and employees opportunities to explore differences in safe and supportive environment; and 2) Create a community of inclusion and belonging.

- Continue to provide professional development opportunities for faculty to assist them in creating academic environments that are fair and unbiased.
- Provide training for all Deans and Directors on responding to complaints and conducting investigations.

...the President shall not:

5. Permit unfair, inconsistent or untimely handling of student complaints.

INTERPRETATION

The College will have a clear process outlined for students to follow in order to submit a complaint, including timelines, communication regarding the complaint, and handling of the complaint to ensure consistency, transparency, and equity in the Student Complaint process. The College will ensure that submitted complaints and their respective outcomes are reviewed by administration to ensure fair and equitable resolution of complaints.

EVIDENCE

Students are encouraged to solve a complaint at the lowest level possible, for example attempting to address an academic concern with their instructor before going to the academic dean. Students are provided on online [Complaint Form](#) for easily submitting their complaints. This process is outlined on the [Student Complaint Process](#) webpage. Complaints are tracked in Maxient, an online tracking system. If the student feels the response is not satisfactory, the formal Student Grievance Process can be initiated as outlined in the [Student Code of Conduct](#). An appeal process is available and further outlined in the Student Grievance Procedures. I deem these processes fair, consistent, and timely for the handling of student complaints and grievances.

AREAS FOR IMPROVEMENT

- Ensure the process for responding to Student Complaints has similar timelines and expectations clearly articulated like the Student Grievance Process.
- This suggestion remains from last year and continues as an area of improvement: Expand the Complaint Procedure to track not only complaints self-reported by students, but also complaints shared with faculty and staff across campus.

...the President shall not:

5.1 Permit students to be without a process for registering a complaint or concern, including an appeal process, or be uninformed of the process.

INTERPRETATION

The College will have a clear process outlined for students to file a complaint and appeal the outcome of the complaint. Students will be able to easily access information about the process and complaint submission and be informed of the process.

EVIDENCE

The Student Complaint process described above outlines the process for a general complaint. Additionally, the following policy and operational procedures outline the College's expectations regarding student grade appeals:

AP- 5290.0 [Final Grade Appeal](#)

Students are informed of the Grade Appeal process through the [College Catalog](#) and the Northeast [Grading](#) webpage, where a link to the [Final Grade Appeal Form](#) is available.

Students can find information on the Northeast website about the [Student Complaint Process](#). Students are also informed about filing complaints through the [Student Code of Conduct](#), Student Grievance Procedures which are emailed directly to students during their first term of enrollment each academic year. For additional information about the Student Complaint Process see the evidence in #5 above.

In the RNL-SSI, item 5.1 notes, "#67 Channels for expressing student complaints are readily available." Northeast's satisfaction score of 5.81 was significantly greater than the Midwestern one of 5.35 at the 0.001 level. This acknowledges a process for registering a complaint and students being significantly satisfied with it.

During the 2022-23 academic year 19 complaints have been received to date, with the majority of them being regarding food service (9) and (7) academics. Northeast staff noticed the increased complaints regarding food service and met with Chartwells leadership to alert them to the concerns. As a result Chartwells conducted a survey during the spring semester to identify specific areas for improvement. The survey results and information gathered from student complaints assisted Chartwells in developing an improvement plan to address student concerns. As the complaint process is rolled out to encompass more complaints over the next year, we anticipate that themes in the complaints received will allow us to address student concerns as soon as they begin to arise.

AREAS FOR IMPROVEMENT

- Turn the Final Grade Appeal and Grievance forms into forms that can be submitted electronically through northeast.edu.
- Ensure student complaints are compiled from across campus and reported and reviewed annually, not just those complaints received through the online complaint form.
- Streamline the Student Grievance process with the Student Complaint Process for ease of submitting Student Grievances.
- For consistency and clarity, outline both the Complaint Process and Grievance Procedure in the Student Code of Conduct and on the Complaint Process webpage in the same way it is outlined in the College Catalog.
- Include the process for registering a complaint in the Student Support Services section of course syllabi for enrolled students.

