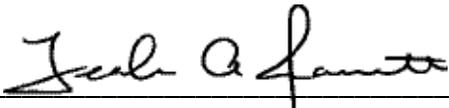




Monitoring Report
EL-02 Access to Education
October 5, 2023

I hereby present my monitoring report on the **Executive Limitations Policy EL-02: Access to Education** 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 29 September 2023

The President shall not allow conditions that unnecessarily restrict student or potential student access to education.

INTERPRETATION

Student access to education requires an awareness of college programs and their connection to potential careers. It also requires the cost of higher education to remain reasonable, which can be supported through access to scholarships and financial aid. It requires education to be open and accessible to all who have the ability to benefit. General admissions guidelines and procedures must clearly state how students can apply and be accepted to Northeast, and these processes must be free from unnecessary barriers. To measure this, Northeast must have appropriate procedures in place. In addition, students can also tell us about their awareness and ease of enrolling at Northeast. Northeast Community College administered the Ruffalo-Noel-Levitz Student Satisfaction Inventory (RNL-SSI) in Spring 2022, allowing students to share how satisfied they are with their student experience as well as what issues are most important to them (each of on a scale from 1 to 7, one being lowest and seven being highest). Note: SSI results from Spring 2018 are provided on occasion to show improvements/declines over time.

Therefore, I interpret not unnecessarily restricting access to education to include:

- A. General admissions guidelines and procedures that clearly state that Northeast is an open access institution, that outline the steps needed to apply and be accepted to Northeast, and that do not have any unnecessary barriers in place to prevent a student from applying.
- B. RNL-SSI, Admissions & Financial Aid group satisfaction score greater than or equal to Midwestern cohort (see Table 1). If any of the questions in this group (see Appendix – Figure 3) do not meet or exceed the Midwestern one, even if the group one does, they require further attention.
- C. RNL-SSI, 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 – Figure 4) do not meet or exceed the Midwestern one, even if the group one does, they require further attention.
- D. RNL-SSI, Registration Effectiveness group satisfaction score greater than or equal to Midwestern cohort (see Table 1). If any of the questions in this group (see Appendix – Figure 5) do not meet or exceed the Midwestern one, even if the group one does, they require further attention.
- E. RNL-SSI, Academic Advising/Counseling group satisfaction score greater than or equal to Midwestern cohort (see Table 1). If any of the questions in this group (see Appendix – Figure 6) do not meet or exceed the Midwestern one, even if the group one does, they require further attention.
 - 1. In addition to RNL-SSI 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.
 - 2. In addition to scale and question scores, other SSI questions may be included to support various criteria.
- F. RNL-SSI summary question, “If you had to do it over, would you enroll here again?” receives at least a 75% response selection to “6-Probably yes” and “7-Definitely yes.” (See Appendix – Figure 2.)

EVIDENCE

- A. Northeast Procedure [General Admissions Guidelines and Procedures](#) clearly states that Northeast is an open access institution, stating that applications for admission are “accepted from students, age 18 and older, or those students who will receive their high school diploma or GED certificate prior to their enrollment start date.” This procedure goes on to outline the steps for students to apply for admission at Northeast. In addition, Northeast Admissions office offers a webpage with a “[Quick Guide to College](#)” that outlines the steps that students need to take and when to take them, to go from application for admission to registering for classes.

