

*Northeast Alabama
Community College*

Fact Book 2012-2013

**A snapshot of NACC
based on current and historical data**

Compiled Spring 2013

NONDISCRIMINATION POLICY

The Alabama State Board of Education and the entities under its direction and control are equal opportunity employers. Applicants to and employees of Northeast Alabama Community College are protected under Federal Law from discrimination on the following bases: race, color, religion, sex, national origin, age, or genetics.

Contact persons designated by the President of Northeast Alabama Community College for various concerns are as follows:

Title VI of the Civil Rights Act of 1964 (race, color, national origin):

Pat Wildman, 103 Pendley Administration Building

Title IX of the Educational Amendments of 1972 (gender equity, sexual harassment):

Pat Wildman, 103 Pendley Administration Building

Titles I and V of the Americans with Disabilities Act of 1990:

Rita Ivey, 109 Student Center

ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS

Northeast Alabama Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate Degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Northeast Alabama Community College.

Institutional memberships include the Southern Association of Colleges and Schools Commission on Colleges, Inc., the American Association of Community Colleges, the Alabama Community College Association, the National Association for Developmental Education, the National League for Nursing, the League for Innovation in the Community College, and the National Institute for Staff and Organizational Development. NACC is a member of the Alabama Community College System.

The NACC Fact Book is published annually by the Office of Institutional Planning and Assessment with the cooperation and assistance of various college offices.

Brad Fricks, Director
Lynde Mann, Secretary
February 2013

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**The *Fact Book* is available online
at www.nacc.edu/assessment.**

Reserved

Introduction

Northeast Alabama Community College (NACC) is a public community college strategically located near Rainsville, Alabama, on the Jackson-DeKalb County line. The college began classes in September 1965 with 380 freshmen. The fall 2012 semester saw 3,143 students enrolled in credit courses. Credit enrollment has doubled since fall 2001. The institution's third president, Dr. David Campbell, was appointed in July 2001.

The college mission – “to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama” – is consistent with that of the Alabama Community College System. Offerings include general education transfer courses, career and technical education, customized business and industry training, workforce development, and adult education. NACC offers the Associate in Arts, Associate in Science, and Associate in Applied Science degrees as well as certificate programs.

The campus currently consists of 17 buildings situated on 117 acres. The newest facility is the Industrial Systems Technology (IST) Center, which opened for classes in January 2010. The IST Center offers programs in industrial maintenance, welding technology, and machining technology, with state-of-the-art equipment valued at more than \$1 million. In addition to the main campus, NACC offers a Salon and Spa Management program at the NACC Salon Institute in Scottsboro and machining technology and welding technology classes at the Earnest Pruett Center of Technology, also in Scottsboro. For fall 2012 the college offered dual enrollment/dual credit classes at 12 area high schools.

NACC has a strong academic transfer program. The Statewide Articulation Reporting System (STARS) coordinates transfer among two- and four-year public colleges and universities in Alabama. STARS enhances advising to ensure a successful transfer experience for students. NACC transfer students consistently achieve success at their transfer institutions. Approximately 57% of degree students are enrolled in transfer programs.

The Division of Workforce Development and Skills Training and the Alabama Technology Network (ATN) Center provide education, training, workshops, and customized on-site technical assistance and problem solving for area businesses and industry. ATN is a cooperative program of the Alabama Community College System, the University of Alabama System, Auburn University, and the Economic Development Partnership of Alabama.

The Northeast Alabama Adult Education Program provides GED, ESL, adult reading and college refresher classes for the people of DeKalb, Jackson, and Marshall Counties. The program maintains 22 instructional sites and last year served 1,900 students.

Campus and community life are enhanced by a variety of cultural activities, including the widely acclaimed theatre program, playing to approximately 15,000 patrons each season; the Latino Festival; the Music on the Mountain Bluegrass Festival; the Arts & Humanities Speaker's Forum, and a partnership with the Alabama Ballet. The NACC Health Lecture Series provides valuable health-related information to both the NACC community and the public at large. An inviting walking and nature trail, open to the public, encircles a four-acre lake on the north end of campus and includes an outdoor classroom and picnic area. Wireless internet service is available throughout the entire campus, with access available to the public, and the Learning Resources Center provides community library services.

Within this atmosphere of learning, growth, development, and service, the annual NACC Fact Book presents the college in the context of both its service area and the higher education community. The selection of data for presentation in this publication is based on its relevance to the planning processes of the college as well as to the community and business and industry.

Office of Institutional Planning and Assessment
February 2013

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Section I

Institutional Profile

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Alabama Community College System Mission Statement

The Alabama Community College System mission is to provide a unified system of institutions dedicated to excellence in delivering academic education, adult education, and workforce development.

Northwest Alabama Community College Mission Statement

The mission of Northwest Alabama Community College is to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama.

Goals

To accomplish the mission, Northwest Alabama Community College has established the following goals or intended results:

1. An "open door" admission policy which insures nondiscriminatory educational opportunities for individuals of all races, creeds, colors, national origins, genders, ages, disabilities, and social groups.
2. General education at the freshman and sophomore levels that prepares students to continue their education through transfer.
3. Courses in transfer and career programs that are available, accessible, and affordable to students.
4. Quality instruction leading to the attainment of specified learning outcomes which help assure student preparedness for transfer and/or the workforce.
5. Recruitment and retention of qualified personnel who are afforded professional development opportunities and institutional support needed to provide quality postsecondary education.
6. Developmental education which assists individuals who need to improve their basic learning skills and supports individuals lacking college preparatory backgrounds.
7. Technical, vocational, and career education programs that prepare students for employment in occupational fields and which lead to certificates, associate degrees, or institutional awards.
8. Training that meets the specific educational needs of businesses, industries, community organizations, and governmental agencies.
9. Student services which assist individuals to formulate and achieve career, educational and personal goals through counseling and academic advisement services and provide opportunities to participate in social and cultural activities.
10. Community services which support personal growth, cultural enrichment, and societal activities; provide access to College facilities for community activities; and promote community, social, and economic improvement.
11. Procurement and administration of financial resources in an effective manner.
12. Provision for and maintenance of a physical plant with instructional facilities and technology which provide a safe learning environment and are suitable for all the institution's programs and services.

Directive Goals

2011-2012 through 2013-2014

The Institutional Management and Planning Committee periodically identifies directive goals. These goals serve to focus planning on issues that can strategically impact fulfillment of various aspects of the College mission.

The following directive goals address issues raised in the evaluation and assessment of the College's fulfillment of its mission. Whenever appropriate, strategic planning for improvement in individual departments and divisions of the College should address these directive goals.

