

Meeting the Diverse Needs
of Our Public

Core Indicators of
Institutional Effectiveness
2010-2011



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Core Indicators of Institutional Effectiveness 2010-2011

Student Progress:

Fall-to-Fall Persistence

Fall to fall persistence is based on first-time students who are seeking a degree or one-year diploma and enroll in the fall. This group includes both full- and part-time students. Persistence is the proportion of students who are enrolled in the fall and are seeking a degree or one-year diploma and are still enrolled for at least one credit the following fall term and have not completed a degree or diploma. The table below indicates that persistence for full-time students has remained consistently in the upper 60th or lower 70th percentile over the last five years. Part-time persistence was added in 2005 and appears to vacillate between the upper 20 to mid-40 percent range.

Fall to Fall Persistence Fall 2005 to Fall 2010		
Cohort year	Part-time	Full-time
Enrolling 2005 Returning Fall 2006	*28%	71%
Enrolling 2006 Returning Fall 2007	32%	70%
Enrolling 2007 Returning Fall 2008	33%	68%
Enrolling 2008 Returning Fall 2009	46%	68%
Enrolling 2009 Returning Fall 2010	37%	65%

Source: IPEDS *Revised internally

The table on the following page presents the first-time, full-time and part-time 2009 cohort retention rates for all Nebraska community colleges for fall 2009 and returning fall 2010. Northeast had the second-highest full-time retention rate, 65 percent, compared to Southeast Community College which averaged 74 percent. Northeast's rate of 65 percent

is five points higher than the average for the other Nebraska community colleges which averaged 60 percent retention for full-time students.

The table also compares Northeast’s part-time retention to other Nebraska Community Colleges. Northeast demonstrated a minus 10 point difference compared to the average of 47 percent for the other five Nebraska Community Colleges. The other community colleges ranged from a high of 70 percent for Southeast to 38 percent for both Metropolitan and Western. Northeast had the lowest at 37 percent.

Percent of first-time, full-time degree seeking students enrolling in Fall 2009 who returned in Fall 2010		
Institution	Part-time	Full-time
Northeast	37%	65%
Mean (5) NE Community Colleges	47%	60%
Southeast	70%	74%
Central	43%	63%
Western	38%	56%
Metropolitan	44%	53%
Mid-Plains	38%	55%

Source: IPEDS

Degree Completion Rate

Northeast Community College first reported graduation rates in fall 1999. NECC follows the guidelines as established by the federal government and used in the annual IPEDS (Integrated Postsecondary Education Data System) reporting. This same information is included in Northeast Community College’s Student’s Right to Know information. This information can be found on the Northeast homepage at www.northeast.edu to comply with the Student’s Right to Know Act. All incoming freshmen are provided a pamphlet with this information.

Graduation rate is determined by tracking a fall cohort of students who begin as first-time, full-time, degree-seeking students. These students are tracked for 150 percent of the normal completion time for their degree or diploma. A student who is seeking a one-year diploma would have one and a half years to complete the diploma

requirements. A student who is seeking a two-year degree would have three years to complete the degree requirements.

The table below tracks the first time, full-time students who entered Northeast Community College beginning in the fall 2003 through the fall 2007 terms. The completion rates presented are based on the 150 percent completion of the degree/diploma requirements.

The transfer out column represents those students who transferred to a 4-year institution before graduating from Northeast. They do not count towards the graduation rate for Northeast but they are not lost to education as they are still continuing their academic careers at other institutions.

Graduation Rates Based on 150% Completion of Degree 2003-2007 Cohorts				
Cohort	Transfer out	Cohort	Graduates	Graduation Rate
2003	21	742	372	50%
2004	81	774	394	51%
2005	53	808	397	49%
2006	56	742	339	46%
2007	57	779	383	49%

Source: IPEDS

The table on the following page presents the graduation rates for all Nebraska community colleges for the 2006 and 2007 cohorts. Northeast had the highest graduation rate among Nebraska community colleges in 2006 with 46 percent and exceeded this even more in 2007 with 49%. The completion rates for NECC were significantly higher for both years than the average for the other Nebraska community colleges of 27 and 26 percent, respectively.

Graduation Rates for Nebraska Community Colleges 2006 and 2007 Cohorts		
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Institution	2006 Cohort	2007 Cohort
Northeast	46%	49%
Mean - Nebraska Community Colleges	27%	26%
Central	29%	33%
Metropolitan	12%	11%
Mid-Plains	43%	32%
Southeast	27%	38%
Western	23%	18%

Source: IPEDS

Career Preparation:

Placement Rate in the Workforce

The table on the next page presents information on 2006-10 graduates:

- Who found employment within one year of graduation
- Who found employment closely related to their academic field of study
- Who are continuing with their education at another institution
- Who found employment in Nebraska

Northeast Community College is in its seventeenth year of tracking employment of its graduates. Consistently, an average of 98 percent of NECC graduates either find employment if they are looking for jobs or plan to continue their education. The percent of graduates who find jobs closely related to their education has averaged 85 percent over the last five years. The percent of graduates continuing their education has averaged nearly 36% for the last five years.

Graduate Employment and Continuing Education Report					
2006-2010					

Description	2006	2007	2008	2009	2010
Graduates	708	797	699	739	725
Graduates employed	425	484	420	411	428
Continuing Education	251	283	246	273	256
Unemployed	9	3	5	24	13
Employed and/or continuing education	98%	99%	99%	97%	98%
Employed in related field	88%	86%	87%	84%	80%
Employed in Nebraska	85%	88%	91%	90%	91%
Graduates continuing education	35%	36%	35%	37%	35%

Source: Director of Career Services

Employer Evaluation of Graduates

The table on the following page presents the results of the Employer Survey for graduates who have worked in the field at least one year. The survey is sent out to employers who have been identified to have hired at least one Northeast graduate within the past year. The results represented approximately 46 percent of the graduates who found jobs from the previous graduation class. 174 employers returned evaluations evaluating employee skills.

Employers are asked to rate the employee's skill level as excellent, good, fair, or poor. The percentages presented in the table represent the percent of employers who have rated that particular skill excellent or good. For 2010 graduates, all the skill areas showed an increase except for interpersonal skills (1.3% difference). A new skill was added in 2010, ethical and responsible behavior, which demonstrated a

91.2% excellent/good rating amongst employers. Overall job preparation skill was 13.1% higher from 2008. It is noted that these evaluations represent only a small percentage of graduates and may not be representative of all graduates. A more complete summary of the Employer Survey results can be found on page 20.

Employer Evaluation of Employee Skills					
Percent Rated Excellent and Good					
2005 to 2010					
Skills	2005 Graduates	2006 Graduates	2007 Graduates	2008 Graduates	2010 Graduates
Job-related conceptual knowledge	82.0%	86.1%	90.1%	86.0%	92.3%
Job-related technical skills	81.8%	87.4%	87.4%	82.5%	92.3%
Acceptance of diverse population	94.0%	88.2%	92.0%	83.0%	90.4%
Quality of work	86.6%	88.2%	89.3%	80.7%	94.1%
Communication skills –oral	82.8%	82.4%	87.4%	76.1%	84.7%
Communication skills – written	79.0%	78.2%	84.7%	78.6%	83.3%
Interpersonal skills	77.6%	85.0%	87.8%	84.8%	83.5%
Teamwork (contributes to group process)	83.0%	84.2%	92.3%	85.1%	90.1%
Math skills	77.6%	84.8%	86.7%	77.9%	83.3%
Problem solving ability (trouble-shooting)	67.1%	82.2%	78.2%	73.7%	90.4%
Ethical and responsible behavior					91.2%
Overall job preparation	77.9%	85.3%	87.5%	79.8%	92.9%

Source: Director of Career Services

Transfer Preparation:

Performance After Transfer

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

A recent report from the University of Nebraska-Lincoln included the results of 944 former NECC transfer students. The transfer report represents first-time students at different grade levels and former students for the different grade levels. NECC GPA's were comparable to UN-L GPA's for nearly every grade level except for the three freshmen students. Overall, NECC students performed slightly better than their native UN-L or other transfer students, with the difference being only 0.02.