- B. The RNL-SSI, Admissions & Financial Aid group satisfaction score of 6.12 was greater than or equal to Midwestern cohort score of 5.72 (and an improvement over 5.85 in 2018). One question fell into the “strength” category, “#41—Admissions staff are knowledgeable.” On the other hand, three questions fell into the “challenge” category, “#7—Adequate financial aid is available for most students,” “#13—Financial aid awards are announced to students in time to be helpful in college planning,” and “#20—Financial aid counselors are helpful.” (See Appendix – Figure 3.)
- C. The RNL-SSI, Responsiveness to Diverse Populations group satisfaction score of 6.24 was greater than or equal to Midwestern cohort score of 5.91 (and an improvement over 6.10 in 2018). There were no questions that had scores less than the Midwestern ones. (Fig. 4)
- D. The RNL-SSI, Registration Effectiveness group satisfaction score of 6.27 was greater than or equal to Midwestern cohort score of 5.85 (and an improvement over 5.97 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, “#8—Classes are scheduled at times that are convenient for me.” On the other hand, three questions fell into the “strength” category, “#43—Class change (drop/add) policies are reasonable,” “#51—There are convenient ways of paying my school bill,” and “#62—Bookstore staff are helpful.” (Fig. 5)
- E. The RNL-SSI, Academic Advising/Counseling group satisfaction score of 6.23 was greater than or equal to Midwestern cohort score of 5.75 (and an improvement over 5.97 in 2018). There were no questions that had scores less than the Midwestern ones. (Fig. 6)
- F. Finally, and most important, one RNL-SSI summary question asks, “If you had to do it over, would you enroll here again?” Northeast received 85% compared to the Midwestern cohort’s 75% (responded with either “6-Probably yes” or “7-Definitely yes.”) This meets or exceeds the target of 75% described at the beginning of this document. So, not only did Northeast exceed the Midwestern cohort by 10%, it also boasted an 81% *affirmation* of its own enrollment “1st choice,” which indirectly reflects its ranking of enrollment reasons (Cost, Financial aid, and Academic reputation). (See Appendix – Figure 2)

Table 1 - Scales groups and scores for SSI administrations 2018 & 2022 (Note: all Spring 2022 scales (twelve) show in Appendix – Figure 1)

Scale	Northeast Importance	Northeast Satisfaction / SD	Performance Gap	Midwestern Cohort Importance	Midwestern Cohort Satisfaction / SD
Admissions & Financial Aid (2018)	6.47	5.85 / 1.13	0.62	6.19	5.49 / 1.22
Admissions & Financial Aid (2022)	6.40	6.12 / 0.94	0.28	6.31	5.72 / 1.23
Responsiveness to Diverse Populations (2018)		6.10 / 1.14			5.72 / 1.25
Responsiveness to Diverse Populations (2022)		6.24 / 1.02			5.91 / 1.25
Registration Effectiveness (2018)	6.49	5.97 / 0.92	0.52	6.25	5.68 / 1.03
Registration Effectiveness (2022)	6.44	6.27 / 0.67	0.17	6.34	5.85 / 1.05
Academic Advising/Counseling (2018)	6.54	5.97 / 1.22	0.57	6.26	5.54 / 1.32
Academic Advising/Counseling (2022)	6.45	6.23 / 0.89	0.22	6.36	5.75 / 1.32

... the President shall not:

1. Cause or allow the setting of tuition and fees that are not based on the nature and number of instructional hours, requirements for special services, requirements for total cost recovery or a contribution to the overhead of the College, and a reasonable balance of fiscal responsibility between students and taxpayers, within the context of facilitating access to programs and courses.

INTERPRETATION

The President will ensure that Northeast’s budget is based on actual needs of the institution and that these needs are reasonable and necessary to provide a quality education to students in the region. The President will also work to ensure that there is an appropriate balance in revenue coming from students through tuition and fees, from regional taxpayers, as well as from state funds. Ensuring revenues come from a variety of sources, without depending heavily on one source more than the other, creates a more sustainable budget.

EVIDENCE

A “reasonable balance of fiscal responsibility between students and taxpayers” is, by statute, already built into the community college funding formula. College general fund operations are funded by three separate funding sources: a) local property taxes, pursuant to a levy on the property owners located in the 20-county service area (47.04% of total revenue); b) state aid, which is appropriated by the Legislature (26.51% of total revenue); and c) tuition and fees (14.36% of total revenue). See <https://nebraskalegislature.gov/laws/statutes.php?statute=85-1501.01>. Because of this statutorily provided funding partnership, Northeast seeks to achieve that “reasonable balance of fiscal responsibility” by considering the impact of the property tax levy on local property owners and by looking at tuition and fees as part of the overall cost of attendance for a student to be provided with an affordable education.

