



Monitoring Report
EL-02 Access to Education
May 12, 2022

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 10 May 2022

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 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. The general admissions guidelines and procedures must clearly state how students can apply to Northeast and be accepted, 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 2018 (spring of 2021 this survey is being administered again), 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).

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) does 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) does 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) does 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) does 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 third 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.”

EVIDENCE

- A. Northeast Administrative Procedure (AP)- 5190 [General Admissions Guidelines and Procedures](#) clearly states that Northeast is open access institution, stating that application 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 go from application for admission to registration.

- B. The RNL-SSI, Admissions & Financial Aid group satisfaction score of 5.85 was greater than or equal to Midwestern cohort score of 5.49. One question fell into the “strength” category, however, “#41—Admissions staff are knowledgeable.” This is something to celebrate and model. On the other hand, there were two questions that fell into the “challenge” category, “#7—Adequate financial aid is available for most students,” and “#13-Financial aid awards are announced to students in time to be helpful in college planning.” Both will require further attention.
- C. 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.
- D. The Registration Effectiveness group satisfaction score of 5.97 was greater than or equal to Midwestern cohort score of 5.68. There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#43—Class change (drop/add) policies are reasonable.”
- E. The Academic Advising/Counseling group satisfaction score of 5.97 was greater than or equal to Midwestern cohort score of 5.54. There were no questions that had scores less than the Midwestern ones, however, there was three questions that fell into the “strength” category, “#6—My academic advisor is approachable,” “#32—My academic advisor is knowledgeable about my program requirements,” and “#48—Counseling staff care about students as individuals.” There was also one question that fell into the “challenge” category, “#52—This school does whatever it can to help me reach my educational goals.” This requires further attention.
- F. Finally, and most important, the third RNL-SSI summary question asks, “If you had to do it over, would you enroll here again?” had an average score of 5.83 compared to the Midwestern’s cohort of 5.81. While that difference might seem small, when comparing the percentage of those who responded with either “6-Probably yes” (35%) or “7-Definitely yes” (40%), Northeast received 75% compared to the Midwestern cohort’s 72%. So, not only did Northeast exceed the Midwestern cohort, whether by average or choices 6 & 7, it also boasted a 75% *affirmation* of its own enrollment choice, which indirectly reflects its ranking of enrollment reasons (Cost, Financial aid, and Academic reputation). This meets or exceeds the target of 75% described at the beginning of this document.

Table 1 - Scales groups and scores

| Scale | Northeast Importance | Northeast Satisfaction / SD | Performance Gap | Midwestern Cohort Importance | Midwestern Cohort Satisfaction / SD |
|---------------------------------------|----------------------|-----------------------------|-----------------|------------------------------|-------------------------------------|
| Admissions & Financial Aid | 6.47 | 5.85 / 1.13 | 0.62 | 6.19 | 5.49 / 1.22 |
| Responsiveness to Diverse Populations | | 6.10 / 1.14 | | | 5.72 / 1.25 |
| Registration Effectiveness | 6.49 | 5.97 / 0.92 | 0.52 | 6.25 | 5.68 / 1.03 |
| Academic Advising/Counseling | 6.54 | 5.97 / 1.22 | 0.57 | 6.26 | 5.54 / 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.

EVIDENCE

A “reasonable balance of fiscal responsibility between students and taxpayers” is, by statute, already built into the community college funding formula. College 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 (49% of total revenue); b) state aid, which is appropriated by the Legislature (29% of total revenue); and c) tuition and fees (17% 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.

To make sure students are provided with an affordable education, Northeast determines room and board rates and 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 only just 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 RNL-SSI asks students to rank their top nine reasons for enrolling at Northeast. The number one reason in 2018 was “Cost as a factor,” followed by, “Financial Aid,” and, “Academic reputation,” (6.41, 6.34, and 6.15, respectively). More so, each was ranked as more important than the Midwestern cohort (6.34, 6.05, and 5.93, respectively). 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. More so, if they chose to enroll at Northeast for those reasons, their three SSI summary scores would further indicate their satisfaction having made that decision (see Appendix). For example, the first summary question, “So far, how has your college experience met your expectations?” had an average score of 5.02 compared to the Midwestern cohort’s 4.90. The second summary question, “Rate your overall satisfaction with your experience here so far,” garnered an average score of 5.64 compared to the Midwestern’s score of 5.56.