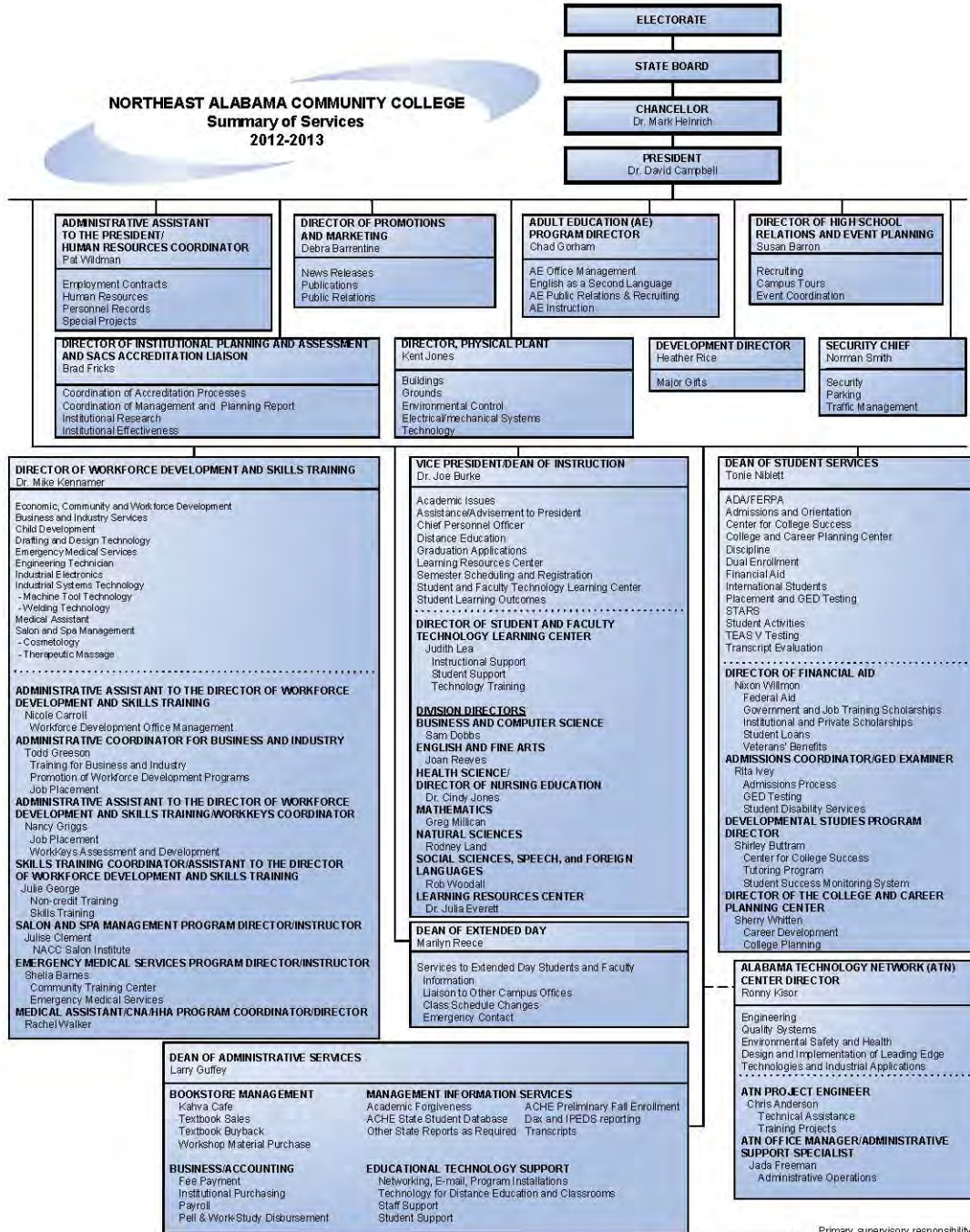
1. Incorporate the American Association of Community Colleges College Completion Challenge into the culture of the College, thereby raising the awareness of the administration, faculty, staff, and students to inform and encourage students of the need to complete their certificate and associate degree programs. The goal of the college is for 30% of the first-time, degree- or certificate-seeking freshmen cohort to complete a degree or certificate within three academic years.
2. Ensure that every academic advisor is knowledgeable, equipped, and available to most effectively assist students with selecting courses in the advisees' course of study. The goal of the college is that 95% of students express satisfaction with the quality of advising received from their assigned advisor as reported on the Evaluation of Academic Advising Survey.
3. Continue to monitor and assess student learning outcomes and use the results to improve educational quality. In addition to course and program-specific learning outcomes, the six general education student learning outcomes for the college are as follows: communication, cognition, information literacy, interpersonal skills, aesthetic sensitivity, and personal responsibility. The goal of the college is that students achieve the six general education outcomes at the following rates.
 - Communication—88%
 - Cognition—88%
 - Information Literacy—82%
 - Interpersonal Skills—97%
 - Aesthetic Sensitivity—92%
 - Personal Responsibility—92%
4. Promote and support the innovative use of technology in instructional and support programs, especially as it relates to student learning outcomes, by faculty, staff, and students, through the provision of training and practice opportunities.
5. Continue to pursue community involvement, particularly through building a strong Alumni and Friends Association.
6. Increase the enrollment of underrepresented racial/ethnic minorities and nontraditional age students. The goal of the college is to increase enrollment of underrepresented minorities to the following percentages of total enrollment: African Americans—3.0%; and Hispanics—5.0%. A particular focus of the college is on increasing the enrollment of African American males to 1.0% of the total enrollment. In addition, the college seeks to increase the number of nontraditional age students (25 and older) by 5.0% over the previous year.
7. Manage and expend finances in such a way that the college maximizes its revenue so that plant expansion/building projects may be undertaken.

General Education Outcomes

<u>General Education Outcomes</u>	<u>A.A., A.S., and A.A.S. Degree Outcomes</u>
<p>A. Communication – Students will communicate effectively through</p> <ol style="list-style-type: none">1. Writing2. Reading3. Speaking4. Listening5. Electronic medium	<p>Communication</p> <ul style="list-style-type: none">• Writing – show purpose, organization, expression of ideas, feelings, exhibit creative ability, defend conclusions• Reading – comprehend college-level text, interpret literature, read critically and analytically• Speaking – demonstrate oral competence in language use in social situations and before groups• Listening – exhibit active listening skills to comprehend and analyze others' speech• Electronic medium – effectively communicate via computer
<p>B. Cognition – Students will think logically and analytically, demonstrating the use of</p> <ol style="list-style-type: none">1. Creative thinking2. Critical thinking3. Quantitative reasoning4. Problem solving5. Synthesis of knowledge and skills	<p>Cognition – creative and critical thinking, inductive and deductive problem solving, ability to synthesize information to find solutions, think quantitatively.</p>
<p>C. Information Literacy – Students will locate, analyze, and evaluate information through</p> <ol style="list-style-type: none">1. Research2. Application of technology	<p>Information Literacy – successfully retrieve and manage information through traditional means, efficient use of technology, and computer literacy. Demonstrate use of a variety of learning resources to accomplish goals.</p>
<p>D. Interpersonal Skills – Students will interact effectively with</p> <ol style="list-style-type: none">1. Individuals2. Groups	<p>Interpersonal Skills – work with a team, committee, or group to achieve a common goal. Interact with individuals, showing awareness and respect for other opinions and values. Demonstrate understanding of the interdependent nature of societal institutions.</p>
<p>E. Aesthetic Sensitivity – Students will demonstrate an appreciation of artistic and creative endeavor through production or response</p>	<p>Aesthetic Sensitivity – adequate knowledge of artistic work in literature, music, visual art, or theatre to produce or critique selected samples.</p>
<p>F. Personal Responsibility – Students will acquire decision-making skills that lead to</p> <ol style="list-style-type: none">1. Self-regulation2. Respect for diversity	<p>Personal Responsibility – set goals and self-monitor behavior toward goals. Demonstrate understanding and respect for richness in diversity.</p>

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Organization



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Institutional Accreditation

Northeast Alabama Community College (NACC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges, Inc. (SACSCOC) to award the Associate Degree.

Program Accreditations

The Associate Degree and Practical Nursing Programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The nursing programs are also approved by the Alabama Board of Nursing.

The EMS Program is accredited by the Alabama Department of Public Health. The EMS Community Training Center is accredited by the American Heart Association.

The Paramedic Program is accredited by the Commission on Accreditation of Education Programs for the Emergency Medical Services Professions (CoAEMSP) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

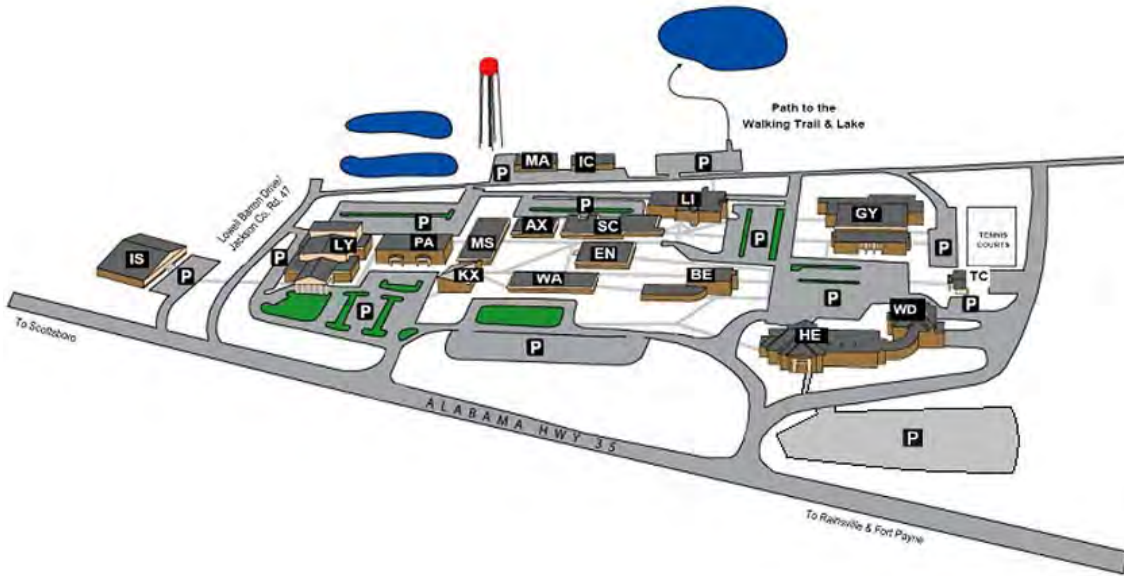
The Medical Assistant Program is approved by the American Medical Technologists.

The Industrial Electronics program is approved by Electronics Technicians Association - International (ETA-I).

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Facilities

Campus Map



Legend

- AX Annex
- BE Harry Campbell Business Education Building
- EN English Building
- GY William M. Beck Health and Fine Arts Building
- HE Health Education & Technology Center
- IC Industry Training Center
- IS Industrial Systems Technology Center
- KX E.R. Knox Science Building
- LI Cecil B. Word Learning Resources Center
- LY Tom Bevill Lyceum
- MA Maintenance
- MS Math & Science Building
- P Parking
- PA Charles M. Pendley Administration Building
- SC Student Center
- TC Technology Center
- WA George C. Wallace Administration Building
- WD Workforce Development Building

Facilities

Table 1-1

NACC Facilities		
Fall 2012		
Building	Year of Construction or Acquisition	Net Assignable Square Footage
George C. Wallace Administration Building	1965	7,849
English Building	1966	7,634
Math & Science Building	1966	9,319
Student Center	1966	12,577
Annex	1968	4,879
William M. Beck Health and Fine Arts Building	1970	45,652
Maintenance	1974	5,560
Industry Training Center	1975	5,583
Harry Campbell Business Education Building	1977	10,275
Cecil B. Word Learning Resources Center	1979	22,504
E.R. Knox Science Building	1984	6,210
Charles M. Pendley Administration Building	1994	16,861
Tom Beville Lyceum	1994	21,856
Technology Center	2002	3,223
Health Education & Technology Center	2007	19,878
Workforce Development Building	2007	7,435
Industrial Systems Technology Center	2008	11,868
Salon Institute	N/A [†]	8,192

[†] The Salon Institute is located in a commercial shopping center and is leased to the college. No construction date is available.