NECC Transfers at UN-L			
Fall 2010			
Level	Number	NECC GPA	UN-L GPA
First Time Freshmen	3	1.81	2.24
Former Freshmen	138	3.08	2.85
First time Sophomores	9	2.90	2.82
Former Sophomores	161	3.27	3.13
First time Juniors	28	2.85	2.83
Former Juniors	255	3.22	3.18
First time Seniors	7	2.98	2.92
Former Seniors	343	3.23	3.23
Total students:	944	2.92	2.90

Source: Registrar UN-L

The report on the following page from Wayne State College compares the GPA's for NECC transfer students and WSC students for the years 2008, 2009, and 2010. The table indicates that the GPA's for WSC students have remained fairly consistent over the last three years (3.09, 3.09, 3.10), while the average GPA for NECC transfer students experienced a healthy increase in 2009 (2.95 from 2.89), with only a 0.01 decrease in 2010. Overall, NECC students do better than their junior counterparts, trail behind 0.10 as sophomore transfers, and experience a minus 0.30 difference as freshmen transfers.

Wayne State College			
Fall 2008-10			
	Average Cum. GPA 2008	Average Cum. GPA 2009	Average Cum. GPA 2010
New Junior NECC Transfers:	3.11	3.37	3.25
New & Continuing WSC Juniors:	3.10	3.11	3.11
New Sophomore NECC Transfers:	2.76	2.47	2.90
New & Continuing WSC Sophomores:	3.01	2.98	3.00
New Freshmen NECC Transfers:	2.10	1.79	2.30
New & Continuing WSC Freshmen:	2.62	2.65	2.64
All NEW NECC Transfers:	2.89	2.95	2.94
All New & Continuing WSC Students:	3.09	3.09	3.10

Source: Wayne State College, Director of Institutional Research

Developmental Education:

On the Path to Student Success in Subsequent Related Coursework

Each year, one of the sections (reading, writing, or spelling/vocabulary) of the Transitional English program is assessed. This year marked the assessment of Transitional English—Spelling and Vocabulary—course numbers 0960 (developmental) and 1005 (elective credit). Although two students were enrolled in Transitional English/Spelling and Vocabulary 1005 in the fall semester of 2009, only one completed the course. The other student had to withdraw because of health reasons. The student who completed the course did show improvement in his/her chapter tests and unit tests.

Five students enrolled in Transitional English/Spelling and Vocabulary 0960 (developmental) in the spring of 2010. All students enrolled completed the course. All five students stated their goal was to improve their vocabulary, but that they could see the value to learning to spell the vocabulary words that they learned during the semester. All students did very well on their chapter and unit

vocabulary and spelling tests. Four of the five students were in English as a Second Language (ESL) as well.

Mathematics also has mandatory placement for low COMPASS test scores. This year, the Transitional Mathematics Program assessed two of the three courses that are taught within this program area—Prescriptive Math (MATH 0900/0910) and Basic College Mathematics (MATH 0940). At the end of the semester, students in these courses completed a post COMPASS exam. Individual scores indicated possible future math course placement. These transitional students were also given a pre-test at the beginning of their respective semester and a post-test at the end of the semester. Of the 194 students who completed the COMPASS post-test, 110 students met or exceeded the expected standards. The results indicated student performances were slightly higher than the previous year's results (57% compared to 54%). After comparing individual pre- and post-test scores, 94% of the students showed improvement.

Source: Northeast Community College Assessment of Student-Learning Institutional Report 2009-2010

General Education:

Student Demonstration of General Education Goals

The goals for general education are referred to as “Fundamental Academic Competencies and Skills” (FACS). The original FACS established by the institution's early assessment workforce has undergone substantial evolution. Once established as outcomes to be assessed during single day activities each spring semester, the FACS have begun a transformation into outcomes that are currently assessed throughout the year by some teams, and are soon to be integrated into course assessment in areas across campus by others. Another direct measure of general education objectives is the CAAP test that was administered and discussed in last year's Core Indicators report. This year, an indirect measure entitled the Graduating Student General Education Survey was administered in the spring of 2011 and described in the next section. The other indirect measure, the Employer Survey, presents summary findings on page 20.

Source: Northeast Community College Assessment of Student-Learning Institutional Report 2009-2010

Graduating Student General Education Survey:

The college surveys its students regularly to assess if it is meeting certain effectiveness measures, depending on the survey instrument used. This year, the survey instrument used was the Graduating Student General Education Survey. This survey indirectly measures¹ general education performance by analyzing the students' perspective on impact of instruction, comparison of their ability and the impact of attending NECC, and qualitative satisfaction responses regarding their overall NECC experience. (The other indirect measure is the Employer Survey [13 FACS questions]. The two direct measures² of general education performance are the CAAP³ assessment [administered last year] and the FACS⁴ assessment [ongoing]).

In spring 2011, 284 graduation candidates participated in taking the Graduating Student General Education survey while either picking up their cap and gowns during the Cap-Gown-Ticket event held at the College Welcome Center (272) or at the South Sioux City Education Center (12).

Summary of Satisfaction with Overall NECC Experience

- Slightly over 77 percent of the candidates rated their experience at NECC as above average or excellent. 98 percent rated their experience as average or above.
- Nearly 85 percent of candidates indicated if they were to start over, they would still attend NECC.
- 88 percent indicated they would recommend NECC to a friend or relative.
- From three new questions this year (from recently trimmed down Career Services Graduate survey), nearly 92 percent indicated that NECC provided a foundation for lifelong learning, almost 78 percent were impressed overall with the quality of education at Northeast, and over two-thirds felt involvement outside the classroom was beneficial to their personal and academic growth.
- Overall, the results of Questions 1 to 13, which reflect the impact of instruction at NECC, showed a continual improvement over previous years based on the increased mean scores of all the questions. Approximately 88 percent of students

¹ An indirect measure is based upon a report of perceived student learning.

² A direct measure is based on a sample of actual student work, including reports, exams, demonstrations, performances, and completed works.

³ Collegiate Assessment of Academic Proficiency, an ACT (American College Testing) product.

⁴ Fundamental Academic Competencies and Skills.

agreed or strongly agreed (mean 4.22 on 5.0 scale) that the instruction they received at NECC has helped them achieve improved communication, mathematical, problem solving and social skills.

*For a more complete picture of these questions and their trends since 2003, please see page 21.

Impact of Instruction at NECC

Using 2005 as the base, the General Education Subcommittee identified five major general education goals to be assessed. Each goal is listed below along with the question numbers that pertain to that goal:

- Communication skills
 - Writing skills (1,2,3)
 - Speaking skills (4,5,6)
- Mathematical skills (7,8)
- Problem Solving skills (9,10,11)
- Social skills (12,13)

It is noted that all the means for the 2011 survey (4.22) surpassed those of *all* the previous survey years (even 2002, though not included in this analysis). The overall improvement from year to year would indicate Northeast is “making substantial progress in meeting its general education objectives.”

Questions 1-13	2003	2004	2005	2006	2011
Overall Mean	3.43	3.79	3.96	4.00	4.22

Comparison of Ability and the Impact of Attending NECC

Questions 14 to 23 are two-part “eco-system,” or gain attainment (GAS) questions, studying the impact of taking general education courses while attending NECC. Each question asks the student to indicate their perceived level of the selected skill or ability ranging from a scale of 1 (poor) to 5 (excellent). After selecting their perceived level of the selected skill or ability, the student is asked to indicate how much impact NECC had on their attainment of that particular skill or ability from a scale of 1 (very low) to a 5 (very high).

