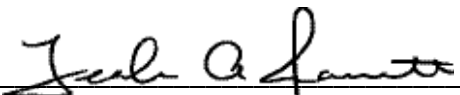




Monitoring Report
EL-01 Treatment of Students
May 12, 2022

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 06 May 2022

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 three years, allowing students to share how satisfied they are with their student experience as well as what issues are most important to them. The last results were from spring of 2018, and students again taking the RNL-SSI survey in spring of 2022. 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.

EVIDENCE

- A. The **Safety and Security** group satisfaction score of 5.45 was greater than or equal to Midwestern cohort score of 5.44. There was one question, however, that had a score less than the Midwestern one, “#39—The amount of student parking space on campus is adequate,” Northeast 4.72, Midwestern 5.01. *Please, see Table 2 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,” because it had the strongest importance/satisfaction score of all those in the strength category. This is something to celebrate and model.
- B. The **Responsiveness to Diverse Populations** group satisfaction score of 6.10 was greater than or equal to Midwestern cohort score of 5.72. There were no questions that had scores less than the Midwestern ones.
- C. The **Concern for the Individual** group satisfaction score of 5.78 was greater than or equal to Midwestern cohort score of 5.52. 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 will require further attention. A “strength” question also emerged, “#48—Counseling staff care about students as individuals.”
- D. The **Service Excellence** group satisfaction score of 5.93 was greater than or equal to Midwestern cohort score of 5.57. There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#27—The campus staff are caring and helpful.” This is something to celebrate and model.

Table 1 - 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.**

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](#)

BP-5220 [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-3231.0 [Communicable Diseases 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 at the start of each fall and spring semester with a link to the [Notice to Enrolled Students](#). This notice includes a link to the [Student Code of Conduct](#). 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 other students and employees who report violations. Student who do not follow the Student Code of Conduct or expectations outlined in the Residence Life Handbook are referred to the Director of Student Conduct. The Director of Student Conduct 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 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 at the start of the fall and spring terms 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 distributed to students and presents statistics for crimes reported to Northeast Community College during the last three years. This meets the requirements of the Clery Act that requires 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](#) that is distributed to all enrolled students at the start of the fall and spring terms and is available on our 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.

AREAS FOR IMPROVEMENT

- To ensure all enrolled students receive the Notice to Enrolled Students, it must be sent to students starting in second eight-week courses and also in summer courses.
- Send the Student Code of Conduct in a separate email out to all enrolled students to ensure students take note and are aware that they are being held to the conduct expectations outlined in the Code.
- 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-1010.0 [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 on 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 fourteen reports of harassment during the 2021 reporting period, and all reports were investigated, but none of the reports were substantiated. Maxient Software for misconduct, harassment and/or discrimination reports will be implemented in June of 2022 for an effective, efficient process when responding to reports.

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. Title IX training is provided to incoming students through an online New Student Orientation course, which is encouraged for all new students. Prior to the beginning of each semester, residential students are asked to complete the "Essentials" online course through [mystudentbody.com](#). One section of the course focuses on sexual violence prevention. Additional information can be obtained using the provided link <https://www.mystudentbody.com/hbg/doc/web/scopeandsequence.pdf>.

Northeast completed its last Campus Climate Survey for students during the 2019 spring semester. See the [Sexual Harassment & Title IX Compliance Report](#) for a sample survey and the results of the 2019 Climate Survey. The climate survey was modeled from a Department of Justice template in 2017. Due to the COVID-19 pandemic, the campus was closed spring of 2020 and a Campus Climate Survey was not conducted. A new, additional Campus Climate Survey for employees will be 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 survey will be launch annually going forward. This survey is 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](#).

AREAS FOR IMPROVEMENT

- Look into an 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.

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 6.10 was greater than or equal to Midwestern cohort score of 5.72. 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 at the 0.001 level. Students are significantly satisfied with Northeast's commitment to diverse populations.

In the RNL-SSI, the **Concern for the Individual** group satisfaction score of 5.78 was greater than or equal to Midwestern cohort score of 5.52. 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 will require further attention. A "strength" question also emerged, "#48—Counseling staff care about students as individuals." This is something to celebrate and model. Specific to program delivery, "#2 Faculty care about me as an individual," was significantly greater in satisfaction score than the Midwestern cohort (5.78 vs. 5.52) at the 0.001 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 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.