Beginning in fiscal year 2024-25, the Nebraska Legislature has changed the statutorily provided funding formula. The College will no longer be able to levy a property tax to fund a portion of its general fund operating expenditures. Rather, those funds will now be distributed to community colleges in the form of additional state aid. The College will, however, be able to levy a property tax for capital fund expenditures in the amount of 2 cents per \$100 of property valuation. How this new funding formula affects the current balance of fiscal responsibility between students and taxpayers remains to be seen. By removing one of the three funding sources, the College will need to exercise diligence in creating a sustainable budget which maintains an appropriate balance of fiscal responsibility between tuition and fee revenue and taxpayer revenue, and still provides students with an affordable education.

To further ensure students are provided an affordable education, Northeast determines room and board rates at the same time as tuition and fees. Due to federal financial aid timelines, this analysis and setting of rates occurs in the October-November timeframe, shortly after the budget for the current fiscal year has been approved. Therefore, the analysis of tuition and fee rates depends in part on a comparison of the tuition, fees,

room and board rates of the other community colleges in Nebraska, as well as the State Colleges, and the University system. Because of the other statutorily provided funding sources, Northeast is not dependent upon tuition and fee revenue as much as other higher education institutions and is therefore able to keep tuition rates at an affordable level which allows Northeast to impact a higher number of students who wouldn't otherwise be able to afford a college education. The changes in our funding, will undoubtedly put pressure on tuition as state aid will hover around 80% of the budget. Our goal is to keep tuition revenue at 20%. This will require added investment by the state of Nebraska to maintain this balance.

The RNL-SSI asks students to rank their top nine reasons for enrolling at Northeast (the "Top 5" show in the Appendix – Figure 2). The number one reason in 2022 was "Cost as a factor," followed by, "Financial Aid," and, "Academic reputation." Those three items alone wouldn't have ranked in that order had students not agreed with Northeast's balance of fiscal responsibility regarding access to programs and courses. Students also indicated they are more satisfied than their Midwestern counterparts (78% vs. 66%), once again affirming their decision to enroll at Northeast, its policies, programs and courses, and satisfaction with their experience here.

...the President shall not:

2. Allow students and potential students to be uninformed of plans for future tuition and fee increases to allow students in credit programs to do long-term financial planning.

INTERPRETATION

The President will ensure transparency with students regarding future tuition and fee increases. As soon as tuition and fee rates are set for an academic year, they will be published on the Northeast website and made available to students and the public.

EVIDENCE

The Northeast Board of Governors sets tuition and fee and room and board rates during the fall (October/November) for the following academic year starting in August. This is done at a public meeting and minutes from this Board meeting are published on the Northeast website and often reported by local news stations. When registration opens for the next academic year (April) tuition and fees for the next academic year are updated on the Northeast [website](#). In addition, prior to enrollment for classes, a link to the required textbooks and cost for those books is available for each course. This allows full transparency in costs for students prior to registering for courses. The Financial Aid office publishes a [Cost of Attendance](#) webpage that outlines what makes up the typical cost to attend college to assist students in understanding and planning for extra college expenses.

The RNL-SSI, Admissions & Financial Aid group satisfaction score of 6.12 was greater than or equal to Midwestern cohort score of 5.72 (and an improvement over 5.85 in 2018). One question fell into the “strength” category, “#41—Admissions staff are knowledgeable.” On the other hand, three questions fell into the “challenge” category, “#7—Adequate financial aid is available for most students,” “#13—Financial aid awards are announced to students in time to be helpful in college planning,” and “#20—Financial aid counselors are helpful.” All three will need additional exploration.

Two areas have seen changes made to reduce our student’s financial impact. First, the Foundation office has dramatically increased the number of scholarships available to students. The Northeast Foundation has increased the amount of dollars awarded in scholarships to our students by 270% in the last ten years. In 2021-22, \$444,005 in scholarships were provided to Northeast students, an increase of \$30,334 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. On March 1, 2023 there were 1,032 scholarship applications submitted, and as of September 22, 2023 there were 1,312 scholarship applications submitted. This is an additional 280 students that were allowed to apply for a scholarship because of this rolling deadline being implemented.