Sources: (1) Office of Institutional Planning and Assessment. NACC Building Inventory. Fall 2011.
 (2) Office of Institutional Planning and Assessment. NACC Facilities Inventory. Fall 2011.

NACC Service Area Population

Table 1-2

Annual Population Estimates DeKalb and Jackson Counties and the State of Alabama 2008 through 2012					
Area	2008	2009	2010	2011	2012
Alabama	4,673,889	4,707,496	4,779,736	4,802,740	4,822,023
DeKalb Co.	68,515	69,380	71,109	71,375	–
Jackson Co.	53,134	52,838	53,227	53,291	–

Note: The 2012 county estimates are not yet available.

- Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved January 28, 2013, from <http://quickfacts.census.gov/qfd/states/01/01049.html>.
 (2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved January 28, 2013, from <http://quickfacts.census.gov/qfd/states/01/01071.html>.
 (3) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Table 1-3

Population of DeKalb and Jackson Counties by Race/Ethnicity Compared to Fall 2012 NACC Student Body				
Race	DeKalb County ¹	Jackson County ¹	Jackson and DeKalb Counties ¹	NACC Student Body ²
African American/Black	2.2%	3.6%	2.8%	1.5%
Asian	0.4%	0.4%	0.4%	0.6%
Native American	2.2%	1.5%	1.9%	3.9%
White	92.3%	91.9%	92.1%	89.3%
Other	2.9%	2.7%	2.8%	0.7%
Ethnicity	DeKalb County ¹	Jackson County ¹	Jackson and DeKalb Counties ¹	NACC Student Body ²
Hispanic/Latino ³	14.0%	2.6%	9.1%	4.1%

¹ County percentages are for 2011. The 2012 county estimates are not yet available.

² Includes credit students only.

³ Hispanics and Latinos may be of any race and are therefore included in the percentages reported for race categories of DeKalb and Jackson Counties as well.

- Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved January 28, 2013, from <http://quickfacts.census.gov/qfd/states/01/01049.html>.
 (2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved January 28, 2013, from <http://quickfacts.census.gov/qfd/states/01/01071.html>.
 (3) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

NACC Service Area Population

Table 1-4

Population of DeKalb and Jackson Counties by Gender Compared to Fall 2012 NACC Student Body			
Gender	DeKalb County ¹	Jackson County ¹	NACC Student Body ²
Male	49.3%	49.2%	38.8%
Female	50.7%	50.8%	61.2%

¹ County percentages are for 2011. The 2012 county estimates are not yet available.

² Includes credit students only.

- Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved January 28, 2013, from <http://quickfacts.census.gov/qfd/states/01/01049.html>.
 (2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved January 28, 2013, from <http://quickfacts.census.gov/qfd/states/01/01071.html>.
 (3) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Table 1-5

Annual Unemployment Rates DeKalb and Jackson Counties, State, and Nation 2010-2012

Region	Labor Force			Employment			Unemployment			Unemployment Rate		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
DeKalb County	30,038	29,232	28,443	26,546	25,954	25,928	3,492	3,278	2,515	11.6	11.2	8.8
Jackson County	26,490	26,716	26,086	23,917	24,403	24,149	2,573	2,313	1,937	9.7	8.7	7.4
Alabama*	2,179,163	2,190,519	2,152,933	1,972,387	1,993,977	1,987,181	206,776	196,542	165,752	9.5	9.0	7.7
United States*	153,889,000	153,617,000	154,975,000	139,064,000	139,869,000	142,469,000	14,825,000	13,747,000	12,506,000	9.6	8.9	8.1

* Not seasonally adjusted.

Notes: (1) This table compares average annual labor force, employment, and unemployment data reported for the designated years.

(2) The 2012 figures are preliminary.

Sources: (1) Alabama Department of Labor. *Alabama Counties 2012 Unemployment Data*. Retrieved January 29, 2013.

(2) Alabama Department of Labor. *2010 and 2011 Unemployment Data*. Retrieved January 29, 2013.

Revenue and Expenditures

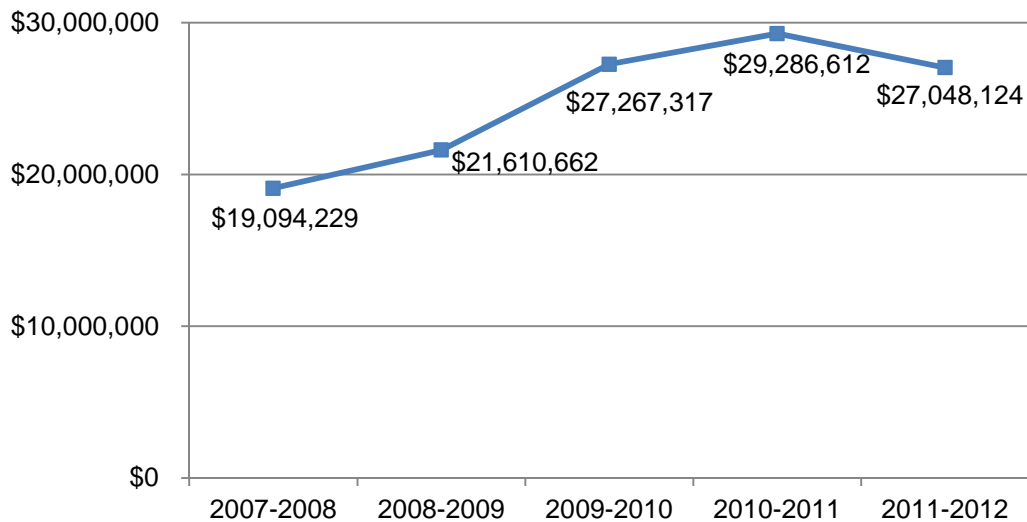
Table 1-6

NACC Revenue by Year 2007-2008 through 2011-2012	
Fiscal Year	Total Revenue
2007-2008	\$19,094,229
2008-2009	\$21,610,662
2009-2010	\$27,267,317
2010-2011	\$29,286,612
2011-2012	\$27,048,124

Source: Dean of Administrative Services. NACC Financial Statements of respective years. February 5, 2013.

Chart 1-1

Revenue by Year
2007-2008 through 2011-2012
Cf. Table 1-6



Source: Dean of Administrative Services. NACC Financial Statements of respective years. February 5, 2013.

Revenue and Expenditures

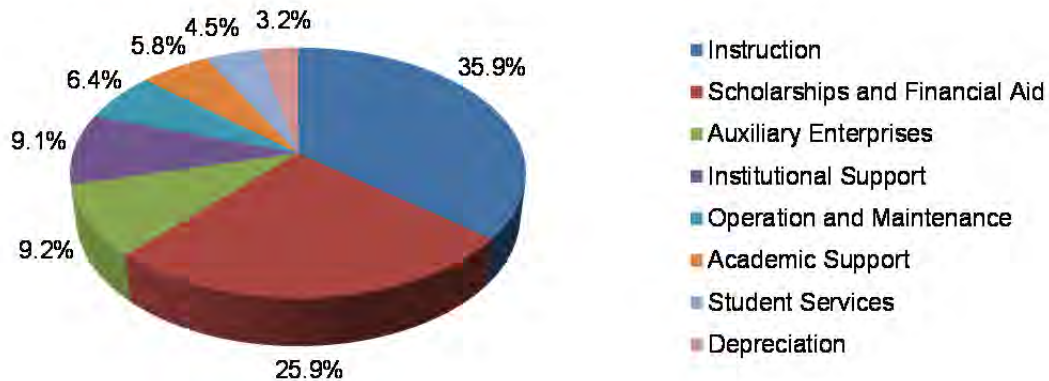
Table 1-7

Educational and General (E & G) Expenditures by Organizational Classification		
Fiscal Year 2011-2012		
Category	Amount	Percent
Instruction	\$9,072,008	35.9%
Scholarships and Financial Aid	\$6,559,182	25.9%
Auxiliary Enterprises	\$2,337,558	9.2%
Institutional Support	\$2,297,363	9.1%
Operation and Maintenance	\$1,612,223	6.4%
Academic Support	\$1,466,061	5.8%
Student Services	\$1,127,358	4.5%
Depreciation	\$810,752	3.2%
Total	\$25,282,505	100.0%

Source: Dean of Administrative Services. NACC Financial Statement for FY 2011-2012, "Statement of Revenues, Expenses, and Changes in Net Assets," reference Operating Expenses. February 5, 2013.

Chart 1-2

E & G Expenditures by Organizational Classification
Fiscal Year 2011-2012
Cf. Table 1-7



Source: Dean of Administrative Services. NACC Financial Statement for FY 2011-2012, "Statement of Revenues, Expenses, and Changes in Net Assets," reference Operating Expenses. February 5, 2013.