Starting with a hypothesis that “there is *no* correlation between the level of the perceived skill and the perceived impact of NECC on that skill,” and using the Spearman Correlation test on ordinal measures (categories with some intrinsic order), it was found that the significance level for the results of *all* the questions was .000 (which means it is significant at the .001 level or “one chance in a thousand” that these results occurred by chance alone). This means that “students attribute a *significant* amount of their improved skills and abilities to the instruction they received while attending Northeast.” Additionally, the results were *positively* correlated, indicating “the *higher* the student indicated was their level of perceived skill or ability, the *higher* the perceived impact NECC had on that skill or ability.”

*Please see pages 22 and 23 for a complete copy of survey.

Qualitative Measurement

Two open-ended questions are found at the end of the survey allowing students to provide qualitative responses to their experiences at NECC. The first question was, “**What did you like best about Northeast Community College?**” The results from 2011 were compared to those from 2004 and 2006. The repeated themes outlining areas of positive response are shown below.

- Small class size and campus.
- Personal attention from instructors. One student said it so well, “I love how it gets to be personal with instructors. They know who you are and things you’re doing. They are there to help you reach and succeed goals. It has just been a great experience all around at NECC.”
- Everyone was friendly and helpful.
- Quality instruction and openly receptive professors.
- Being able to make new friends.
- Close to home.
- Good instructors, advisors, or classes.
- Availability of instructors or advisors.
- Affordable, quality education.
- Student activities.
- Flexible scheduling.
- Diverse student population.

- Alternative ways to take courses (online, etc.).
- Enjoyed earning their degree.
- Food.
- Liked everything about NECC. One student summed this up by expressing, “I am glad I made the choice to go to Northeast.”

For the second question, “**If you could, what would you like to change at Northeast?**”, questions were once again compared to 2004 and 2006. This time the themes were more varied depending upon the year, but some general observations could be made:

- For the most part, our students wouldn’t change a thing (are satisfied with their experience here). One of those summed up their feelings for NECC by saying, “Nothing, I have had an extraordinary experience and will cherish it forever.” Otherwise;
- Remove certain, hire more of, or vary instructors.
- Different teaching methods.
- Lower tuition prices (or fees, vending & books)/better financial aid (including ease of use & scholarship info).
- Parking (more of it & safer walking on lot and sidewalks).
- More food options in the cafeteria (including food quality & more flexible meal plan).
- More flexible scheduling.
- More hands-on projects/on-the-job training.
- Greater variety of programs, courses, delivery types (more than online), etc.
- Higher quality education (including equipment, tools, & supplies; better classrooms (including more modern technology) for career programs like Utility Line, Ag, and Electrical.
- Be more non-traditional friendly; offer more help for those who need it.
- Better teaching (and availability) from instructors.
- More challenging curriculum.
- Instructors (or staff) help more with job search; more jobs available on campus.
- Better communication from off-campus classes (or being able to contact instructors both on- and off-campus).

- Advisors (or counselors) work more closely with students (direction, time-to-degree, stress).
- Fewer required (or difficult) Math/English classes.
- More intramural (longer duration) & collegiate sports.
- More social events (groups, clubs, etc.) for all types of students & programs.

As previously mentioned, twelve students from the South Sioux City campus were able to participate in the survey. Because their results could be grouped first before aggregating into the larger group, their unique perspectives are shown below.

South Sioux City Student Responses to Graduating Student Survey

What did you like best about attending Northeast Community College?	If you could, what would you like to change at Northeast?
The classes. The scheduling. The teachers. Class schedule, flexible for working people. The friendly teachers and new building. All the staff and attention they had. The one-on-one attention from the teachers and faculty. The faculty has been fantastic. Scheduling has been great. Being looked at as everyone else. We were the same.	N/A. N/A. Nothing. None! Nothing, I love everything about it! More languages classes. More organizations to get involved with.

*Copies of this entire report are available upon request.

College Participation Rates for Service Area: Enrollment Rate of High School Graduates

The enrollment rate of high school graduates from the 20-county service area is presented in the following table.

High School Graduates Enrolling at NECC by County					
Fall 2006 to Fall 2010					
County	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Antelope	31	30	23	32	41
Boone	16	19	11	11	11
Boyd	8	14	9	7	7
Brown	3	6	5	5	4
Burt	10	6	11	11	7
Cedar	42	39	40	38	37
Cuming	23	29	35	19	23
Dakota	11	19	27	32	51
Dixon	19	19	18	20	18
Garfield	4	6	2	0	1
Holt	21	20	29	28	22
Keya Paha	3	3	1	5	0
Knox	36	34	34	44	40
Madison	177	158	138	184	151
Pierce	32	46	32	44	42
Rock	3	4	5	1	1
Stanton	9	11	6	6	10
Thurston	5	5	7	9	5
Wayne	29	22	23	24	37
Wheeler	0	2	1	2	1
Total:	482	492	457	522	509
HS graduates	2368	2299	2376	2302	2159
NECC share	20%	21%	19%	23%	24%

While NECC sees a continual decline in high school graduates with which to draw from, it has maintained and even exceeded its average share of enrollees, with last year presenting the largest percentage at 24%. A complete table of high school graduates and the number enrolling in the fall can be found on page 24.

Enrollment Rate of Traditional and Adult Learners

NECC has extensive credit and noncredit programs that attract many adult learners from the 20-county area. The unduplicated headcount of students taking credit and noncredit classes is presented on pages 25-27. The comparison data is based on 2010 census data from the State of Nebraska of the population 18 years of age and older.

During the past five years, NECC has served on average nearly 17 percent of the population 18 and over through credit programs and noncredit courses combined. The data for adult learners is presented in three tables. On page 25 is the unduplicated credit headcount for credit courses. On page 26 is the unduplicated headcount for noncredit courses and on page 27 is the combined total for credit and noncredit courses.

Enrollment of Traditional and Adult Learners in Credit Programs

**Comparison of Traditional and Adult Learner Enrollment
IPEDS Fall 2005 and 2010**

		2005		2010	
Female	Traditional	1,563	66%	1,650	66%
	Adult Learner	792	34%	834	34%
Male					
	Traditional	1,590	58%	1,645	57%
	Adult Learner	1,156	42%	1,248	43%
Total:					
	Traditional	3,153	62%	3,295	61%
	Adult Learner	1,948	38%	2,082	39%

The previous table compares enrollment of traditional age students 24 and under and adult learner students 25 and over. Over the last five years, there has been an increase in adult enrollment (134 students), which translates to a nearly 7% growth in the percentage of adult learner students during that time frame.

The following table summarizes the fall enrollments by age groups. The percent of adult learners (25 and over) has increased 6.8 percent from fall 2005 to fall 2010 compared to a 5.4 percent increase in the total enrollment. On page 28 is the complete table displaying all students by age group and gender.

Year	Headcount Adult Learners	Total Enrollment
Fall 2005	1,948	5,101
Fall 2010	2,082	5,377
Increase	134	276
Percent increase	6.8%	5.4%

Northeast has experienced a 5.4 percent increase in enrollment over the past five years as shown in the table above. A review of the census data for Nebraska and the NECC 20-county service area is presented in the table below. While the population for Nebraska has increased 6.7 percent from the 2000 census to 2010, the population for the NECC 20-county service area has dropped 5.1 percent or 8,439 residents. The largest declines were in the rural counties of Keya Paha, -16.2%; Boyd, -13.9%; and Rock, -13.1%. The complete census data table is presented on page 29.