For the 2024-25 academic year the Free Application for Federal Student Aid (FAFSA®) process is changing due to the FAFSA Simplification Act. The FAFSA Simplification Act was enacted into law as part of the Consolidated Appropriations Act, 2021, and amended by the Consolidated Appropriations Act, 2022. The Act further amends the Higher Education Act of 1965, as amended (HEA), and impacts the FAFSA. Changes include a reduction in questions from 108 to 46 and a link within the FAFSA to the IRS Direct Data Exchange, which will allow the IRS to transfer federal tax information directly to the FAFSA. It is expected that fewer FAFSAs will be selected for verification because of a reduction in the number of questions and due to more data will be transferred directly from the IRS leading to less conflicting information. In addition to the multiple changes there is a delay in the 2024-25 FAFSA release date from October to the end of December. The delay will result in delayed financial aid awards being delivered to students planning to enroll in fall 2024. There are concerns about the impact the delay of these award letters will have on a student’s decision to attend college, especially those students who have limited income or will be the first person in their families to attend college. Our recruitment and admissions staff will need to increase personal contact and nudges/prompts with prospective students to support their continued pursuit of higher education. It is expected that the 2025-26 FAFSA will return to the October release date.

AREAS FOR IMPROVEMENT

- Publish the next academic year rates on the Northeast website as soon as they are approved by the Board in the fall.
- Continue to explore with the Financial Aid staff ways to increase information to students and parents about their award packages sooner and to be able to respond to questions received in a timely and helpful manner.

...the President shall not:

3. Be without a consistent method that provides for appropriate recognition of learning outside of College programs.

INTERPRETATION

Northeast recognizes that students can learn both inside and outside of the classroom. Northeast must have a documented and published process for assessing prior learning that students come to Northeast with from their work and life experiences and prior trainings. In addition, as expected by the Higher Learning Commission (HLC), Northeast must have effective processes for assessment of student learning and achievement of learning goals both in academic and cocurricular offerings. HLC defines cocurricular as “Learning activities, programs and experiences that reinforce the institution’s mission and values and complete the formal curriculum. Examples: Study Abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc.” Northeast must demonstrate that these opportunities are available to students, and that an assessment of the student learning outcomes are being done for these cocurricular offerings.

EVIDENCE

According to College Catalog, “Prior Learning Assessment is a process that involves identification, documentation, assessment, and recognition of the learning you have acquired through formal and informal study. Prior Learning Assessment includes learning from work and life experiences; correspondence and extension courses; individual study and reading; civic, community, and volunteer work; and participation in informal courses and in-service training sponsored by associations, business, government, and industry.” The Northeast website has a link to the [“Prior Learning Assessment Guidelines and Procedures”](#). Prior learning can be assessed through standardized tests, published guides, course competency assessments, or portfolios. Students are provided guidance for next steps depending on the type of assessment they are looking for.

Specifically, for veterans, the Northeast [website](#) states, “Northeast requires official transcripts that are sent directly from the military branch to the College by US mail or delivered electronically. After your application to Northeast is received, our Registrar will review your military transcripts to see if credit can be accepted at Northeast. It is possible for Northeast to accept credit that may not work toward your degree. After your transcript is processed, you will see any credits accepted in your DegreeWorks audit available in your My Northeast account.” Thus, there are consistent methods for appropriately recognizing learning outside of Northeast’s programs.

Northeast has extensive opportunities for extracurricular and cocurricular learning. Outside of multiple clubs and organizations (many of which are program specific), athletics, and residence life, there are several other unique opportunities for Northeast students. The study abroad experiences, which are optional for students, provide excellent learning opportunities that are reinforced in the classroom. During these travel experiences, students are required to complete course requirements and daily assignments that are assessed as part of the course curriculum. During May of 2022 seven students representing Northeast’s agriculture programs studied agriculture practices abroad in England and Scotland.