Revenue and Expenditures

Table 1-8

Instructional Expenditures as Percentage of E & G Expenditures 2007-2008 through 2011-2012			
Fiscal Year	Operating Expenses	Instructional	Percentage Instructional
2007-2008	\$16,816,428	\$7,236,772	43.0%
2008-2009	\$20,039,599	\$7,970,986	39.8%
2009-2010	\$25,318,732	\$8,774,309	34.6%
2010-2011	\$27,759,645	\$8,988,053	32.4%
2011-2012	\$25,282,505	\$9,072,008	35.9%

Source: Dean of Administrative Services. NACC Financial Statements of FY 2007-2008 through 2011-2012. February 5, 2013.

Table 1-9

E & G Expenditures per Full-Time Student Equivalent (FTE) 2007-2008 through 2011-2012			
Fiscal Year	Operating Expenses	FTE	E & G per FTE
2007-2008	\$16,816,428	3,976	\$4,229
2008-2009	\$20,039,599	4,686	\$4,276
2009-2010	\$25,318,732	5,932	\$4,268
2010-2011	\$27,759,645	5,811	\$4,777
2011-2012	\$25,282,505	5,171	\$4,889

Note: The number reported for credit FTE (Full-time Equivalent) is calculated by adding the number of credit hours produced by full-time and part-time students and dividing this sum by 15. The Alabama Department of Postsecondary Education defines a full-time student as one attempting at least 15 hours of coursework.

Source: Dean of Administrative Services. NACC Financial Statements of FY 2007-2008 through 2011-2012. February 5, 2013.

Table 1-10

Workforce Development, Skills Training, and Technical Support Funds Expended 2009-2010 through 2011-2012			
Source of Funds	Amount Spent		
	FY 2009-2010	FY 2010-2011	FY 2011-2012
Technology Fees	\$616,150	\$580,534	\$506,466
Perkins Grant Funds	\$159,654	\$193,323	\$182,772
Total	\$775,804	\$773,857	\$689,238

Source: Dean of Administrative Services. February 5, 2013.

Enrollment and Credit Hour Production

Table 1-11

Credit Enrollment		
Fall 2003 through Fall 2012		
Term	Headcount	FTE
Fall 2003-2004	2,072	1,419
Spring	1,928	1,293
Summer	1,138	562
Fall 2004-2005	2,015	1,366
Spring	1,982	1,311
Summer	1,178	597
Fall 2005-2006	2,247	1,480
Spring	2,123	1,423
Summer	1,215	625
Fall 2006-2007	2,314	1,555
Spring	2,238	1,516
Summer	1,283	675
Fall 2007-2008	2,513	1,681
Spring	2,388	1,586
Summer	1,363	704
Fall 2008-2009	2,800	1,898
Spring	2,730	1,866
Summer	1,691	914
Fall 2009-2010	3,370	2,357
Spring	3,256	2,291
Summer	2,102	1,282
Fall 2010-2011	3,439	2,385
Spring	3,252	2,247
Summer	1,937	1,178
Fall 2011-2012	3,298	2,218
Spring	2,988	2,043
Summer	1,633	910
Fall 2012-2013	3,143	2,087

Note: The number reported for credit FTE (Full-time Equivalent) is calculated by adding the number of credit hours produced by full-time and part-time students and dividing this sum by 15. The Alabama Department of Postsecondary Education defines a full-time student as one attempting at least 15 hours of coursework.

- Sources: (1) Spring 2012 and Summer 2012 Information: Office of Management Information Services. January 15, 2013.
 (2) Fall 2012 Information: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Enrollment and Credit Hour Production

Table 1-12

Class Sections and Enrollment Fall Terms 2010-2012									
Schedule	No. Sections			Enrollments			Average Enrollment Per Section		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Day, Campus	284	288	263	5,738	5,165	4,977	20.2	17.9	18.9
Extended Day, Campus	153	148	128	2,062	1,890	1,718	13.5	12.8	13.4
Dual Enrollment Off-Campus Sites	48	54	52	560	591	498	11.7	10.9	9.6
Distance Education	89	95	99	2,496	2,506	2,485	28.0	26.4	25.1
Off-Campus Sites (excluding Dual Enrollment)	36	34	37	291	256	354	8.1	7.5	9.6
Other (Special Scheduling) [†]	34	29	20	424	403	128	12.5	13.9	6.4
All	644	648	599	11,571	10,811	10,160	18.0	16.7	17.0

[†]This category includes the following types of courses:

- directed studies and special topic studies
- internships and supervised experiences
- preceptorships
- private music classes
- specially scheduled classes (i.e. courses meeting one day, on weekends, once per month, etc.)
- theatre workshops

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Enrollment and Credit Hour Production

Table 1-13

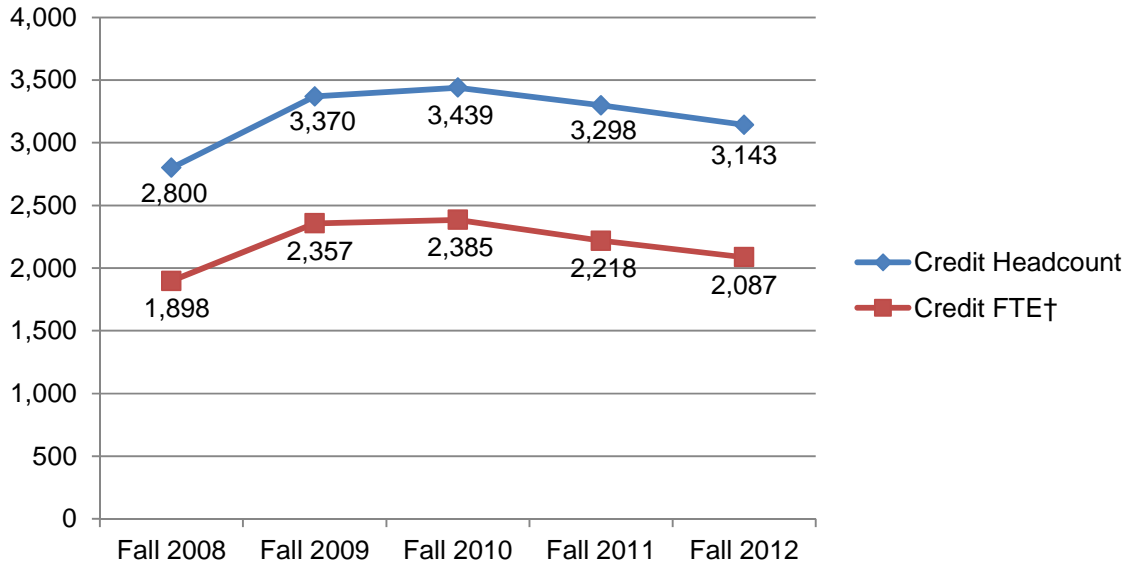
Enrollment					
Fall Terms 2008 through 2012					
Item	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full-Time Students	1,422	1,967	2,010	1,806	1,666
Part-Time Students	1,378	1,403	1,429	1,492	1,477
Credit Headcount	2,800	3,370	3,439	3,298	3,143
Credit FTE [†]	1,898	2,357	2,385	2,218	2,087
Credit Hours Produced	28,468	35,348	35,777	33,269	31,310

[†] The number reported for credit FTE (Full-time Equivalent) is calculated by adding the number of credit hours produced by full-time and part-time students and dividing this sum by 15. The Alabama Department of Postsecondary Education defines a full-time student as one attempting at least 15 hours of coursework.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Chart 1-3

Credit Headcount and FTE
Fall Terms 2008 through 2012
Cf. Table 1-13



[†] The number reported for credit FTE (Full-time Equivalent) is calculated by adding the number of credit hours produced by full-time and part-time students and dividing this sum by 15. The Alabama Department of Postsecondary Education defines a full-time student as one attempting at least 15 hours of coursework.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Enrollment and Credit Hour Production

Table 1-14

Credit Hour Production by Area Academic Years 2009-2010 through 2011-2012

Area	Enrollments			Credit Hours Produced		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
Air Conditioning and Refrigeration	-	-	22	-	-	66
Art	369	390	331	1,107	1,170	993
Astronomy	49	25	31	196	100	124
Basic Study Skills	34	20	19	102	60	19
Biology	2,247	2,210	1,881	8,988	8,840	7,524
Business	928	1,036	1,031	2,784	3,108	3,093
Chemistry	326	307	301	1,304	1,228	1,204
Child Development	380	321	269	970	867	743
Computer Information	1,435	1,607	1,338	4,305	4,821	4,014
Cosmetology	620	478	413	1,860	1,434	1,239
Criminal Justice	423	466	461	1,269	1,398	1,383
Drafting and Design Technology	498	448	334	1,478	1,339	985
Economics	448	438	388	1,344	1,314	1,164
Emergency Medical Paramedic	182	213	73	497	617	217
Emergency Medical Services	629	494	570	1,150	896	1,174
Engineering	-	-	60	-	-	180
Engineering Technology	-	-	35	-	-	105
English	3,248	3,155	2,855	9,744	9,451	8,565
Geography	64	58	34	192	174	102
Health	110	110	55	330	330	165
Health Sciences	17	16	18	51	48	54
History	1,565	1,477	1,190	4,695	4,431	3,570
Home Economics	-	77	77	-	231	231
Humanities	12	4	-	12	4	-
Interdisciplinary Studies	20	13	8	20	13	8
Industrial Electronics Technology	641	626	604	2,457	2,226	1,812
Industrial Systems Technology	315	432	365	985	1,344	1,095
Machine Tool Technology	76	110	141	354	426	453
Mass Communications	18	20	16	36	40	32
Massage Therapy	-	-	79	-	-	185
Math	3,835	3,590	3,354	11,735	11,006	10,277
Medical Assistant	868	1,232	1,120	2,553	3,670	3,307
Music	519	449	413	1,229	1,077	1,003
Nursing	957	952	965	4,340	4,229	4,315
Nursing Assistant and Home Health Care	9	11	7	36	44	28
Office Administration	555	674	533	1,665	2,022	1,599
Physical Education	126	70	44	210	86	70
Philosophy	398	358	286	1,194	1,074	858
Physical Science	327	273	276	1,308	1,092	1,104
Physics	104	107	97	416	428	388
Political Science	171	171	74	513	513	222
Paralegal	128	129	165	384	387	495
Psychology	2,055	1,783	1,512	6,165	5,349	4,536
Reading	98	69	78	294	207	234
Religion	683	596	508	2,049	1,788	1,524
Salon and Spa Management	-	-	11	-	-	33
Sociology	245	218	159	735	654	477
Spanish	182	160	125	724	636	493
Speech	1,178	1,050	825	3,534	3,150	2,475
Theatre	561	579	489	1,640	1,696	1,423
Welding	256	294	293	768	882	879
Work Keys	421	418	442	1,263	1,254	1,326
Total	28,330	27,734	24,775	88,985	87,154	77,565