Area	2000 Census	2010 Census	Difference
20-County Area	166,887	158,448	-5.1%
Nebraska	1,711,263	1,826,341	6.7%

U.S. Census Bureau

Enrollment of Ethnic Minorities

The table below presents the diversity of enrollment at Northeast and the other Nebraska community colleges. It also presents the race/ethnicity for the state of Nebraska⁵ (19%). Northeast (10%) shares lower minority enrollments with Mid-Plains (9%), while the rest are 12% or greater. Although NECC has made gains in attracting minorities over the last five years, NECC minority enrollments still fall short of matching the diversity of the state, especially in the Hispanic and black communities.

Minority Enrollments at Nebraska Community Colleges									
Fall 2010									
	Am Indian	Asian	Black	Hispanic	White	Two or more	Alien	Unknown	Minority Population
Northeast	1%	0%	1%	6%	87%	0%	1%	4%	10%
Metro	1%	3%	13%	6%	72%	1%	1%	2%	26%
Western	1%	1%	1%	14%	73%	0%	2%	7%	20%
Central	0%	1%	1%	10%	81%	1%	0%	6%	12%
Southeast	1%	3%	4%	4%	85%	1%	0%	3%	13%
Mid-Plains	0%	0%	3%	4%	83%	1%	0%	8%	9%
	Am Indian	Asian	Black	Hispanic	White	Two or more	Some other		Minority Population
2010 Nebraska Race/ethnicity	1%	2%	5%	9%	86%	2%	4%		19%

Source: IPEDS and US Census Bureau

The table on page 30 presents the fall 2005 to fall 2010 enrollments at NECC by race and ethnic groups. This table shows that the college is making gains in attracting minorities. The percent of blacks and Hispanics has increased by 67 and 239 percent respectively over the last six years. It is important to note that 48 percent of the blacks, 54 percent of the Hispanics, 74 percent of the Native Americans, and 64 percent of the Asians live in the three-county area (Dakota, Dixon, and Thurston) where Northeast has established an educational center in South Sioux City.

⁵ There will be some duplication since Hispanics can include their race (some other) in addition to their ethnicity on the Census form.

Employer Evaluation of Employee Skills (Institution-Wide)

Percent Rated Excellent and Good

2005 to 2010¹ (2009 survey not distributed)

Total Ratings (Excellent, Good, Fair, Poor)

	2005 Graduates	2006 Graduates	2007 Graduates	2008 Graduates	2010 Graduates
Skills					
Job-related conceptual (abstract) knowledge	82.0%	86.1%	90.1%	86.0%	92.3%
Job-related technical (applied) knowledge	81.8%	87.4%	87.4%	82.5%	92.3%
Acceptance of diverse populations	94.0%	88.2%	92.0%	83.0%	90.4%
Quality of work	86.6%	88.2%	89.3%	80.7%	94.1%
Communication skills - Oral	82.8%	82.4%	87.4%	76.1%	84.7%
Communication skills - Written	79.0%	78.2%	84.7%	78.6%	83.3%
Interpersonal (people) skills	77.6%	85.0%	87.8%	84.8%	83.5%
Teamwork (contributes to group processes)	83.0%	84.2%	92.3%	85.1%	90.0%
Math skills	77.6%	84.8%	86.7%	77.9%	83.3%
Problem-solving ability (trouble-shooting)	67.1%	82.2%	78.2%	73.7%	80.4%
Ethical and responsible behavior					91.2%
Overall job preparation	77.9%	85.3%	87.5%	79.8%	92.9%
Overall					
Would you consider hiring NECC graduates in the future? (Yes)					88.5%
What is your overall rating of graduates of this career program? (Individual program listed on survey)					94.4%
*Surveys are conducted for prior year graduates (for 2005-2008 graduates--career field only, not self- or family-employed)					
¹ Survey updated and mailings expanded in 2011 (2010 graduates--whether employed in career field or not, self- or family-employed)					
Number of Employer responses	97	109	162	124	174
Surveys mailed	215	239	275	261	379
Response Rate	45%	46%	59%	48%	46%

Prepared by: Office of Institutional Research

Graduating Student General Education Survey (Institution-Wide) Percent Rated (Top 2 of 5 ratings choices, ex. Strongly Agree & Agree, Excellent & Above Avg, etc) 2005 to 2011 (Survey not distributed 2007-2010) Ratings (Strongly Agree to Strongly Disagree, Excellent to Poor, etc)					
Instruction	2003 Graduates	2004 Graduates	2005 Graduates	2006 Graduates	2011 Graduates
1. Write with a sense of purpose			67.4%	74.9%	87.7%
2. Write well-organized documents			72.0%	74.2%	89.8%
3. Write with mechanical correctness			67.8%	72.4%	89.1%
4. Improve my ability to speak and deliver purposeful messages			73.6%	79.1%	88.4%
5. Improve my ability to speak using appropriate physical presence			71.3%	77.0%	87.3%
6. Improve my ability to speak with vocal variety			67.8%	67.3%	84.9%
7. Analyze and solve [word] problems in mathematics [2003-04, 2006, 2011]	57.1%	53.3%	70.5%	70.8%	86.2%
8. Strengthen my mathematical skills [in converting and calculating physical quantities] [2006, 2011]	62.9%	60.2%	68.2%	69.4%	85.9%
9. Examine alternatives before making a decision	67.4%	70.3%	76.2%	79.3%	91.9%
10. Recognize that there may be multiple solutions to a problem	65.3%	72.3%	79.2%	80.6%	95.4%
11. Gather as much information as I can before making an important decision	69.7%	77.5%	76.9%	79.1%	93.3%
12. Work and interact effectively with people of other cultures	57.0%	65.8%	69.6%	73.2%	85.6%
13. Increase my understanding [or exposure to] of other cultures [03-04]	44.6%	54.1%	58.6%	68.9%	75.4%
General					
If you could start over, would you still attend Northeast?	75.8%	81.5%	85.7%	82.9%	84.5%
Would you recommend Northeast to a friend or relative?	82.1%	87.1%	91.5%	91.5%	87.8%
How would you rate your experience at NECC?	80.1%	83.9%	89.6%	88.4%	77.4%
My education at NECC gave me a foundation for lifelong learning					91.5%
What is your overall impression of the quality of education at NECC?					77.5%
Number of students surveyed	244	261	263	228	284

Graduating Student General Education Survey

Northeast Community College supports an ongoing assessment process. As part of this process, you are asked to complete this survey related to your perceptions of the general education you received here at NECC. Be assured that the results of this survey are only reported in summary form and under no circumstances will individual results be shared or released. Your input on this survey is greatly appreciated!

Please rank the following items on a scale of 1 – Strongly Disagree to 5 – Strongly Agree. (Fill in bubble choice completely using dark-colored pen or pencil. See **RIGHT-WRONG** diagram at right for examples.)

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree



The instruction I received at NECC has helped me to:

- | | | | | | |
|---|---|---|---|---|---|
| ① | ② | ③ | ④ | ⑤ | 1. write with a sense of purpose. |
| ① | ② | ③ | ④ | ⑤ | 2. write well-organized documents. |
| ① | ② | ③ | ④ | ⑤ | 3. write with mechanical correctness. |
| ① | ② | ③ | ④ | ⑤ | 4. improve my ability to speak and deliver purposeful messages. |
| ① | ② | ③ | ④ | ⑤ | 5. improve my ability to speak using appropriate physical presence. |
| ① | ② | ③ | ④ | ⑤ | 6. improve my ability to speak with vocal variety. |
| ① | ② | ③ | ④ | ⑤ | 7. analyze and solve word problems in mathematics. |
| ① | ② | ③ | ④ | ⑤ | 8. strengthen my mathematical skills in converting and calculating physical quantities. |
| ① | ② | ③ | ④ | ⑤ | 9. examine alternatives before making a decision. |
| ① | ② | ③ | ④ | ⑤ | 10. recognize that there may be multiple solutions to a problem. |
| ① | ② | ③ | ④ | ⑤ | 11. gather as much information as I can before making an important decision. |
| ① | ② | ③ | ④ | ⑤ | 12. work and interact effectively with people of other cultures. |
| ① | ② | ③ | ④ | ⑤ | 13. increase my understanding of other cultures. |

Below is a list of abilities and skills you have developed at Northeast. In the left column, indicate the level of your ability or skill *at this time* by filling in bubble ranging from 1 - Poor to 5 - Excellent.