AREAS FOR IMPROVEMENT

- It is recommended that item #1 of EL-02 be amended to reflect the reality of funding for community colleges in Nebraska.

...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.

EVIDENCE

The Northeast Board of Governors sets tuition and fees and room and board rates during the fall (November/December) 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 5.85 was greater than or equal to Midwestern cohort score of 5.49. One question fell into the “strength” category, “#41—Admissions staff are knowledgeable.” On the other hand, there were two questions that fell into the “challenge” category, “#7—Adequate financial aid is available for most students,” and “#13-Financial aid awards are announced to students in time to be helpful in college planning.” Both of these items will need additional exploration.

Two areas have seen changes made to better impact our student’s financial impact. First, the Foundation office has dramatically increased the number of scholarships available to students. The Northeast Foundation awarded \$458,006 in scholarships in 2020-21, an increase of \$44,335 over the previous academic year. Second, after seeing an increased demand for scholarships after the scholarship deadline date of March 1 had passed, the Financial Aid office implemented a rolling deadline for scholarships. Priority is given as of March 1, but any scholarships not awarded will continue to be open to students who submit their applications after March 1. To date there have been an additional 90 scholarship applications submitted since March 1. It is our expectation that this will allow us to better meet the financial need of our students.

AREAS FOR IMPROVEMENT

- Consider publishing the next academic year rates on the Northeast website as soon as they are approved by the Board.
- Explore timelines to determine if financial aid award packages can be sent out to students sooner than they currently are.

...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 co-curricular 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 2021-22, “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 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. Prior to the pandemic, the

Wind Technology program traveled to Aarhus Technical College in Denmark and participated as students in courses related to the program of study. Upon return to Northeast, participants shared experiences with other students, expanding global awareness and best practices in working in another culture. Students participate in hands-on activities that have been added to Northeast curriculum that relies on communication and personality management. This activity demonstrates to students how important critical thinking and problem solving are when interacting with others. Another example of cocurricular assessment is the Skills USA program and correlated activities and competitions to provide evidence of program relevance and student learning. Students from several programs of study participate in the Skills USA activities and compete for state recognition, potentially placing them in a national competition. Northeast has had several students in recent years move on to national competition. 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 Director of Student Activities 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 effectiveness of their programs and services, thus ensuring continuous process improvement. In the annual reports, staff will 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 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 administered in Spring 2021. 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 28% participation among respondents compared to the Medium-sized cohort at 16%. On a slightly different take,

CCSSE question, “#4p. Worked with instructors on activities other than coursework” saw a 40% response to “Sometimes,” “Often,” or “Very often.” The Medium-sized cohort was 31%. 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 assist 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 that processes that surround that procedure.

EVIDENCE

Northeast has a Disability Services office with four full-time staff dedicating to assisting our students with disabilities. The [Disability Services webpage](#) outlines the many services provided to students, and the processes that surround those services. Students with a documented disability, including temporary disabilities, can request reasonable accommodations for their courses. Accommodations include a modification or adjustment that allows a student to have equal access and have equal opportunity to participate in Northeast's courses, services, activities, and use of the facilities. Northeast is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of any essential elements or functions of a program. Reasonable accommodations are provided on an individualized, as-needed basis. Northeast also has an administrative procedure AP- 5260.0 [Services for Students with Disabilities](#). This procedure formalizes the rights, responsibilities and processes established for the provision of accommodations for students with disabilities and to outline mechanisms for resolving complaints concerning the provision of such accommodations.

CCSSE's question #12.2l asks students how satisfied they are with services for students with disabilities. 73% of Northeast students responded as "Very satisfied" compared to 19% of the Medium-sized college cohort. Of course, the Medium-sized cohort also indicated 65% as N.A., while Northeast responded with 0, so that explains the wide variation to some extent. But even comparing "Somewhat satisfied" garnered 21% for Northeast and 11% for Medium. 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, 95% 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, not pampered, in their academic studies—no matter what their disposition.