In addition, the College employees regularly participate in professional development focused on increasing cultural awareness. Recent examples of this professional development include:

College-Wide In-service Sessions:

Spring 2021- Keynote speaker, Ike Rayford “When Racism is Real”

Fall 2021- Break-out session, LGBTQ+ Inclusivity, Chelsea Schutter

Fall 2021- Break-out session, The Wealth of Experience: Working with Survivors of Poverty

Fall 2021- College-Wide Bystander Intervention Workshop, National Conflict Resolution Center

Spring 2022- Break-out session, Disability Services: An Overview of Process and Best Practices

Spring 2022- Break-out session, Engaging in Meaningful Discussions with Students who Experience Disabilities

SafeColleges Online Opportunities:

March 2022: Diversity Awareness, 30 total participants

April 2022: Implicit Bias and Microaggression Awareness, 17 participants

May 2022: Student Mental Health

AREAS FOR 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.
- To ensure coursework and academic examples are being 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 experiences to utilize in their coursework.

...the President shall not:

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

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-3522.1 Acceptable Use Procedures – 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 student email address at the start of each fall and spring semester 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 have the ability to withhold “Directory Information” from being shared by submitting a form to the vice president of student services. In addition, students have the ability to 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.

AREAS FOR IMPROVEMENT

- All Northeast employees handling student records should sign a confidentiality agreement upon hire.
- Incorporate information about FERPA into the Northeast Families Newsletter that goes out to parents.

...the President shall not:

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

EVIDENCE

The RNL-SSI **Service Excellence** group satisfaction score of 5.93 was greater than or equal to Midwestern cohort score of 5.57. There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#27—The campus staff are caring and helpful.” This is something to celebrate and model. 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 5.81 was significantly greater than the Midwestern one of 5.39 at the 0.001 level. Thus, while the first question shows a significant level of caring between students and staff, the second 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.

AREAS FOR IMPROVEMENT

- While it is clear that the majority of students feel that there is a culture of caring, 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.

...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.

EVIDENCE

See evidence provided for item #3 above, as well as the Monitoring Report, EL-09 Organizational Integrity.

...the President shall not:

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

EVIDENCE

Northeast does not discriminate based up on 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.

The RNL-SSI **Service Excellence** group satisfaction score of 5.93 was greater than or equal to Midwestern cohort score of 5.57. There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#27—The campus staff are caring and helpful.” More specifically to item 4 is, “#5 The personnel involved in registration are helpful,” “#26 Library staff are helpful and approachable,” and “#62 Bookstore staff are helpful.” Plus, “#63 I seldom get the “run-around” when seeking information on this campus,” also speaks to processes that treat students fairly. Each of these question’s satisfaction scores were significantly greater than the Midwestern ones at the 0.001 level.

The RNL-SSI **Concern for the Individual** group satisfaction score of 5.78 was greater than or equal to Midwestern cohort score of 5.52. 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 will require further attention and could speak toward unfair evaluation processes. A “strength” question also emerged, “#48—Counseling staff care about students as individuals.” This is something to celebrate and model.

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 the 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.

AREAS FOR IMPROVEMENT

- To ensure that are 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.
- Continue to provide professional development opportunities for faculty to assist them in creating academic environments that are fair and unbiased.

...the President shall not:

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

EVIDENCE

Students are encouraged to resolve their complaint by directly working with the indivial(s) or office(s) involved. If their complaint is not resolved, the next step is to Submit the online [Student Complaint Form](#). The Executive Director of College Engagement receives the complaint and will forward it to the appropriate indivial(s) to review and address the issue. After the concern has been addressed the student will receive a communication outlining the resolution. If the student feels the response is not satisfactory, the formal Student Grievance Process is initiated. According to the Student Grievance Procedures outlined in the [Student Code of Conduct](#), within ten (10) working days of the date of filing the written notice, a meeting should be held to discuss the grievance. This meeting will include the grievant and the accused as well as the divisional vice president or his/her designee. If the grievance cannot be resolved during this meeting, a student can file a “Formal Student Grievance Report” within five (5) College working days of the meeting. A Grievance Hearing will take place within ten (10) College working days of the date of the “Formal Student Grievance Report” being filed. The Grievance Committee to hear the grievance will include two representatives of each College employee group, and three student leadership members. The grievant or accused can strike any Committee member and they would need to be replaced. The Grievance Committee shall issue a decision either supporting or not supporting the grievance within five (5) College working days of the hearing. The decision will be shared with the grievant and accused within three (3) working days of the receipt of the decision. 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 grievances.