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

Enrollment and Credit Hour Production

Table 1-15

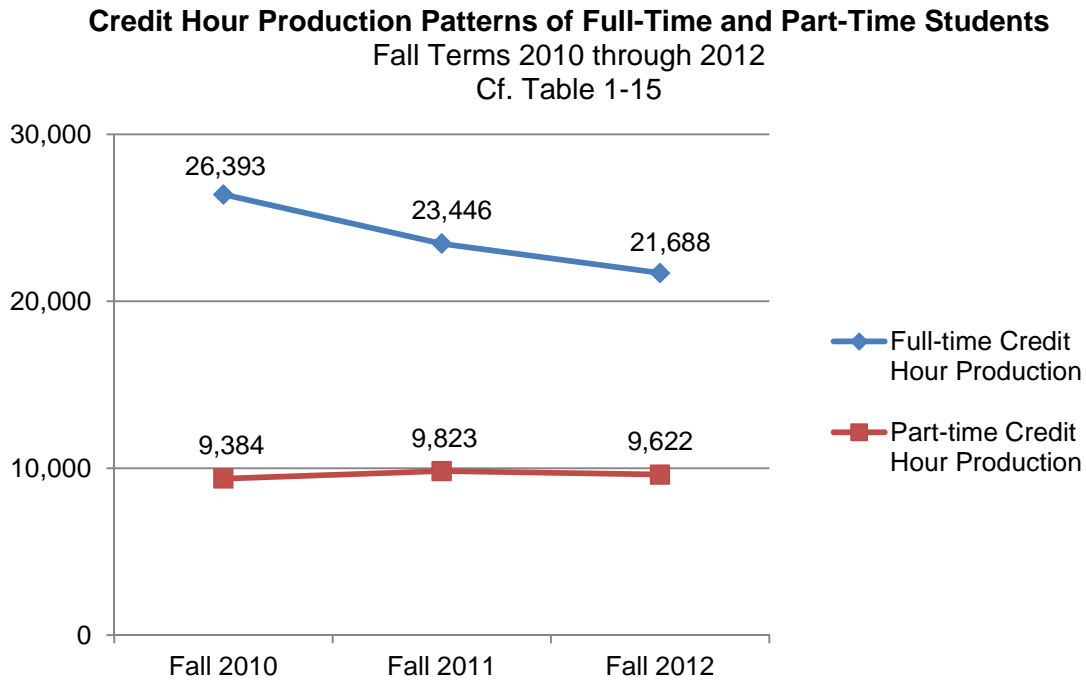
		Credit Hour Production Patterns					
		Fall Terms 2010 through 2012					
		Fall 2010		Fall 2011		Fall 2012	
		CHP: 35,777		CHP: 33,269		CHP: 31,310	
		CHP	%	CHP	%	CHP	%
Course Load	Full-Time	26,393	73.8%	23,446	70.5%	21,688	69.3%
	Part-Time	9,384	26.2%	9,823	29.5%	9,622	30.7%
Student Classification	Freshman	22,016	61.5%	20,849	62.7%	19,490	62.2%
	Sophomore	13,761	38.5%	12,420	37.3%	11,820	37.8%
Course Classification	Transfer	25,164	70.3%	24,261	72.9%	23,124	73.9%
	Career/Technical	8,330	23.3%	6,884	20.7%	6,428	20.5%
	Developmental	2,283	6.4%	2,124	6.4%	1,758	5.6%
Course Delivery	Traditional	28,347	79.2%	25,797	77.5%	24,167	77.2%
	Distance Education	7,430	20.8%	7,472	22.5%	7,143	22.8%
Location	NACC Campus	25,332	70.8%	22,510	67.7%	21,228	67.8%
	Off-Campus Sites	2,653	7.4%	2,616	7.9%	2,617	8.4%
	• NACC Salon Institute	690	1.9%	615	1.8%	842	2.7%
	• DeKalb County Technology Center	42	0.1%	-	-	-	-
	• Ernest Pruet Center of Technology	183	0.5%	177	0.5%	246	0.8%
	• Dual Enrollment High School Sites	1,738	4.9%	1,824	5.5%	1,529	4.9%
	Other [†]	362	1.0%	671	2.0%	322	1.0%

[†]Includes directed studies, internships, special topic studies, supervised experiences, and preceptorships.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report.
January 16, 2013.

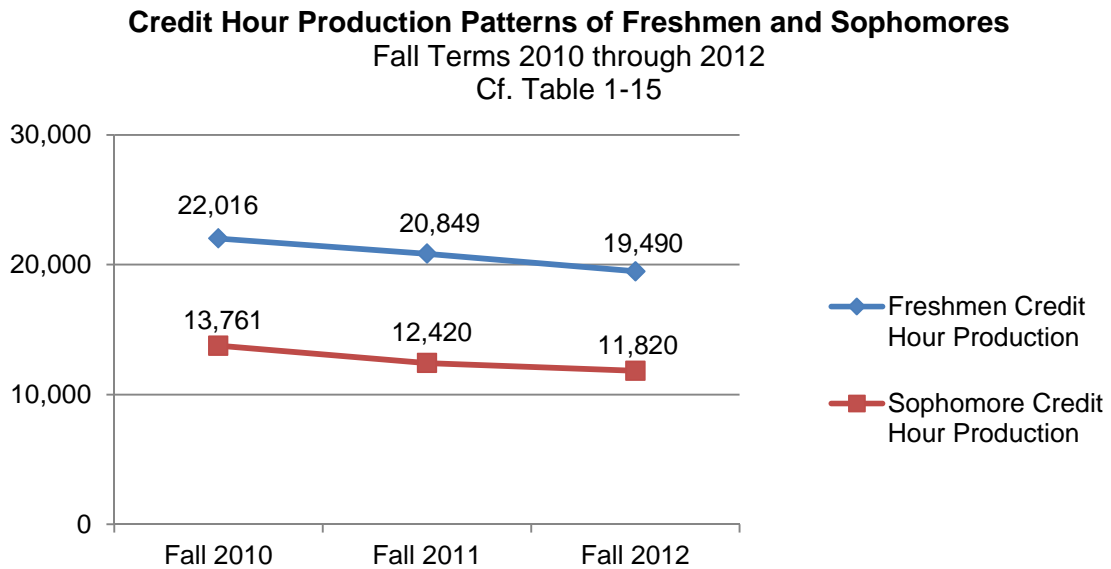
Enrollment and Credit Hour Production

Chart 1-4



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Chart 1-5

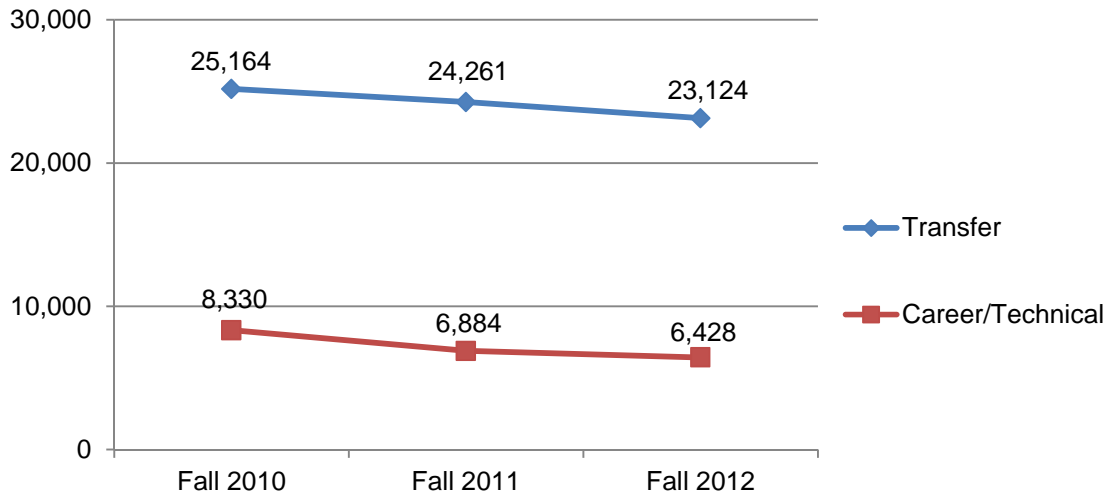


Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Enrollment and Credit Hour Production