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 needs to have a variety of 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 policies and operational 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:

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-1010.0 [Nondiscrimination](#)

AP-1010.1 [Harassment](#)

BP-1020 [Equal Opportunity](#)

Northeast requires any academic program that is ending have a teach-out plan to ensure all students currently enrolled are able to complete the program in a reasonable timeframe.

The RNL-SSI, Registration Effectiveness group satisfaction score of 5.97 was greater than or equal to Midwestern cohort score of 5.68. There were no questions that had scores less than the Midwestern ones, however, there was one question that fell into the “strength” category, “#43—Class change (drop/add) policies are reasonable.” The Academic Advising/Counseling group satisfaction score of 5.97 was greater than or equal to Midwestern cohort score of 5.54. There were no questions that had scores less than the Midwestern ones, however, there was three questions that fell into the “strength” category, “#6—My academic advisor is approachable,” “#32—My academic advisor is knowledgeable about my program requirements,” and “#48—Counseling staff care about students as individuals.” These are to celebrate and model. There was also one question that fell into the “challenge” category, “#52—This school does whatever it can to help me reach my educational goals.” This requires further attention. Overall, these 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 2020-21 Perkins V 3P1 calculation of 15.97% was quite a bit shy of the State's goal of 20.27%. 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 to enroll in available courses or to obtain the instructional hours required to complete their course of studies can be discovered and alleviated.

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 - Admissions and Financial Aid

| Scale/Item | Northeast Community College - SSI | | | National Community Colleges - Midwestern | | | Mean Difference |
|---|-----------------------------------|-------------------|-----------------|--|-------------------|-----------------|-----------------|
| | Importance | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD | Performance Gap | |
| ADMISSIONS AND FINANCIAL AID | 6.47 | 5.85 / 1.13 | 0.62 | 6.19 | 5.49 / 1.22 | 0.70 | 0.36 *** |
| 7. Adequate financial aid is available for most students. | 6.48 | 5.59 / 1.57 | 0.89 | 6.30 | 5.48 / 1.60 | 0.82 | 0.11 |
| 13. Financial aid awards are announced to students in time to be helpful in college planning. | 6.49 | 5.52 / 1.49 | 0.97 | 6.19 | 5.32 / 1.61 | 0.87 | 0.20 * |
| 20. Financial aid counselors are helpful. | 6.47 | 5.75 / 1.57 | 0.72 | 6.20 | 5.41 / 1.61 | 0.79 | 0.34 *** |
| 33. Admissions counselors accurately portray the campus in their recruiting practices. | 6.40 | 6.04 / 1.21 | 0.36 | 6.01 | 5.50 / 1.44 | 0.51 | 0.54 *** |
| 41. Admissions staff are knowledgeable. | 6.52 | 6.17 / 1.10 | 0.35 | 6.28 | 5.70 / 1.37 | 0.58 | 0.47 *** |
| 49. Admissions counselors respond to prospective students' unique needs and requests. | 6.47 | 6.03 / 1.21 | 0.44 | 6.11 | 5.54 / 1.42 | 0.57 | 0.49 *** |

Northeast Community College - SSI
(Midwestern) - 04/2018

Student Satisfaction Inventory

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 - Registration Effectiveness

| Scale/Item | Northeast Community College - SSI | | | National Community Colleges - Midwestern | | | Mean Difference |
|--|-----------------------------------|-------------------|-----------------|--|-------------------|-----------------|-----------------|
| | Importance | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD | Performance Gap | |
| REGISTRATION EFFECTIVENESS | 6.49 | 5.97 / 0.92 | 0.52 | 6.25 | 5.68 / 1.03 | 0.57 | 0.29 *** |
| 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 *** |
| 8. Classes are scheduled at times that are convenient for me. | 6.45 | 5.71 / 1.42 | 0.74 | 6.43 | 5.56 / 1.48 | 0.87 | 0.15 |
| 15. I am able to register for classes I need with few conflicts. | 6.51 | 5.94 / 1.30 | 0.57 | 6.42 | 5.67 / 1.45 | 0.75 | 0.27 *** |
| 35. Policies and procedures regarding registration and course selection are clear and well-publicized. | 6.51 | 5.88 / 1.29 | 0.63 | 6.26 | 5.68 / 1.39 | 0.58 | 0.20 ** |
| 43. Class change (drop/add) policies are reasonable. | 6.50 | 6.14 / 1.25 | 0.36 | 6.19 | 5.76 / 1.39 | 0.43 | 0.38 *** |
| 51. There are convenient ways of paying my school bill. | 6.57 | 6.05 / 1.26 | 0.52 | 6.27 | 5.74 / 1.41 | 0.53 | 0.31 *** |
| 56. The business office is open during hours which are convenient for most students. | 6.45 | 5.98 / 1.29 | 0.47 | 6.12 | 5.65 / 1.38 | 0.47 | 0.33 *** |
| 60. Billing policies are reasonable. | 6.50 | 5.92 / 1.38 | 0.58 | 6.20 | 5.63 / 1.41 | 0.57 | 0.29 *** |
| 62. Bookstore staff are helpful. | 6.43 | 6.11 / 1.36 | 0.32 | 6.10 | 5.82 / 1.38 | 0.28 | 0.29 *** |