Similarly, in the right column, indicate *how much impact* NECC had on your attainment of this ability or skill by ranking the NECC impact ranging from 1 - Very Low to 5- Very High.

Ability or Skill Level					NECC Impact					
Poor	Below Avg	Average	Above Avg	Excellent	← Your skill/ability level at this time					
					Abilities and skills acquired at NECC					
					(Please fill out both columns)	NECC's impact →				
						Very Low	Low	Medium	High	Very High
①	②	③	④	⑤	14. Communicate ideas in writing.	①	②	③	④	⑤
①	②	③	④	⑤	15. Communicate ideas in speaking.	①	②	③	④	⑤
①	②	③	④	⑤	16. Write with purpose, organization, and correctness.	①	②	③	④	⑤
①	②	③	④	⑤	17. Speak with purpose, appropriate physical appearance and vocal variety.	①	②	③	④	⑤
①	②	③	④	⑤	18. Solve word problems in mathematics.	①	②	③	④	⑤
①	②	③	④	⑤	19. Use math to convert and calculate physical quantities.	①	②	③	④	⑤
①	②	③	④	⑤	20. Recognize and review information about problems.	①	②	③	④	⑤
①	②	③	④	⑤	21. Develop plausible solutions to problems and evaluate the results.	①	②	③	④	⑤
①	②	③	④	⑤	22. Interact and work as a team member on group projects.	①	②	③	④	⑤
①	②	③	④	⑤	23. Work and interact with people who are different than me.	①	②	③	④	⑤

This survey is anonymous, but we do need some additional information to help with our analysis. Again, your help is appreciated.

24. What is your gender? F M

25. What is your age? 1 18 and under 2 19 – 24 3 25 – 34 4 35 – 44 5 45 and over

26. What degree/s are you receiving? 1 AA/AS 2 AAS 3 ADN 4 Diploma 5 Certificate

- | | | | | | |
|-------------------|----------|-----------|-------|----------------|--|
| Strongly Disagree | | | | | |
| | Disagree | | | | |
| | | Undecided | | | |
| | | | Agree | | |
| | | | | Strongly Agree | |
- 1 2 3 4 5 27. My education at NECC gave me a foundation for lifelong learning.
- 1 2 3 4 5 28. My involvement in student activities and organizations outside of the classroom was beneficial to my personal and academic growth.
- 1 2 3 4 5 29. If you could start over, would you still attend Northeast?
- 1 2 3 4 5 30. Would you recommend Northeast to a friend or relative?
- | | | | | | |
|------|-----------|---------|-----------|-----------|--|
| Poor | | | | | |
| | Below Avg | | | | |
| | | Average | | | |
| | | | Above Avg | | |
| | | | | Excellent | |
- 1 2 3 4 5 31. What is your overall impression of the quality of education at Northeast?
- 1 2 3 4 5 32. How would you rate your experience at NECC?

Very Dissatisfied					
	Dissatisfied				
		Undecided			
			Satisfied		
				Very Satisfied	

Additional questions for graduates who are continuing their education:

If transfer process has not been started yet, you can skip this section.

1 2 3 4 5 33. Please rate your satisfaction level regarding the transfer of your NECC credits to your new school.

1 2 3 4 5 34. Please rate your transition from NECC to your new school.

School _____ Location _____

35. What did you like best about attending Northeast Community College?

36. If you could, what would you like to change at Northeast?

Thank you for your help and congratulations on your accomplishment! Please turn in this survey and pick up a ticket for the drawing.

**Northeast Community College High School Graduate Enrollment
By 20-County Service Area
2006-2010**

	Fall 2006			Fall 2007			Fall 2008			Fall 2009			Fall 2010		
	Graduated	Enrolled	Percent	Graduated	Enrolled	Percent	Graduated	Enrolled	Percent	Graduated	Enrolled	Percent	Graduated	Enrolled	Percent
Antelope	129	31	24.0%	125	30	24.0%	117	23	19.7%	127	32	25.2%	94	41	43.6%
Boone	112	16	14.3%	97	19	19.6%	98	11	11.2%	93	11	11.8%	77	11	14.3%
Boyd	31	8	25.8%	50	14	28.0%	33	9	27.3%	22	7	31.8%	34	7	20.6%
Brown	53	3	5.7%	48	6	12.5%	32	5	15.6%	46	5	10.9%	43	4	9.3%
Burt	102	10	9.8%	94	6	6.4%	108	11	10.2%	103	11	10.7%	104	7	6.7%
Cedar	171	42	24.6%	172	39	22.7%	170	40	23.5%	154	38	24.7%	134	37	27.6%
Cuming	147	23	15.6%	164	29	17.7%	175	35	20.0%	160	19	11.9%	140	23	16.4%
Dakota	204	11	5.4%	210	19	9.0%	279	27	9.7%	265	32	12.1%	291	51	17.5%
Dixon	79	19	24.1%	98	19	19.4%	91	18	19.8%	87	20	23.0%	80	18	22.5%
Garfield	46	4	8.7%	22	6	27.3%	31	2	6.5%	29	-	0.0%	30	1	3.3%
Holt	175	21	12.0%	183	20	10.9%	168	29	17.3%	170	28	16.5%	147	22	15.0%
Keya Paha	11	3	27.3%	13	3	23.1%	6	1	16.7%	9	5	55.6%	8	-	0.0%
Knox	148	36	24.3%	142	34	23.9%	146	33	22.6%	132	44	33.3%	142	40	28.2%
Madison	589	177	30.1%	479	158	33.0%	501	138	27.5%	506	184	36.4%	465	151	32.5%
Pierce	116	32	27.6%	130	46	35.4%	133	33	24.8%	134	44	32.8%	107	42	39.3%
Rock	20	3	15.0%	20	4	20.0%	14	5	35.7%	18	1	5.6%	10	1	10.0%
Stanton	30	9	30.0%	29	11	37.9%	39	6	15.4%	33	6	18.2%	29	10	34.5%
Thurston	77	5	6.5%	80	5	6.3%	93	7	7.5%	81	9	11.1%	72	5	6.9%
Wayne	120	29	24.2%	122	22	18.0%	131	23	17.6%	122	24	19.7%	139	37	26.6%
Wheeler	8	-	0.0%	21	2	9.5%	11	1	9.1%	11	2	18.2%	13	1	7.7%
Total	2,368	482	20.4%	2,299	492	21.4%	2,376	457	19.2%	2,302	522	22.7%	2,159	509	23.6%
% Difference			NECC share	-2.9%	2.1%	NECC share	3.3%	-7.1%	NECC share	-3.1%	14.2%	NECC share	-6.2%	-2.5%	NECC share

Source: SIS Focus Reports
Nebraska Department of Education

Northeast Community College Unduplicated Headcount
Credit Citizens Served in 20-County Service Area
 Fiscal Years 2006-07 to 2010-11