Chart 1-6

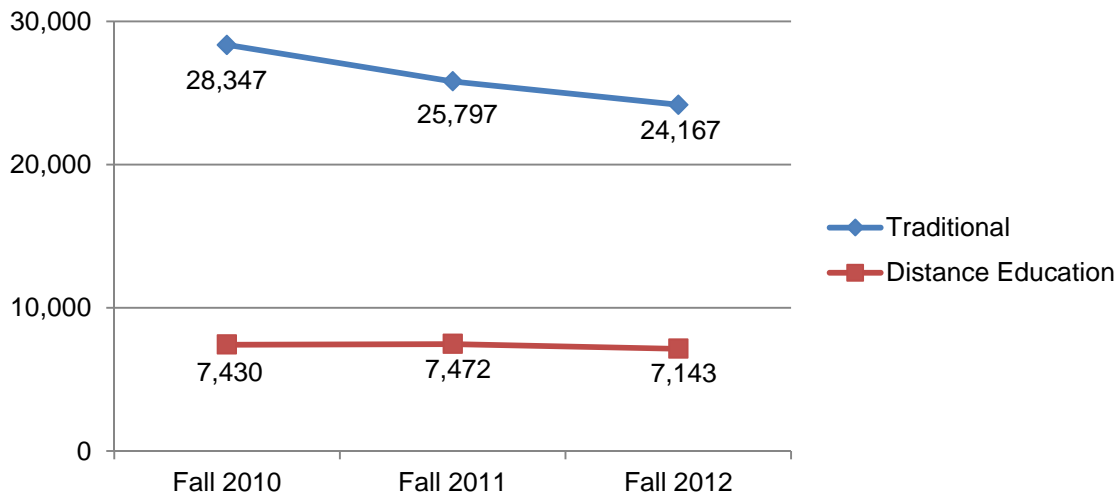
Credit Hour Production Patterns of Transfer and Career/Technical Students
Fall Terms 2010 through 2012
Cf. Table 1-15



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Chart 1-7

Credit Hour Production Patterns by Course Delivery
Fall Terms 2010 through 2012
Cf. Table 1-15



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

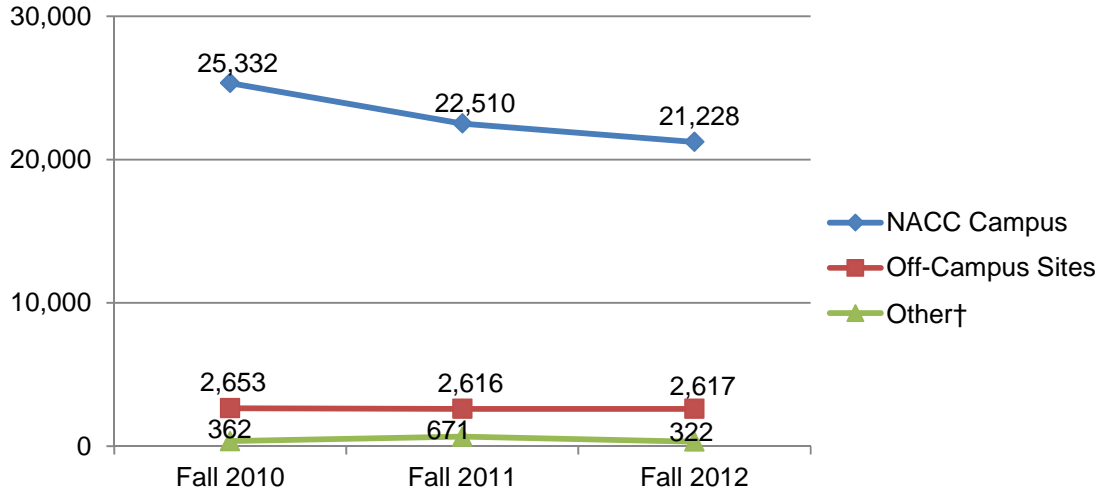
Enrollment and Credit Hour Production

Chart 1-8

Credit Hour Production Patterns by Location

Fall Terms 2010 through 2012

Cf. Table 1-15



†The "Other" category includes directed studies, internships, special topic studies, supervised experiences, and preceptorships.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report.
January 24, 2013.

Financial Aid

Table 1-16

Major Financial Aid Programs 2009-2010 through 2011-2012

Financial Aid		Academic Year		
		2009-2010	2010-2011	2011-2012
Pell Grant	Recipients	3,590	2,858	2,694
	Dollars Awarded	\$11,284,950	\$11,920,195	\$9,388,854
Academic Competitiveness Grant (ACG)	Recipients	218	211	-
	Dollars Awarded	\$155,921	\$157,500	-
Alabama Student Assistance Program (ASAP)	Recipients	81	62	77
	Dollars Awarded	\$30,328	\$38,896	\$40,759
Employer sponsorships	Recipients	36	9	9
	Dollars Awarded	\$57,990	\$15,723	\$18,676
G.I. Dependents (Alabama G.I. Bill)	Recipients	30	32	30
	Dollars Awarded	\$55,196	\$74,236	\$81,454
Institutional Scholarships	Recipients	559	440	417
	Dollars Awarded	\$1,376,350	\$980,667	\$1,118,037
Knight Student Assistance Program (KSAP)	Recipients	55	47	72
	Dollars Awarded	\$20,162	\$27,171	\$44,425
Military Tuition Assistance	Recipients	4	5	13
	Dollars Awarded	\$7,047	\$7,638	\$20,075
Post-9/11 G.I. Bill	Recipients	19	36	45
	Dollars Awarded	\$28,886	\$77,045	\$118,799
Prepaid Affordable College Tuition (PACT)	Recipients	45	40	32
	Dollars Awarded	\$56,337	\$57,216	\$51,465
Private or Community Scholarships	Recipients	633	382	396
	Dollars Awarded	\$334,386	\$333,485	\$314,450
Scholarship America*	Recipients	-	-	20
	Dollars Awarded	-	-	10,000
Stafford Loans	Recipients	670	496	634
	Dollars Awarded	\$1,519,807	\$1,357,875	\$1,842,311
Supplemental Educational Opportunity Grant (SEOG)	Recipients	117	116	155
	Dollars Awarded	\$39,800	\$37,200	\$55,400
Trade Adjustment Assistance (TAA)	Recipients	220	284	186
	Dollars Awarded	\$930,787	\$1,074,925	\$857,223
VA Rehabilitation	Recipients	12	11	11
	Dollars Awarded	\$33,384	\$31,573	\$41,279
Vocational Rehabilitation	Recipients	6	5	6
	Dollars Awarded	\$10,393	\$7,196	\$10,434
Work Study	Recipients	45	36	44
	Dollars Awarded	\$95,165	\$80,265	\$94,819
Workforce Development Grant	Recipients	63	96	117
	Dollars Awarded	\$81,375	\$105,177	\$142,223
Workforce Investment Act (WIA)	Recipients	244	309	321
	Dollars Awarded	\$768,275	\$1,142,257	\$1,138,250

*Scholarship America funds were awarded to NACC by the federal government to assist students directly affected by the April 2011 tornados.

Sources: (1) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

(2) Work Study Information: Office of Financial Aid. February 1, 2013.

Learning Resources Center

Table 1-17

Resources	
Fall 2012	
Books, Periodicals, eBooks, and Audiovisual Materials	
Print volumes/Books	63,741
Electronic Books	47,048
Print periodical subscriptions	110
Online subscriptions to databases (excluding AVL)	2*
Audiovisual materials	853
Media and Networking Resources	
Library Management Network	Consortium of 7 North Alabama library systems
Database and Internet Connections	Twenty-four work stations with access to the internet, electronic databases, Microsoft Word, PowerPoint, Publisher, and Excel
Online Resources	Auto-Graphics Verso integrated library system, Alabama Virtual Library's 49 databases, Newsbank's <i>America's Newspapers</i> database, and EBSCO's Discovery Service, which includes subscriptions to several databases
Room 101	LCD projector, DVD player, VCR, SMARTBoard podium, computer, ELMO, surround sound speaker system, seating for 30
Room 102	LCD projector, DVD player, VCR, SMARTBoard podium, computer, ELMO, seating for 25
Other technology	Eight laptops for circulation by NACC personnel, six LCD projectors available for circulation by NACC personnel and many other items

* Excludes the Alabama Virtual Library, which contains 49 online databases.

Source: NACC Learning Resources Center. February 1, 2013.

Learning Resources Center

Table 1-18

Use of Library Services and Materials 2009-2010 through 2011-2012					
Year	Book and eBook Circulation	Orientation Sessions Taught	On-Site Computer Usage	Database Usage	
				No. of Sessions	Full-Text Requests ¹
2009-2010	8,464	104	45,247	19,832	–
2010-2011	9,111	95	32,241	13,970	–
2011-2012	9,443	99	25,951	58,233 ²	31,061

¹Full-text requests are defined as requests to view articles, signifying the likelihood of a successful session.