Prior to departure, the students were required to attend an 8-week Issues in Agriculture class in order to prepare for their travel experience. Students visited sheep farms, a meat processing plant, many local farms, as well as cultural sites. Upon return to Northeast, participants shared experiences with other students, expanding global awareness and best practices in working in another culture. This activity demonstrates to students how important critical thinking and problem solving are when interacting with others. Additional examples of cocurricular assessment are our Future Business Leaders of America (FBLA) and Skills USA programs and related activities and competitions to provide evidence of program relevance and student learning. Students from several programs of study participate in the Skills USA and FBLA activities and compete for state recognition, potentially placing them in a national competition. Northeast students received 64 medals at the Nebraska SkillsUSA competition in 2023. For the FBLA State Leadership Conference in Kearney, Northeast students earned 27 awards including six first place and eight second place honors. Northeast has had several students in recent years move on to national competition for both Skills USA and FBLA. Upon return from the competition, faculty conduct a debriefing with students to discuss various topics, such as safety, professionalism, teamwork, critical thinking, stress management, conflict management, and problem solving. The experiences and exercises are incorporated into the classroom and curriculum where students can learn to master the skills for job readiness and future employment.

To ensure clubs are meeting the responsibilities set forth in the respective constitutions, Northeast club advisors sign an advisor agreement regarding assigned responsibilities. These responsibilities include ensuring clubs hold at least three meetings per semester and participate in at least one community service project per year, submitting all required club documentation, overseeing the budget, and monitoring the club finances. The College Engagement Coordinator oversees all student clubs and monitors successful completion of all requirements. This oversight involves assessing the completion of set responsibilities and ensuring activities are completed and guidelines followed. For example, the Student Leadership Association (SLA) constitution identifies the purposes of SLA, a commitment to volunteerism and opportunities for social and cultural awareness. Some of the activities that students have completed that align with core competencies include design, funding, and placement of the Hawk Sculpture; Diversity Mural Competition; Blankets for Vets; and Teen Hygiene Kits for the homeless.

During the 2021-22 academic year Northeast launched a new administrative assessment process to allow for a structured approach to evaluate support departments, cocurricular opportunities, and student learning as well as identify areas of improvement. By utilizing the administrative assessment annual reports, staff will be better positioned to evaluate the effectiveness of their programs and services, thus ensuring continuous process improvement. In the annual reports, staff list goals aligned to the College's strategic priorities, key performance indicators for their office, student learning outcomes, as well as points of pride. The Financial Aid department, as a result of their administrative assessment, was able to decrease the amount of unspent tuition waivers by \$74,895 from the 2020-21 academic year to the 2021-22 academic year by reviewing the awards and reallocating unused dollars to students in need during intersession and the spring semester. Students were able to benefit significantly from this process improvement because of administrative assessment.

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges. The Center's goal is to provide member colleges with results

that can be used to inform decision making and target institutional improvements. Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center’s work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality. The survey was last administered in Spring 2023. In addition to learning outside the program, there’s also learning outside the “classroom.” For example, CCSSE question, “#8a. Internship, field experience, co-op experience, or clinical experience” showed 31% participation among respondents compared to the Medium-sized cohort at 17%. On a slightly different take, CCSSE question, “#4p. Worked with instructors on activities other than coursework” saw a 48% response to “Sometimes,” “Often,” or “Very often.” The Medium-sized cohort was 33%. In fact, this is one of the *top five* items across all five benchmarks, e.g., student-faculty interaction, in which Northeast scored highest relative to the 2023 CCSSE Cohort. CCSSE has postulated, and shown, that the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals.

Whether outside a program or classroom, Northeast has demonstrated consistent method/s and CCSSE percentages as evidence for appropriate recognition of learning outside College programs.

...the President shall not:

4. Permit academically qualified students with disabilities to be without a supportive environment that, without compromising academic standards, wherever possible enables them to complete their programs.

INTERPRETATION

Northeast is an open access institution, which means students with multiple different levels of skills and abilities will be admitted to the college. A procedure needs to be in place that notes how Northeast will ensure students with disabilities have equal access and equal opportunity to participate in courses without compromising academic standards. In addition, Northeast will need to provide adequate staff resources to assist students, faculty, and staff in navigating the processes that surround that procedure.