...the President shall not:

5.2 Retaliate against any student for non-disruptive expression of dissent.

INTERPRETATION

The College will ensure that procedures and processes are in place to protect students from retaliation by faculty, staff, or administration when expressing their dissatisfaction or dissent in an appropriate and non-disruptive way on campus.

EVIDENCE

The following operational procedure provides students the freedom to non-disruptively express their dissent:

AP-3270.0 [Loitering](#)

This procedure notes that “The College will not infringe upon the right of any person or group to conduct orderly picketing or make other lawful forms of protest.”

In addition, the [Student Code of Conduct](#) in Article IV: Student Conduct Code Procedures, D. Freedoms, notes that “students have the right to discuss and express by orderly means any view in support of any cause, providing it does not disrupt the operation of the institution or infringe on the rights of other members of the College community.” Also, in the Student Code of Conduct, Student Grievance Procedures, Section F. Retribution or Retaliation notes, “Under no circumstances will any person who in good faith files a grievance or assists in a hearing and/or investigation be subject to any form of retribution or retaliation.” It goes on further to state that disciplinary action will apply to anyone who participates in retribution or retaliation. Note: Students in classrooms.

AREAS FOR IMPROVEMENT

- This suggestion remains from last year and continues as an area of improvement: BP 1030 [Freedom of Speech](#) speaks to the freedom of speech for College employees but does not address freedom of speech for students. It would be much clearer to students if they were included in this policy instead of having their freedom of speech information within the Loitering procedure, where it is difficult to find. This policy is currently up for review.

...the President shall not:

6. Permit students to be uninformed of student rights and responsibilities, including expectations for student behavior, and the consequence of failure to adhere to expectations.

INTERPRETATION

The College will outline the rights, responsibilities, and expected behaviors of students. The College will inform students of these expectations and ensure the information is available and easily accessible to all students.

EVIDENCE

The following board policy notes the expectation of informing students of their rights and responsibilities, including expectations for student behavior and consequence of failure to adhere to expectations:

AP-3330 [Publicity of Rules Affecting Students](#)

BP- 5210 [Statement of Student Responsibility](#)

In addition, see evidence provided for item #1 above.

AREAS FOR IMPROVEMENT

- We moved the Publicity of Rules Affecting Students from a board policy to an administrative procedure this academic year per last year's recommendation. Also recommended last year, BP-5210 needs to be moved to an administrative procedure.

...the President shall not:

7. Permit decisions affecting students to be taken without appropriate consultation with students.

INTERPRETATION

Students will be a part of the shared governance process of the College. The College has a responsibility to inform students of decisions affecting them and provide students the opportunity to voice their opinions and concerns regarding those decisions.

EVIDENCE

The “[Guidelines for Shared Governance](#)”, updated in March of 2023 and available to employees in SharePoint, notes that to ensure a broad perspective in all committee recommendations, the committee structure should have members representing all employee groups and College divisions and include a student representative. Each of the standing committees as well as President’s Council, which is the primary recommending body to the President for all standing committees, is to include a student representative.

In addition, a few weeks into the start of the semester, the vice president of student services and vice president of educational services meet with students in an open forum to gather feedback and hear student concerns. I, along with the vice president of student services, have a monthly luncheon with student leaders where students have the opportunity to share thoughts on any current issues and feedback is sought on timely campus topics.

In the RNL-SSI, item 7 notes, “#44—I generally know about what’s happening on campus.” Northeast’s satisfaction score of 5.80 was significantly greater than the Midwestern one of 5.47 at the 0.01 level. Thus, not only do students feel cared for, but they also feel significantly “in the know.” This may speak toward their representation in various committees and participation in forums and luncheons mentioned in the previous paragraph.