²In March 2012, NACC purchased EBSCO Discovery Service, allowing users to search multiple databases during the same session. As a result, the number of reported searches has increased.

Source: NACC Learning Resources Center Director. February 11, 2013.

Table 1-19

Student Evaluation of Campus Services and Facilities: Learning Resources Center Percentage of Respondents who Indicate “Very Satisfactory” or “Satisfactory” Spring 2010 through Spring 2012			
Category	Spring 2010	Spring 2011	Spring 2012
Library Collection	98.2%	98.1%	98.2%
Library Faculty and Staff	97.1%	98.6%	99.0%
Library Services	98.5%	99.0%	99.6%
Electronic Information Access	99.0%	98.8%	99.6%

Source: NACC Office of Institutional Planning and Assessment. *Student Evaluation of Campus Services and Facilities*. Spring 2010 through Spring 2012.

Technology

Table 1-20

Technology Improvements Fall 2012 through Spring 2013	
Improvements	Resources
Expansion of mass storage	Tech Fee
Installation of instructional lab in BE 207	Tech Fee
Addition of virtual desktop server	Tech Fee
Upgrade of general network server	Tech Fee
Upgrade of 14 faculty/staff computers	Tech Fee
Monitor upgrade in PA 211	Tech Fee
Installation of 11 SMART classrooms	Title III
New multifunction printer/scanner for Technology Learning Center	Title III
Addition of 4 security cameras	Tech Fee
Upgrade of math Alpha Lab to virtual desktops with thin clients	Tech Fee
Projects Pending	Resources
Monitor upgrade in Learning Resources Center	Tech Fee
Upgrade of security server	Tech Fee
Upgrade of Blackboard to new servers or to managed hosting	Tech Fee

Source: NACC Office of Educational Technology Support. February 6, 2013.

Technology

Table 1-21

Computer Laboratories		
Spring 2013		
Location	Laboratory Name	Student Workstations
Cecil B. Word Learning Resources Center	Learning Resources Center	24
	Paralegal Lab	8
	Spanish Lab	6
Charles M. Pendley Administration Building	CIS Lab	32
	CIS Lab	30
	CIS/Networking/Computer Repair Lab	24
	Workforce Development Lab	20
English Building	Writing Lab	30
Harry Campbell Business Education Building	OAD Lab	28
	OAD/Online Testing Lab	35
	Business Lab	8
	Student and Faculty Technology Learning Center	24
Health Education and Technology Center	Nursing Lab	30
	EMS/General Use Lab	30
Industrial Systems Technology Building	IST Lab	20
Math and Science Building	General Math/Science Lab	20
Student Center	Compass/Testing Lab	25
Technology Center	DDT Lab A	20
	DDT Lab B	20
	ILT Lab	20
William M. Beck Health and Fine Arts Building	Alpha Lab - Math	35
	Beta Lab – Math	35
Workforce Development Building	WorkKeys Testing Lab/Online Class Lab	26
Total Student Workstations		550

Source: NACC Office of Educational Technology Support. February 6, 2013.

Training for Business and Industry

Table 1-22

Training for Business and Industry Course Offerings 2012
Advanced Cardiovascular Life Support
Advanced Hydraulics and Troubleshooting
Advanced Product Quality Planning
Alabama Nurse Aid Registry License Exam
AS9100 Revision C Overview
Basic Hydraulics and Troubleshooting
Basic Life Support for Healthcare Providers
Beginning Microsoft Excel 2010 Workshop
BEST Robotics - Easy C Workshop
BEST Robotics Kick-Off
BEST Robotics - Soldering Workshop
BEST Robotics Teacher Workshop
Certified Fiber Optics Technician - Basic
Certified Fiber Optics Technician Outside Plant Technician
Certified Fiber Optics Technician Specialist in Splicing
Certified Fiber Optics Technician Testing & Maintenance
Child Abuse/Neglect - Seminar
Desktop Applications 2010
Discover Digital Photography
EKG Technician
Electronics Technician Association - AC Exam
Electronics Technician Association - Analog Exam
Electronics Technician Association - Associate Exam
Electronics Technician Association - DC Exam
Electronics Technician Association - Digital Exam
Emergency Medical Dispatch
Emergency Medical Responder
EMS Symposium - Air Evac EMS, Inc.
EMT 24 Hour Basic Refresher
Failure Mode and Effects Analysis (FMEA)
Forklift Operator Training
Grandparents & Other Relatives Raising Children- Seminar
Heart Code PALS
Heartsaver CPR AED
Heartsaver CPR in Schools
Heartsaver First Aid
Heartsaver First Aid CPR AED
Home Health/Hospice Aide
How to Overcome the Over Qualified Recruitment
Industrial Maintenance Basic Electrical Troubleshooting
Innovation Engineering Presentation
Intermediate Microsoft Excel 2010 Workshop
Internal Auditing of Core Tools
Introduction to Microsoft Excel 2010
Introduction to Failure Mode and Effects Analysis
Introduction to InDesign CS4

continued

Training for Business and Industry

Table 1-22, continued

Training for Business and Industry Course Offerings 2012
Introduction to Microsoft Access 2010
Introduction to Microsoft Excel 2010
ISO 9001:2008 Internal Auditor Training
ISO 9001:2008 Overview
Lean 101 -Principles of Lean
Mastering Digital Photography
Math for Healthcare
Medical Terminology
Microsoft Excel 2010 Beginners Workshop
Microsoft Office 2010 Workshop
NOCTI Pre-Engineering Technician Post Test
NOCTI Pre-Engineering Technician Pre-Assessment Exam
Nurse Assistant
OSHA 10 Hour for General Industry
Overhead Crane and Rigging Safety
Overview of ISO 9001:2008
Paraprofessional Business Writing
Paraprofessional Locating Information
Paraprofessional Mathematical Applications
Paraprofessional Reading for Information
Pediatric Advanced Life Support
Pharmacy Technician
Phlebotomy Technician
Photoshop Elements 9 Digital Photography
Production Part Approval Process
Quality Forum: Process Variation
Ready To Work
Résumé Writing & Interview Skills
Root Cause Analysis for Maintenance
Root Cause Analysis/ Problem Solving
Root Cause Failure Analysis
Secrets To Better Photography
Seminar on Bullying
Social Media Marketing for Cosmetology
Spanish for Healthcare
Sustaining Lean
Test Instruments
TS 16949:2009 Overview
Valve Steam Mapping & 5S
Windows 7 with Microsoft 2010
WorkKeys Assessments
WorkKeys Assessments - Ready To Work
WorkKeys, CRC & WIN Presentation
Workplace Readiness

Source: Office of Workforce Development and Skills Training. February 13, 2013.

Training for Business and Industry

Table 1-23

Number of TBI Activities by Industry Served 2012	
Industry	Number of Activities
Aerospace/Aviation Repair, Maintenance Overhaul	2
Architecture & Construction	1
Arts, Audio/Video Technology and Communication	4
Business, Management & Administration	7
Education and Training	70
Health Science	97
Human Services	44
Law, Public Safety, Corrections and Security	13
Manufacturing	45
Marketing, Sales, and Service	2
Military/Defense Contracts	2
Public Utilities	4
Science, Technology, Engineering and Mathematics	1
Transportation, Distribution, and Logistics	1
Work Keys Assessment	6
Totals	299

Note: This table includes information reported by the Division of Workforce Development and the Alabama Technology Network Center at NACC.

Source: Office of Workforce Development and Skills Training. February 13, 2013.

Training for Business and Industry

Table 1-24

Number of Training for Business and Industry Activities by Types of Service 2012		
Type of Service	Number of Activities	Number of Individuals Served
Continuing Education Unit Basic Skill Training	4	26
Customized Job-Specific Skill Training	61	952
Employee or Job-Seeker Industry Specific Training	3	10
Employee or Job-Seeker WorkKeys CRC	3	16
Job-Specific Skill Training (other than customized)	18	222
Pre-Employment/Basic Skill Training	6	49
Skill Certification Assessment	193	1,889
Third Party Computer Based/Online Job-Specific Skill Training	11	19
Totals	299	3,183

Note: This table includes information reported by the Division of Workforce Development and the Alabama Technology Network Center at NACC.

Source: Office of Workforce Development and Skills Training. February 13, 2013.