EVIDENCE

The college is committed to serving students of all abilities. 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 [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 department was recognized in August 2022 for its advocacy of blind and visually-impaired students by the Nebraska Commission for the Blind and Visually Impaired. Additionally, Northeast was awarded the Big Read grant from the National Endowment for the Arts in 2022. In collaboration with community partners, over 40 events took place in 2023 aimed at increasing empathy and inclusion, specifically as it relates to individuals experiencing disclosed and hidden disabilities.

CCSSE's question #12.2l asks students how satisfied they are with services for students with disabilities. 66% of Northeast students responded as "Very satisfied" compared to 60% of the Medium-sized college cohort. Northeast clearly demonstrates higher satisfaction than the comparison cohort regarding service satisfaction for disabled students.

If questioning whether or not academic standards have been compromised, 94% of Northeast students indicated they worked harder than they thought they could to meet an instructor's standards or expectations—Sometimes, Often, or Very often (CCSSE question #4o), compared to the Midwestern cohort at 91%. It's clear most students feel challenged in their academic studies.

In addition, see the Monitoring Report, EL-01 Treatment of Students.

...the President shall not:

5. Permit activities, circumstances, or decisions that jeopardize the ability of students to enroll in available courses or to obtain the instructional hours required to complete their course of studies.

INTERPRETATION

Northeast must have procedures in place to ensure courses are not unnecessarily interrupted due to inappropriate behavior, demonstrations, or an unsafe or unhealthy environment. Northeast also needs to ensure the environment is one that does not discriminate or limit certain students from program or course completion. If Northeast chooses to end an academic program, the college must allow students currently enrolled in that program to complete the program they signed up for with a teach-out plan.

EVIDENCE

The following College procedures outline how the President does not permit activities, circumstances, or decisions to jeopardize the ability for students to enroll in available courses or obtain instructional hours required to complete their course of studies:

[Solicitation on College Premises](#)

[Safe and Secure College Environment](#)

[Standards of Student Conduct](#)

[Loitering](#)

[Communicable Diseases Procedures](#)

[Alcoholic Beverages and Controlled Substances](#)

[Vaccination Procedures](#)

[Nondiscrimination](#)

[Harassment](#)

[Equal Opportunity](#)

Northeast requires any academic program that is ending to have a teach-out plan to ensure all students currently enrolled can complete the program in a reasonable timeframe. An example of this work recently occurred with our Information Technology concentrations that include coursework related to IBMi programming and the IBMi Application Development Certificate. In December 2022, Northeast had a total of seven students enrolled in the concentration and certificate. All of which were on track to complete in the spring of 2023. The students all received communication that this concentration and certificate were being discontinued from Northeast. The plan was clearly outlined and shared with the Coordinating Commission for Postsecondary Education and Higher Learning Commission. These courses were removed from the catalog for the 2023-24 academic year and replaced with a Systems Administration concentration and certificate. Six students received their certificate in May 2023, and the final student will receive their in December.

The RNL-SSI, Registration Effectiveness group satisfaction score of 6.27 was greater than or equal to Midwestern cohort score of 5.85 (and an improvement over 5.97 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, “#8—Classes are scheduled at times that are convenient for me.” On the other hand, one applicable question fell into the “strength” category, “#43—Class change (drop/add) policies are reasonable”.

The RNL-SSI, Academic Advising/Counseling group satisfaction score of 6.23 was greater than or equal to Midwestern cohort score of 5.75 (and an improvement over 5.97 in 2018). There were no questions that had scores less than the Midwestern ones, nor any strengths or challenges that warranted further attention. Overall, these two sets of scale scores show that Northeast faculty and staff and policies and procedures all work to assist students in achieving their academic goals.

CTE (career and technical education) has been an important part of education in Nebraska, from a beginning in the early 1900's that focused on training young men to return to the farm. For over a century, as part of comprehensive high schools and postsecondary institutions, CTE has provided students with necessary academic, technical, and career readiness skills for postsecondary education and employment. The new federal CTE law, Perkins V (The Strengthening Career and Technical Education for the 21st Century Act), provides states and local communities opportunities to ensure all young people—but particularly those from historically underserved groups—can benefit from high-quality CTE programs. For postsecondary schools, it comprises three annual indicators--1P1, 2P1, and 3P1—that must meet (within 90%) or exceed yearly State goals.