AREAS FOR IMPROVEMENT

- Ensure the process for responding to Student Complaints has similar timelines and expectations clearly articulated like the Student Grievance Process.

...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.

EVIDENCE

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 enrolled students each fall and spring semester. 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. Students can also file a formal Grievance, which is done by filing a written notice within ten working days of the event or condition giving rise to the complaint.

The RNL-SSI **Service Excellence** group satisfaction score of 5.93 was greater than or equal to Midwestern cohort score of 5.57. There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#27—The campus staff are caring and helpful.” This is something to celebrate and model. More specifically to item 5.1 is, “#67 Channels for expressing student complaints are readily available.” Northeast’s satisfaction score of 5.65 was significantly greater than the Midwestern one of 5.15 at the 0.001 level. Thus, while the first question demonstrates a significant level of caring between students and staff, the second acknowledges a process for registering a complaint and students being significantly satisfied with it.

AREAS FOR IMPROVEMENT

- Include the process for registering a complaint in the Student Support Services section of course syllabi for enrolled students.
- Ensure student complaints for 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 form for ease of submitting Student Grievances.

...the President shall not:

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

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

- 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.

...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.

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:

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

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

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

AREAS FOR IMPROVEMENT

- These two board policies need to be moved to administrative procedures.

...the President shall not:

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

EVIDENCE

The “Guidelines for Shared Governance”, updated in December 2020 and available to employees in SharePoint, note 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.

The RNL-SSI **Service Excellence** group satisfaction score of 5.93 was greater than or equal to Midwestern cohort score of 5.57. There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#27—The campus staff are caring and helpful.” This is something to celebrate and model. More specifically to item 7 is, “#44 I generally know about what’s happening on campus.” Northeast’s satisfaction score of 5.63 was significantly greater than the Midwestern one of 5.33 at the 0.001 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
(Midwestern) - 04/2018

Student Satisfaction Inventory

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

| Scale/Item | Northeast Community College - SSI | | | National Community Colleges - Midwestern | | | Mean Difference |
|--|-----------------------------------|-------------------|-----------------|--|-------------------|-----------------|-----------------|
| | Importance | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD | Performance Gap | |
| CONCERN FOR THE INDIVIDUAL | 6.44 | 5.78 / 1.19 | 0.66 | 6.22 | 5.52 / 1.23 | 0.70 | 0.26 *** |
| 2. Faculty care about me as an individual. | 6.35 | 5.75 / 1.33 | 0.60 | 6.13 | 5.59 / 1.40 | 0.54 | 0.16 * |
| 16. The college shows concern for students as individuals. | 6.34 | 5.58 / 1.52 | 0.76 | 6.20 | 5.40 / 1.53 | 0.80 | 0.18 * |
| 25. My academic advisor is concerned about my success as an individual. | 6.52 | 5.88 / 1.58 | 0.64 | 6.24 | 5.43 / 1.65 | 0.81 | 0.45 *** |
| 29. Faculty are fair and unbiased in their treatment of individual students. | 6.51 | 5.68 / 1.48 | 0.83 | 6.35 | 5.61 / 1.48 | 0.74 | 0.07 |
| 48. Counseling staff care about students as individuals. | 6.51 | 6.11 / 1.18 | 0.40 | 6.18 | 5.59 / 1.47 | 0.59 | 0.52 *** |