	Fiscal Year 2006-07			Fiscal Year 2007-08			Fiscal Year 2008-09			Fiscal Year 2009-10			Fiscal Year 2010-11		
	Headcount	Percent Served	Credit	Headcount	Percent Served	Credit	Headcount	Percent Served	Credit	Headcount	Percent Served	Credit	Headcount	Percent Served	
2010 Census	5,111	6.3%	321	301	5.9%	283	270	5.3%	295	5.8%	295	5.8%	295	5.8%	
18 Years & Older	4,201	2.2%	92	91	2.2%	91	73	1.7%	101	2.4%	101	2.4%	101	2.4%	
Antelope	1,648	5.3%	88	71	4.3%	93	84	5.1%	89	5.4%	89	5.4%	89	5.4%	
Boone	2,464	3.4%	83	73	3.0%	86	81	3.3%	92	3.7%	92	3.7%	92	3.7%	
Boyd	5,314	2.7%	144	154	2.9%	142	121	2.3%	155	2.9%	155	2.9%	155	2.9%	
Brown	6,602	5.0%	331	329	5.0%	326	348	5.3%	374	5.7%	374	5.7%	374	5.7%	
Burt	6,857	5.9%	403	397	5.8%	383	374	5.5%	359	5.2%	359	5.2%	359	5.2%	
Cedar	14,688	2.0%	296	316	2.2%	356	428	2.9%	599	4.1%	599	4.1%	599	4.1%	
Cuming	4,463	3.1%	138	159	3.6%	148	160	3.6%	134	3.0%	134	3.0%	134	3.0%	
Dakota	1,618	1.7%	28	35	2.2%	44	51	3.2%	47	2.9%	47	2.9%	47	2.9%	
Dixon	7,986	6.4%	508	418	5.2%	415	411	5.1%	411	5.1%	411	5.1%	411	5.1%	
Garfield	645	3.9%	25	20	3.1%	18	19	2.9%	17	2.6%	17	2.6%	17	2.6%	
Holt	6,605	4.5%	300	288	4.4%	296	306	4.6%	306	4.6%	306	4.6%	306	4.6%	
Keya Paha	26,149	7.2%	1,888	1,692	6.5%	1,625	1,626	6.2%	1,633	6.2%	1,633	6.2%	1,633	6.2%	
Knox	5,381	6.7%	360	354	6.6%	350	335	6.2%	335	6.2%	335	6.2%	335	6.2%	
Madison	1,217	2.9%	35	38	3.1%	53	47	3.9%	33	2.7%	33	2.7%	33	2.7%	
Pierce	4,445	5.1%	226	215	4.8%	210	179	4.0%	217	4.9%	217	4.9%	217	4.9%	
Rock	4,473	2.4%	109	88	2.0%	101	102	2.3%	88	2.0%	88	2.0%	88	2.0%	
Stanton	7,733	3.7%	284	258	3.3%	240	263	3.4%	298	3.9%	298	3.9%	298	3.9%	
Thurston	617	2.9%	18	11	1.8%	12	11	1.8%	7	1.1%	7	1.1%	7	1.1%	
Wayne	118,217	4.8%	5,677	5,308	4.5%	5,272	5,289	4.5%	5,590	4.7%	5,590	4.7%	5,590	4.7%	
Wheeler															
Total:															
% Difference				-6.5%	-0.3%	-0.7%	0.3%	0.0%	5.7%	0.0%	5.7%	0.3%	0.3%	0.3%	

Source: U.S. Census Bureau, American FactFinder
 SIS Focus Reports

**Northeast Community College Unduplicated Headcount
Noncredit Citizens Served in 20-County Service Area
Fiscal Years 2006-07 to 2010-11**

	2010 Census 18 Years & Older	Fiscal Year 2006-07		Fiscal Year 2007-08		Fiscal Year 2008-09		Fiscal Year 2009-10		Fiscal Year 2010-11	
		Noncredit Headcount	Percent Served	Noncredit Headcount	Percent Served	Noncredit Headcount	Percent Served	Noncredit Headcount	Percent Served	Noncredit Headcount	Percent Served
Antelope	5,111	865	16.9%	882	17.3%	971	19.0%	918	18.0%	933	18.3%
Boone	4,201	259	6.2%	258	6.1%	309	7.4%	288	6.9%	269	6.4%
Boyd	1,648	208	12.6%	163	9.9%	250	15.2%	180	10.9%	231	14.0%
Brown	2,464	208	8.4%	174	7.1%	315	12.8%	235	9.5%	235	9.5%
Burt	5,314	200	3.8%	198	3.7%	258	4.9%	199	3.7%	203	3.8%
Cedar	6,602	900	13.6%	813	12.3%	847	12.8%	746	11.3%	774	11.7%
Cuming	6,857	714	10.4%	705	10.3%	824	12.0%	807	11.8%	851	12.4%
Dakota	14,688	773	5.3%	716	4.9%	826	5.6%	802	5.5%	648	4.4%
Dixon	4,463	504	11.3%	484	10.8%	477	10.7%	422	9.5%	408	9.1%
Garfield	1,618	25	1.5%	26	1.6%	31	1.9%	29	1.8%	25	1.5%
Holt	7,986	1,122	14.0%	1,152	14.4%	1,370	17.2%	1,157	14.5%	1,291	16.2%
Keya Paha	645	33	5.1%	41	6.4%	49	7.6%	39	6.0%	47	7.3%
Knox	6,605	1,116	16.9%	1,034	15.7%	1,131	17.1%	1,130	17.1%	1,057	16.0%
Madison	26,149	4,959	19.0%	4,680	17.9%	4,537	17.4%	4,245	16.2%	4,013	15.3%
Pierce	5,381	1,157	21.5%	956	17.8%	1,077	20.0%	1,157	21.5%	1,087	20.2%
Rock	1,217	85	7.0%	88	7.2%	122	10.0%	94	7.7%	96	7.9%
Stanton	4,445	630	14.2%	652	14.7%	610	13.7%	672	15.1%	548	12.3%
Thurston	4,473	462	10.3%	386	8.6%	447	10.0%	499	11.2%	451	10.1%
Wayne	7,733	751	9.7%	743	9.6%	767	9.9%	765	9.9%	653	8.4%
Wheeler	617	49	7.9%	37	6.0%	62	10.0%	52	8.4%	84	13.6%
20-County Total	118,217	15,020	12.7%	14,188	12.0%	15,280	12.9%	14,436	12.2%	13,904	11.8%
% Difference				-5.5%	-0.7%	7.7%	0.9%	-5.5%	-0.7%	-3.7%	-0.5%

Note: Noncredit headcount includes Adult Education and other noncredit class students

Source: U.S. Census Bureau, American FactFinder
SIS Focus Reports

Northeast Community College Unduplicated Headcount
Total Credit and Noncredit Citizens Served in 20-County Service Area
 Fiscal Years 2006-07 to 2010-11