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

| Scale/Item | Northeast Community College - SSI | | | National Community Colleges - Midwestern | | | Mean Difference |
|--|-----------------------------------|-------------------|-----------------|--|-------------------|-----------------|-----------------|
| | Importance | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD | Performance Gap | |
| ACADEMIC ADVISING/COUNSELING | 6.54 | 5.97 / 1.22 | 0.57 | 6.26 | 5.54 / 1.32 | 0.72 | 0.43 *** |
| 6. My academic advisor is approachable. | 6.65 | 6.19 / 1.33 | 0.46 | 6.33 | 5.72 / 1.54 | 0.61 | 0.47 *** |
| 12. My academic advisor helps me set goals to work toward. | 6.33 | 5.69 / 1.68 | 0.64 | 6.10 | 5.35 / 1.69 | 0.75 | 0.34 *** |
| 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 *** |
| 32. My academic advisor is knowledgeable about my program requirements. | 6.63 | 6.22 / 1.29 | 0.41 | 6.42 | 5.70 / 1.57 | 0.72 | 0.52 *** |
| 40. My academic advisor is knowledgeable about the transfer requirements of other schools. | 6.53 | 6.00 / 1.40 | 0.53 | 6.27 | 5.47 / 1.61 | 0.80 | 0.53 *** |
| 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 *** |
| 52. This school does whatever it can to help me reach my educational goals. | 6.57 | 5.72 / 1.43 | 0.85 | 6.31 | 5.52 / 1.46 | 0.79 | 0.20 * |

Institutional Summary
Summary Items

| Summary Item | Northeast Community College - SSI | National Community Colleges - Midwestern | Mean Difference |
|--|-----------------------------------|--|-----------------|
| So far, how has your college experience met your expectations? | Average: 5.02 | Average: 4.90 | 0.12 |
| 1=Much worse than expected | 1% | 1% | |
| 2=Quite a bit worse than I expected | 1% | 1% | |
| 3=Worse than I expected | 8% | 6% | |
| 4>About what I expected | 26% | 33% | |
| 5=Better than I expected | 26% | 26% | |
| 6=Quite a bit better than I expected | 13% | 13% | |
| 7=Much better than expected | 20% | 16% | |
| Rate your overall satisfaction with your experience here thus far. | Average: 5.64 | Average: 5.56 | 0.08 |
| 1=Not satisfied at all | 0% | 1% | |
| 2=Not very satisfied | 3% | 2% | |
| 3=Somewhat dissatisfied | 6% | 5% | |
| 4=Neutral | 8% | 10% | |
| 5=Somewhat satisfied | 12% | 15% | |
| 6=Satisfied | 40% | 41% | |
| 7=Very satisfied | 28% | 23% | |
| All in all, if you had to do it over, would you enroll here again? | Average: 5.83 | Average: 5.81 | 0.02 |
| 1=Definitely not | 1% | 2% | |
| 2=Probably not | 4% | 4% | |
| 3=Maybe not | 3% | 3% | |
| 4=I don't know | 7% | 7% | |
| 5=Maybe yes | 7% | 9% | |
| 6=Probably yes | 35% | 31% | |
| 7=Definitely yes | 40% | 41% | |