The Perkins V 3P1: Nontraditional Program Concentrator is defined by: Numerator: Number of CTE concentrators, from underrepresented gender groups, enrolled in a CTE program and programs of study that lead to nontraditional fields during the reporting year. Denominator: Number of CTE concentrators enrolled in a CTE program and programs of study that leads to a nontraditional field during the reporting year. Northeast's 2021-22 Perkins V 3P1 calculation of 14.96% was quite a bit shy of the State's goal of 20.99%. A performance improvement plan is being drafted that will focus on getting as many gender students enrolled in nontraditional programs as possible. In subsequent years, other subpopulation types will be explored, such as ethnicity or single-parent students. Why is 3P1 important? Because it is ALL about access—that all students, regardless of subpopulation type (but gender in particular), have the same access opportunities to enroll and participate as any other student. By focusing on 3P1, any barriers that might be preventing students from enrolling in available courses or obtaining the instructional hours required to complete their course of studies can be discovered and alleviated.

Appendix

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

Figure 1 - All scales summary Spring 2022

Scale	Northeast Community College - SSI				National Community Colleges - Midwestern Region 2018-2021				Difference	SS
	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap		
Academic Advising/Counseling	6.45	6.23	0.89	0.22	6.36	5.75	1.32	0.61	0.48	***
Academic Services	6.40	6.30	0.72	0.10	6.30	5.95	1.05	0.35	0.35	***
Admissions and Financial Aid	6.40	6.12	0.94	0.28	6.31	5.72	1.23	0.59	0.40	***
Campus Climate	6.35	6.13	0.91	0.22	6.23	5.76	1.11	0.47	0.37	***
Campus Support Services	6.19	5.98	1.06	0.21	5.96	5.55	1.30	0.41	0.43	***
Concern for the Individual	6.39	6.11	0.91	0.28	6.30	5.70	1.24	0.60	0.41	***
Instructional Effectiveness	6.42	6.14	0.96	0.28	6.37	5.80	1.11	0.57	0.34	***
Registration Effectiveness	6.44	6.27	0.67	0.17	6.34	5.85	1.05	0.49	0.42	***
Responsiveness to Diverse Populations		6.24	1.02			5.91	1.25		0.33	***
Safety and Security	6.33	6.05	0.98	0.28	6.29	5.71	1.17	0.58	0.34	***
Service Excellence	6.30	6.13	0.84	0.17	6.20	5.76	1.11	0.44	0.37	***
Student Centeredness	6.36	6.15	0.94	0.21	6.25	5.81	1.17	0.44	0.34	***

Figure 2 - Executive summary excerpt Spring 2022

Northeast Community College - SSI - 5/2022-May 2022

Bottom Line Indicators

Satisfied / Very Satisfied

How satisfied are our students compared with students nationally?

Percentages below indicate the students indicating Satisfied/Very Satisfied.



Probably / Definitely Yes

How likely are our students to enroll again, if they had it to do over?

Percentages below indicate the students indicating Probably/Definitely yes.



Top 5 Factors to Enroll

Item	Importance %
Cost as factor in decision to enroll.	87%
Financial aid as factor in decision to enroll.	86%
Academic reputation as factor in decision to enroll.	81%
Campus appearance as factor in decision to enroll.	75%
Geographic setting as factor in decision to enroll.	73%

Gender

Demographic Responses	N	%
Female	159	72.94%
Male	54	24.77%
Prefer not to respond	3	1.38%
Transgender	0	0.00%
Genderqueer	2	0.92%
Additional gender category or Other	0	0.00%
Total	218	100.00%
No Answer	14	

Class Level

Demographic Responses	N	%
1 year or less	87	38.84%
2 years	103	45.98%
3 years	24	10.71%
4 or more years	10	4.46%
Total	224	100.00%
No Answer	8	

Institutional Choice

Demographic Responses	N	%
1st choice	186	80.52%
2nd choice	43	18.61%
3rd choice or lower	2	0.87%
Total	231	100.00%
No Answer	1	

Students attending their first-choice institution are more likely to have higher satisfaction levels overall.