	Fiscal Year 2006-07		Fiscal Year 2007-08		Fiscal Year 2008-09		Fiscal Year 2009-10		Fiscal Year 2010-11	
	Total Served	Percent Served	Total Served	Percent Served	Total Served	Percent Served	Total Served	Percent Served	Total Served	Percent Served
2010 Census 18 Years & Older	1,186	23.2%	1,183	23.1%	1,254	24.5%	1,188	23.2%	1,228	24.0%
Antelope	5,111									
Boone	4,201	8.4%	349	8.3%	400	9.5%	361	8.6%	370	8.8%
Boyd	1,648	18.0%	234	14.2%	343	20.8%	264	16.0%	320	19.4%
Brown	2,464	11.8%	247	10.0%	401	16.3%	316	12.8%	327	13.3%
Burt	5,314	6.5%	352	6.6%	400	7.5%	320	6.0%	358	6.7%
Cedar	6,602	18.6%	1,142	17.3%	1,173	17.8%	1,094	16.6%	1,148	17.4%
Cuming	6,857	16.3%	1,102	16.1%	1,207	17.6%	1,181	17.2%	1,210	17.6%
Dakota	14,688	7.3%	1,032	7.0%	1,182	8.0%	1,230	8.4%	1,247	8.5%
Dixon	4,463	14.4%	643	14.4%	625	14.0%	582	13.0%	542	12.1%
Garfield	1,618	3.3%	61	3.8%	75	4.6%	80	4.9%	72	4.4%
Holt	7,986	20.4%	1,570	19.7%	1,785	22.4%	1,568	19.6%	1,702	21.3%
Keya Paha	645	9.0%	61	9.5%	67	10.4%	58	9.0%	64	9.9%
Knox	6,605	21.4%	1,322	20.0%	1,427	21.6%	1,436	21.7%	1,363	20.6%
Madison	26,149	26.2%	6,372	24.4%	6,162	23.6%	5,871	22.5%	5,646	21.6%
Pierce	5,381	28.2%	1,310	24.3%	1,427	26.5%	1,492	27.7%	1,422	26.4%
Rock	1,217	9.9%	126	10.4%	175	14.4%	141	11.6%	129	10.6%
Stanton	4,445	19.3%	867	19.5%	820	18.4%	851	19.1%	765	17.2%
Thurston	4,473	12.8%	474	10.6%	548	12.3%	601	13.4%	539	12.1%
Wayne	7,733	13.4%	1,001	12.9%	1,007	13.0%	1,028	13.3%	951	12.3%
Wheeler	617	10.9%	48	7.8%	74	12.0%	63	10.2%	91	14.7%
Total:	118,217	17.5%	19,496	16.5%	20,552	17.4%	19,725	16.7%	19,494	16.5%
% Difference			-5.8%	-1.0%	5.4%	0.9%	-4.0%	-0.7%	-1.2%	-0.2%

Note: Noncredit headcount includes Adult Basic Education and other noncredit class students

Source: U.S. Census Bureau, American FactFinder
 SIS Focus Reports

**Northeast Community College
Enrollment by IPEDS Age Groups
Fall 2005 - 2010**

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		6-Year change		Fall 2010 NE Com College Distribution	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All Students																
Under 18	724	14.2%	779	14.8%	763	14.8%	633	12.3%	645	12.4%	655	12.2%	655	12.2%	-9.5%	8.7%
18-19	1,364	26.7%	1,306	24.8%	1,304	25.3%	1,269	24.7%	1,338	25.7%	1,334	24.8%	1,334	24.8%	-2.2%	21.7%
20-21	676	13.3%	709	13.5%	656	12.7%	687	13.4%	738	14.2%	822	15.3%	822	15.3%	21.6%	16.6%
22-24	389	7.6%	409	7.8%	366	7.1%	389	7.6%	405	7.8%	484	9.0%	484	9.0%	24.4%	13.3%
25-29	351	6.9%	413	7.9%	420	8.2%	439	8.5%	472	9.1%	452	8.4%	452	8.4%	28.8%	13.5%
30-34	281	5.5%	294	5.6%	297	5.8%	314	6.1%	332	6.4%	346	6.4%	346	6.4%	23.1%	8.1%
35-39	237	4.6%	226	4.3%	227	4.4%	274	5.3%	250	4.8%	275	5.1%	275	5.1%	16.0%	5.4%
40-49	559	11.0%	563	10.7%	514	10.0%	529	10.3%	501	9.6%	476	8.9%	476	8.9%	-14.8%	7.5%
50-64	385	7.5%	436	8.3%	482	9.4%	495	9.6%	428	8.2%	444	8.3%	444	8.3%	15.3%	4.6%
65 - Over	26	0.5%	23	0.4%	120	2.3%	25	0.5%	22	0.4%	26	0.5%	26	0.5%	0.0%	0.3%
Unknown	109	2.1%	103	2.0%	-	0.0%	86	1.7%	74	1.4%	63	1.2%	63	1.2%	-42.2%	0.2%
Total All Students:	5,101	100.0%	5,261	100.0%	5,149	100.0%	5,140	100.0%	5,205	100.0%	5,377	100.0%	5,377	100.0%	5.4%	100.0%

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		6-Year change			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Women																
Under 18	459	19.5%	503	20.2%	471	19.9%	393	16.5%	409	16.9%	400	16.1%	400	16.1%	-12.9%	5.9%
18-19	615	26.1%	607	24.3%	588	24.9%	571	24.0%	633	26.2%	651	26.2%	651	26.2%	5.9%	25.2%
20-21	294	12.5%	304	12.2%	287	12.1%	310	13.0%	329	13.6%	368	14.8%	368	14.8%	18.5%	17.5%
22-24	195	8.3%	215	8.6%	199	8.4%	219	9.2%	235	9.7%	231	9.3%	231	9.3%	11.0%	11.0%
25-29	155	6.6%	184	7.4%	165	7.0%	182	7.6%	190	7.9%	218	8.8%	218	8.8%	40.6%	40.6%
30-34	137	5.8%	138	5.5%	124	5.2%	140	5.9%	158	6.5%	161	6.5%	161	6.5%	17.5%	17.5%
35-39	109	4.6%	108	4.3%	98	4.1%	124	5.2%	106	4.4%	121	4.9%	121	4.9%	22.5%	22.5%
40-49	249	10.6%	271	10.9%	238	10.1%	248	10.4%	213	8.8%	193	7.8%	193	7.8%	5.0%	5.0%
50-64	121	5.1%	148	5.9%	178	7.5%	172	7.2%	132	5.5%	127	5.1%	127	5.1%	-36.4%	-36.4%
65 - Over	11	0.5%	8	0.3%	18	0.8%	12	0.5%	6	0.2%	7	0.3%	7	0.3%	-30.0%	-30.0%
Unknown	10	0.4%	10	0.4%	-	0.0%	10	0.4%	9	0.4%	7	0.3%	7	0.3%	-30.0%	-30.0%
Total Women:	2,355	100.0%	2,496	100.0%	2,366	100.0%	2,381	100.0%	2,420	100.0%	2,484	100.0%	2,484	100.0%	5.5%	100.0%

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		6-Year change			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Men																
Under 18	265	9.7%	276	10.0%	292	10.5%	240	8.7%	236	8.5%	255	8.8%	255	8.8%	-3.8%	-3.8%
18-19	749	27.3%	699	25.3%	716	25.7%	688	25.3%	705	25.3%	683	23.6%	683	23.6%	-8.8%	-8.8%
20-21	382	13.9%	405	14.6%	369	13.3%	377	13.7%	409	14.7%	454	15.7%	454	15.7%	18.8%	18.8%
22-24	194	7.1%	194	7.0%	201	7.2%	207	7.5%	215	7.7%	253	8.7%	253	8.7%	30.4%	30.4%
25-29	196	7.1%	229	8.3%	221	7.9%	220	8.0%	237	8.5%	234	8.1%	234	8.1%	19.4%	19.4%
30-34	144	5.2%	156	5.6%	173	6.2%	174	6.3%	174	6.2%	185	6.4%	185	6.4%	28.5%	28.5%
35-39	128	4.7%	118	4.3%	129	4.6%	150	5.4%	144	5.2%	154	5.3%	154	5.3%	20.3%	20.3%
40-49	310	11.3%	292	10.6%	276	9.9%	281	10.2%	288	10.3%	283	9.8%	283	9.8%	-8.7%	-8.7%
50-64	264	9.6%	288	10.4%	304	10.9%	323	11.7%	296	10.6%	317	11.0%	317	11.0%	20.1%	20.1%
65 - Over	15	0.5%	15	0.5%	102	3.7%	13	0.5%	16	0.6%	19	0.7%	19	0.7%	26.7%	26.7%
Unknown	99	3.6%	93	3.4%	-	0.0%	76	2.8%	65	2.3%	56	1.9%	56	1.9%	-43.4%	-43.4%
Total Men:	2,746	100.0%	2,765	100.0%	2,783	100.0%	2,759	100.0%	2,785	100.0%	2,893	100.0%	2,893	100.0%	5.4%	100.0%
Total Enrollment	5,101		5,261		5,149		5,140		5,205		5,377		5,377		5.4%	