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

| Scale/Item | Northeast Community College - SSI | | | National Community Colleges - Midwestern | | | Mean Difference |
|--|-----------------------------------|-------------------|-----------------|--|-------------------|-----------------|-----------------|
| | Importance | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD | Performance Gap | |
| RESPONSIVENESS TO DIVERSE POPULATIONS | | 6.10 / 1.14 | | | 5.72 / 1.25 | | 0.38 *** |
| 81. Institution's commitment to part-time students? | | 6.12 / 1.18 | | | 5.79 / 1.34 | | 0.33 *** |
| 82. Institution's commitment to evening students? | | 6.07 / 1.15 | | | 5.65 / 1.43 | | 0.42 *** |
| 83. Institution's commitment to older, returning learners? | | 6.07 / 1.22 | | | 5.77 / 1.40 | | 0.30 *** |
| 84. Institution's commitment to under-represented populations? | | 6.05 / 1.22 | | | 5.67 / 1.37 | | 0.38 *** |
| 85. Institution's commitment to commuters? | | 5.97 / 1.28 | | | 5.65 / 1.43 | | 0.32 *** |
| 86. Institution's commitment to students with disabilities? | | 6.31 / 1.07 | | | 5.79 / 1.37 | | 0.52 *** |

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

| Scale/Item | Northeast Community College - SSI | | | National Community Colleges - Midwestern | | | Mean Difference |
|--|-----------------------------------|-------------------|-----------------|--|-------------------|-----------------|-----------------|
| | Importance | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD | Performance Gap | |
| SAFETY AND SECURITY | 6.40 | 5.45 / 1.31 | 0.95 | 6.16 | 5.44 / 1.19 | 0.72 | 0.01 |
| 4. Security staff are helpful. | 6.18 | 5.25 / 1.74 | 0.93 | 5.81 | 5.39 / 1.53 | 0.42 | -0.14 |
| 11. Security staff respond quickly in emergencies. | 6.38 | 5.42 / 1.72 | 0.96 | 6.13 | 5.39 / 1.48 | 0.74 | 0.03 |
| 24. Parking lots are well-lighted and secure. | 6.33 | 5.65 / 1.59 | 0.68 | 6.18 | 5.51 / 1.54 | 0.67 | 0.14 |
| 31. The campus is safe and secure for all students. | 6.67 | 6.17 / 1.18 | 0.50 | 6.42 | 5.86 / 1.28 | 0.56 | 0.31 *** |
| 39. The amount of student parking space on campus is adequate. | 6.40 | 4.72 / 2.07 | 1.68 | 6.23 | 5.01 / 1.88 | 1.22 | -0.29 ** |

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

| Scale/Item | Northeast Community College - SSI | | | National Community Colleges - Midwestern | | | Mean Difference |
|--|-----------------------------------|-------------------|-----------------|--|-------------------|-----------------|-----------------|
| | Importance | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD | Performance Gap | |
| SERVICE EXCELLENCE | 6.39 | 5.93 / 1.00 | 0.46 | 6.08 | 5.57 / 1.09 | 0.51 | 0.36 *** |
| 5. The personnel involved in registration are helpful. | 6.49 | 5.97 / 1.37 | 0.52 | 6.23 | 5.62 / 1.48 | 0.61 | 0.35 *** |
| 22. People on this campus respect and are supportive of each other. | 6.33 | 5.69 / 1.39 | 0.64 | 6.12 | 5.56 / 1.39 | 0.56 | 0.13 |
| 26. Library staff are helpful and approachable. | 6.39 | 6.35 / 1.15 | 0.04 | 6.05 | 5.86 / 1.30 | 0.19 | 0.49 *** |
| 27. The campus staff are caring and helpful. | 6.53 | 6.14 / 1.09 | 0.39 | 6.20 | 5.78 / 1.27 | 0.42 | 0.36 *** |
| 44. I generally know what's happening on campus. | 6.05 | 5.63 / 1.41 | 0.42 | 5.67 | 5.33 / 1.52 | 0.34 | 0.30 *** |
| 57. Administrators are approachable to students. | 6.47 | 5.97 / 1.39 | 0.50 | 6.15 | 5.62 / 1.43 | 0.53 | 0.35 *** |
| 62. Bookstore staff are helpful. | 6.43 | 6.11 / 1.36 | 0.32 | 6.10 | 5.82 / 1.38 | 0.28 | 0.29 *** |
| 63. I seldom get the "run-around" when seeking information on this campus. | 6.44 | 5.81 / 1.46 | 0.63 | 6.14 | 5.39 / 1.60 | 0.75 | 0.42 *** |
| 67. Channels for expressing student complaints are readily available. | 6.37 | 5.65 / 1.62 | 0.72 | 6.05 | 5.15 / 1.69 | 0.90 | 0.50 *** |