Figure 3 - Admissions & Financial Aid Spring 2022

Northeast Community College - SSI 05/2022 ←

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

Scale:

S/C	No	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS
7		Adequate financial aid is available for most students.	6.44	5.93	1.31	0.51	6.36	5.63	1.58	0.73	0.30	★★
13		Financial aid awards are announced to students in time to be helpful in college planning.	6.41	5.99	1.26	0.42	6.28	5.52	1.60	0.76	0.47	★★★
20		Financial aid counselors are helpful.	6.45	6.11	1.12	0.34	6.32	5.64	1.58	0.68	0.47	★★★
33		Admissions counselors accurately portray the campus in their recruiting practices.	6.29	6.13	1.11	0.16	6.20	5.78	1.40	0.42	0.35	★★
41	★	Admissions staff are knowledgeable.	6.44	6.34	0.89	0.10	6.40	5.95	1.32	0.45	0.39	★★★
49		Admissions counselors respond to prospective students' unique needs and requests.	6.38	6.20	1.00	0.18	6.28	5.79	1.40	0.49	0.41	★★★

Figure 4 - Responsiveness to Diverse Populations Spring 2022

Northeast Community College - SSI 05/2022 ←

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

Scale:

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	★★★

Figure 5 - Registration Effectiveness Spring 2022



Northeast Community College - SSI 05/2022

Northeast Community College - SSI						National Community Colleges - Midwestern Region 2018-2021						
Scale												
Registration Effectiveness												
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	★★★
	8	Classes are scheduled at times that are convenient for me.	6.44	6.14	1.08	0.30	6.42	5.75	1.44	0.67	0.39	★★★
	15	I am able to register for classes I need with few conflicts.	6.46	6.31	0.92	0.15	6.45	5.86	1.41	0.59	0.45	★★★
	35	Policies and procedures regarding registration and course selection are clear and well-p...	6.40	6.17	1.01	0.23	6.37	5.85	1.36	0.52	0.32	★★★
★	43	Class change (drop/add) policies are reasonable.	6.42	6.41	0.85	0.01	6.32	5.92	1.38	0.40	0.49	★★★
★	51	There are convenient ways of paying my school bill.	6.57	6.33	0.98	0.24	6.39	5.90	1.41	0.49	0.43	★★★
	56	The business office is open during hours which are convenient for most students.	6.32	6.18	1.04	0.14	6.24	5.80	1.39	0.44	0.38	★★★
	60	Billing policies are reasonable.	6.47	6.27	0.93	0.20	6.30	5.81	1.40	0.49	0.46	★★★
★	62	Bookstore staff are helpful.	6.44	6.39	0.95	0.05	6.21	5.95	1.38	0.26	0.44	★★★

Figure 6 - Academic Advising/Counseling Spring 2022



Northeast Community College - SSI 05/2022

Northeast Community College - SSI						National Community Colleges - Midwestern Region 2018-2021						
Scale												
Academic Advising/Counseling												
S/C	No	Item	Importance	Satisfaction	SD	Gap	Importance	Satisfaction	SD	Gap	Difference	SS
	6	My academic advisor is approachable.	6.50	6.31	1.21	0.19	6.41	5.90	1.51	0.51	0.41	★★★
	12	My academic advisor helps me set goals to work toward.	6.39	6.13	1.22	0.26	6.19	5.54	1.70	0.65	0.59	★★★
	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	★★★
	32	My academic advisor is knowledgeable about my program requirements.	6.54	6.31	1.17	0.23	6.49	5.89	1.53	0.60	0.42	★★★
	40	My academic advisor is knowledgeable about the transfer requirements of other schools.	6.42	6.19	1.16	0.23	6.37	5.71	1.57	0.66	0.48	★★★
	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	★★
	52	This school does whatever it can to help me reach my educational goals.	6.49	6.24	0.96	0.25	6.39	5.72	1.45	0.67	0.52	★★★