Source: IPEDS

Northeast Nebraska 20-County Population Counts 2010

U.S. Census Bureau, American FactFinder Quick Tables

Population by Age Groups

County	Population 2010	Population 2000	Population Change	Under 18	18 and over	65 and over	Female	Male	Population under 18	Population 18 and over	Population 65 and over	Female
Antelope	6,685	7,452	-11.3%	23.5%	76.5%	21.0%	50.2%	49.8%	1,574	5,111	1,404	3,356
Boone	5,505	6,259	-12.0%	23.7%	76.3%	21.1%	50.1%	49.9%	1,304	4,201	1,164	2,756
Boyd	2,099	2,438	-13.9%	21.5%	78.5%	26.5%	50.5%	49.5%	451	1,648	557	1,061
Brown	3,145	3,525	-10.8%	21.7%	78.3%	24.1%	51.3%	48.7%	681	2,464	757	1,614
Burt	6,858	7,791	-12.0%	22.5%	77.5%	23.1%	51.0%	49.0%	1,544	5,314	1,585	3,497
Cedar	8,852	9,615	-7.9%	25.4%	74.6%	20.4%	49.2%	50.8%	2,250	6,602	1,804	4,352
Cuming	9,139	10,203	-10.4%	25.0%	75.0%	20.8%	50.4%	49.6%	2,282	6,857	1,901	4,607
Dakota	21,006	20,253	3.7%	30.1%	69.9%	11.4%	50.1%	49.9%	6,318	14,688	2,391	10,517
Dixon	6,000	6,339	-5.3%	25.6%	74.4%	17.8%	50.6%	49.4%	1,537	4,463	1,070	3,036
Garfield	2,049	1,902	7.7%	21.0%	79.0%	27.1%	51.0%	49.0%	431	1,618	555	1,046
Holt	10,435	11,551	-9.7%	23.5%	76.5%	20.5%	50.3%	49.7%	2,449	7,986	2,143	5,246
Keya Paha	824	983	-16.2%	21.7%	78.3%	25.6%	49.6%	50.4%	179	645	211	409
Knox	8,701	9,374	-7.2%	24.1%	75.9%	22.7%	51.0%	49.0%	2,096	6,605	1,979	4,439
Madison	34,876	35,226	-1.0%	25.0%	75.0%	14.7%	50.4%	49.6%	8,727	26,149	5,124	17,562
Pierce	7,266	7,857	-7.5%	25.9%	74.1%	17.9%	49.5%	50.5%	1,885	5,381	1,304	3,597
Rock	1,526	1,756	-13.1%	20.2%	79.8%	23.3%	50.0%	50.0%	309	1,217	355	763
Stanton	6,129	6,455	-5.1%	27.5%	72.5%	14.1%	50.5%	49.5%	1,684	4,445	865	3,098
Thurston	6,940	7,171	-3.2%	35.5%	64.5%	11.9%	50.3%	49.7%	2,467	4,473	825	3,494
Wayne	9,595	9,851	-2.6%	19.4%	80.6%	13.7%	49.8%	50.2%	1,862	7,733	1,315	4,779
Wheeler	818	886	-7.7%	24.6%	75.4%	18.9%	49.6%	50.4%	201	617	155	406
Total:	158,448	166,887	-5.1%	25.4%	74.6%	17.3%	50.3%	49.7%	40,231	118,217	27,464	79,635
Nebraska	1,826,341	1,711,263	6.7%	25.1%	74.9%	13.5%	50.4%	49.6%	459,221	1,367,120	246,677	920,045

Source: U.S. Census Bureau, American FactFinder

Northeast Community College
Enrollment by Racial/Ethnic Origin
Fall 2005 - 2010

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		6-Year Growth	2010 NECC 20-County	2010 Nebraska Population
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Percent	Percent	Percent
Alien (Non-US Citizen)	39	0.8%	3	0.1%	7	0.1%	42	0.8%	181	3.5%	32	0.6%	-18%	0.9%	4.5%
Black	36	0.7%	44	0.8%	52	1.0%	47	0.9%	56	1.1%	60	1.1%	67%	3.8%	1.0%
American Indian	33	0.7%	47	0.9%	35	0.7%	54	1.1%	24	0.5%	53	1.0%	61%	0.7%	1.8%
Asian	11	0.2%	22	0.4%	16	0.3%	23	0.4%	20	0.4%	17	0.3%	55%	9.7%	9.2%
Hispanic	101	2.1%	177	3.4%	183	3.6%	190	3.7%	235	4.5%	342	6.4%	239%	88.3%	86.1%
White	4,638	95.5%	4,968	94.4%	4,856	94.3%	4,784	93.1%	4,689	90.1%	4,654	86.6%	0%		
Unknown origin/Other	-	-	-	-	-	-	-	-	-	-	219	4.1%			
Total Enrollment:	4,858	100.0%	5,261	100.0%	5,149	100.0%	5,140	100.0%	5,205	100.0%	5,377	100.0%	11%	103.4%	102.7%

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Women												
Alien (Non-US Citizen)	4	0.2%	1	0.0%	3	0.1%	14	0.6%	75	3.0%	18	0.7%
Black	24	1.0%	22	0.9%	28	1.2%	23	1.0%	22	0.9%	27	1.1%
American Indian	24	1.0%	30	1.3%	19	0.8%	33	1.4%	18	0.7%	35	1.4%
Asian	7	0.3%	14	0.6%	12	0.5%	11	0.5%	10	0.4%	10	0.4%
Hispanic	54	2.2%	104	4.4%	105	4.4%	118	4.9%	153	6.2%	213	8.6%
White	2,242	89.8%	2,325	98.3%	2,199	92.4%	2,182	90.2%	2,142	86.2%	2,113	85.1%
Unknown origin/Other	-	-	-	-	-	-	-	-	-	-	68	2.7%
Total Women:	2,355	100.0%	2,496	100.0%	2,366	100.0%	2,381	100.0%	2,420	100.0%	2,484	100.0%

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Men												
Alien (Non-US Citizen)	9	0.3%	2	0.1%	4	0.1%	28	1.0%	106	3.7%	14	0.5%
Black	36	1.3%	22	0.8%	24	0.9%	24	0.9%	34	1.2%	33	1.1%
American Indian	11	0.4%	17	0.6%	16	0.6%	21	0.8%	6	0.2%	18	0.6%
Asian	8	0.3%	8	0.3%	4	0.1%	12	0.4%	10	0.3%	7	0.2%
Hispanic	36	1.3%	73	2.6%	78	2.8%	72	2.6%	82	2.8%	129	4.5%
White	2,646	95.7%	2,643	95.0%	2,657	96.3%	2,602	93.4%	2,547	88.0%	2,541	87.8%
Unknown origin/Other	-	-	-	-	-	-	-	-	-	-	151	5.2%
Total Men:	2,746	99.3%	2,765	99.4%	2,783	100.9%	2,759	99.1%	2,785	96.3%	2,893	100.0%

Source: IPEDS
U.S. Census Bureau, Detailed Tables - American FactFinder