Appendix

- * Difference statistically significant at the .05 level
- ** Difference statistically significant at the .01 level
- *** Difference statistically significant at the .001 level

Northeast Community College - SSI 05/2022												
Northeast Community College - SSI							National Community Colleges - Midwestern Region 2018-2021					
S/C	No	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS
	2	Faculty care about me as an individual.	6.35	6.00	1.18	0.35	6.17	5.69	1.41	0.48	0.31	**
	16	The college shows concern for students as individuals.	6.36	6.06	1.14	0.30	6.26	5.57	1.53	0.69	0.49	***
	25	My academic advisor is concerned about my success as an individual.	6.40	6.21	1.21	0.19	6.31	5.61	1.65	0.70	0.60	***
	29	Faculty are fair and unbiased in their treatment of individual students.	6.44	6.12	1.14	0.32	6.43	5.82	1.45	0.61	0.30	**
	48	Counseling staff care about students as individuals.	6.38	6.20	1.24	0.18	6.34	5.84	1.41	0.50	0.36	**

Northeast Community College - SSI 05/2022



Scale

Responsiveness to Diverse Populations

Northeast Community College - SSI

National Community Colleges
- Midwestern Region
2018-2021

S/C	No	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS
	81	Institution's commitment to part-time students?		6.30	1.07			5.96	1.33		0.34	★★
	82	Institution's commitment to evening students?		6.22	1.12			5.83	1.43		0.39	★★
	83	Institution's commitment to older, returning learners?		6.24	1.09			5.94	1.38		0.30	★★
	84	Institution's commitment to under-represented populations?		6.19	0.98			5.91	1.35		0.28	★
	85	Institution's commitment to commuters?		6.13	1.16			5.85	1.40		0.28	★
	86	Institution's commitment to students with disabilities?		6.38	0.98			6.01	1.32		0.37	★★★

Northeast Community College - SSI 05/2022



Scale

Safety and Security

Northeast Community College - SSI

National Community Colleges
- Midwestern Region
2018-2021

S/C	No	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS
	4	Security staff are helpful.	6.03	5.73	1.51	0.30	6.06	5.69	1.48	0.37	0.04	
	11	Security staff respond quickly in emergencies.	6.20	5.70	1.53	0.50	6.32	5.70	1.43	0.62	0.00	
	24	Parking lots are well-lighted and secure.	6.39	6.31	1.00	0.08	6.27	5.70	1.52	0.57	0.61	★★★
★	31	The campus is safe and secure for all students.	6.56	6.32	0.96	0.24	6.53	6.09	1.20	0.44	0.23	★★
🚩	39	The amount of student parking space on campus is adequate.	6.41	5.98	1.39	0.43	6.25	5.32	1.83	0.93	0.66	★★★

Northeast Community College - SSI 05/2022



Scale

Northeast Community College - SSI National Community Colleges
- Midwestern Region
2018-2021

S/C	No	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS
	5	The personnel involved in registration are helpful.	6.43	6.27	0.98	0.16	6.34	5.83	1.43	0.51	0.44	★★★
	22	People on this campus respect and are supportive of each other.	6.27	6.06	1.12	0.21	6.28	5.83	1.32	0.45	0.23	★
	26	Library staff are helpful and approachable.	6.22	6.20	1.08	0.02	6.22	6.02	1.29	0.20	0.18	
	27	The campus staff are caring and helpful.	6.34	6.28	0.98	0.06	6.33	5.97	1.24	0.36	0.31	★★★
	44	I generally know what's happening on campus.	6.05	5.80	1.38	0.25	5.82	5.47	1.57	0.35	0.33	★★
	57	Administrators are approachable to students.	6.38	6.18	1.09	0.20	6.27	5.80	1.42	0.47	0.38	★★★
★	62	Bookstore staff are helpful.	6.44	6.39	0.95	0.05	6.21	5.95	1.38	0.26	0.44	★★★
	63	I seldom get the "run-around" when seeking information on this campus.	6.31	6.09	1.21	0.22	6.18	5.56	1.59	0.62	0.53	★★★
	67	Channels for expressing student complaints are readily available.	6.21	5.81	1.51	0.40	6.19	5.35	1.71	0.84	0.46	★★★