Section II

Student Profile

Reserved

Student Characteristics

Table 2-1

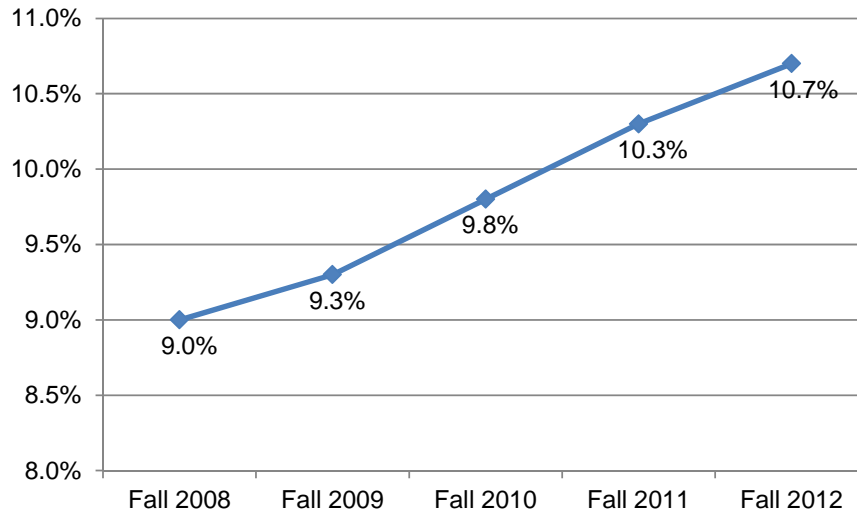
Student Diversity: Race/Ethnicity[†] Fall Terms 2008 through 2012										
Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
African American/Black	67	2.4%	91	2.7%	78	2.3%	74	2.2%	47	1.5%
Asian	9	0.3%	7	0.2%	11	0.3%	14	0.4%	18	0.6%
Hispanic/Latino	64	2.3%	85	2.5%	111	3.2%	121	3.7%	128	4.1%
Native American	103	3.7%	122	3.6%	126	3.7%	114	3.5%	123	3.9%
White	2,549	91.0%	3,055	90.7%	3,102	90.2%	2,958	89.7%	2,806	89.3%
Other	8	0.3%	8	0.2%	11	0.3%	17	0.5%	21	0.7%
Not Reported	-	-	2	0.1%	-	-	-	-	-	-
Total	2,800	100.0%	3,370	100.0%	3,439	100.0%	3,298	100.0%	3,143	100.0%

[†] Includes credit students only.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Chart 2-1

Student Diversity: Percentage of Non-White Students
Fall Terms 2008 through 2012
Cf. Table 2-1



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Student Characteristics

Table 2-2

Credit Students by Gender and Race/Ethnicity				
Fall 2012				
Race/Ethnicity	Male	Female	Total	
			No.	Percent
African American/Black	14	33	47	1.5%
Asian	4	14	18	0.6%
Hispanic/Latino	42	86	128	4.1%
Native American	47	76	123	3.9%
White	1,103	1,703	2,806	89.3%
Other	8	13	21	0.7%
Total	1,218	1,925	3,143	100.0%

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Student Characteristics

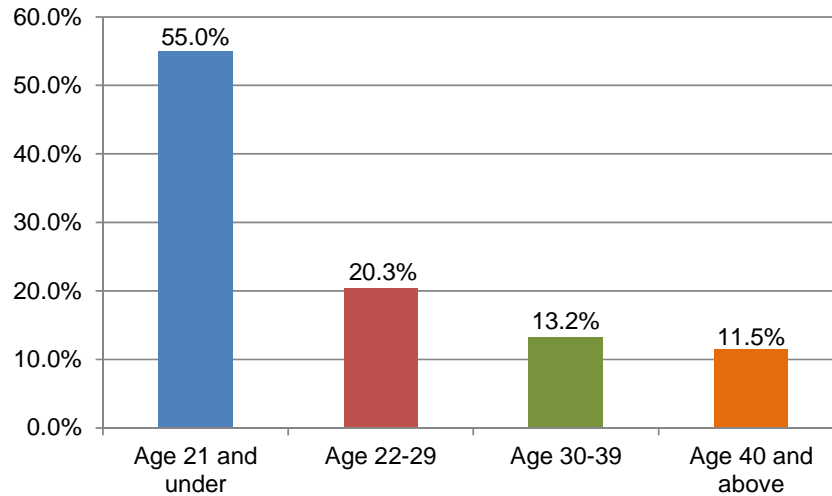
Table 2-3

Credit Students by Age Fall 2012		
Age	Total	Percent
Under 18	273	8.7%
18-19	895	28.5%
20-21	561	17.8%
22-24	346	11.0%
25-29	291	9.3%
30-34	229	7.3%
35-39	187	5.9%
40-49	229	7.3%
50-64	126	4.0%
65 and Over	6	0.2%
Total	3,143	100.0%

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Chart 2-2

Credit Students by Age
Fall 2012
Cf. Table 2-3



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Financial Aid

Table 2-4

Need-Based Financial Aid Awards Fall 2012				
Type Aid	No. Awards	Percentage of Enrollment ¹	Average Award ²	Amount Disbursed
Alabama Student Assistance Program (ASAP)	27	0.9%	\$475	\$12,829
Knight Student Assistance Program (KSAP)	5	0.2%	\$420	\$2,100
Pell	1,927	61.3%	\$2,090	\$4,026,591
Stafford Loans	410	13.0%	\$1,755	\$719,568
Supplemental Educational Opportunity Grant (SEOG)	52	1.7%	\$329	\$17,100
Work Study	33	1.0%	\$1,490	\$49,177
Total	2,454	—	—	\$4,827,365

¹ Percentages are based on a total credit headcount of 3,143.

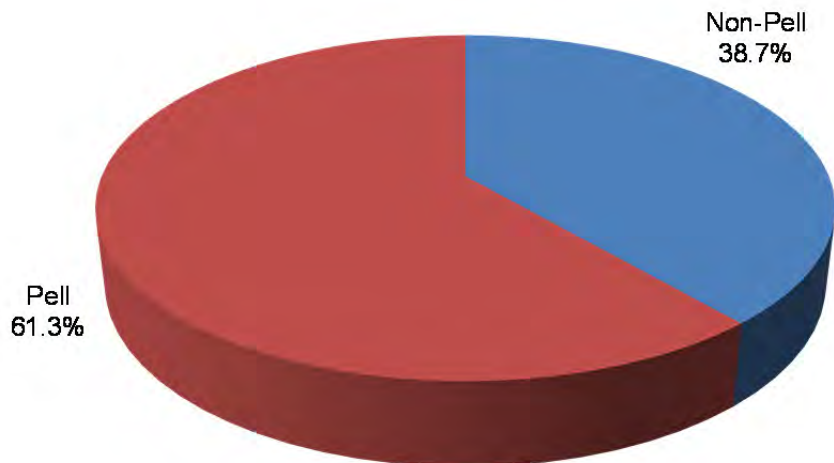
² Rounded to the nearest dollar.

Note: Includes duplications of students receiving more than one type of need-based financial aid.

Sources: (1) Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 24, 2013.
(2) Work Study Information: Office of Financial Aid. February 1, 2012.

Chart 2-3

Pell Grant Awards for Credit Enrollment Fall 2012 Cf. Table 2-4



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 24, 2013.

Financial Aid

Table 2-5

Scholarship Awards Fall 2012				
Classification	No. Awards	Percentage of Enrollment ¹	Average Award	Amount Disbursed
Employer	6	0.2%	\$1,178	\$7,065
Institutional ²	316	10.1%	\$1,697	\$536,161
Private	262	8.3%	\$796	\$208,530
Total	584	—	—	\$751,756

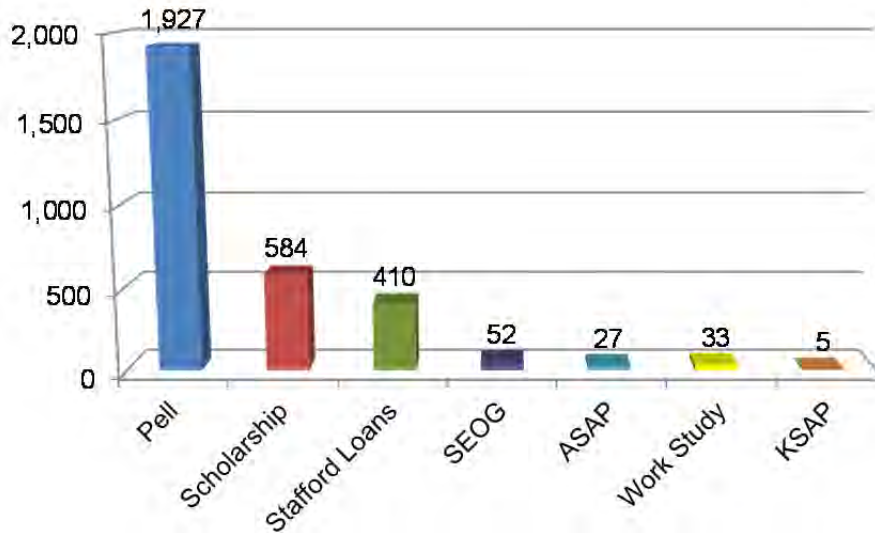
¹Percentages are based on a total credit headcount of 3,143.

²Institutional scholarships are tuition waivers awarded by NACC.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 24, 2013.

Chart 2-4

All Financial Aid Awards for Credit Enrollment Fall 2012 Cf. Tables 2-4, 2-5



Note: Includes duplications of students receiving more than one scholarship and/or need-based financial aid.

Sources: (1) Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 24, 2013.

(2) Work Study Information: Office of Financial Aid. February 1, 2013.

First-Time Degree-Seeking Freshmen

Table 2-6

Origin of First-Time Freshmen [†]						
Fall Terms 2010-2012						
High Schools	Fall 2010		Fall 2011		Fall 2012	
	Enrollees		Enrollees		Enrollees	
	Number	Percentage	Number	Percentage	Number	Percentage
Cedar Bluff	0	0.0%	1	0.2%	0	0.0%
Collinsville	7	1.0%	7	1.1%	5	0.8%
Crossville	7	1.0%	9	1.4%	16	2.7%
Fort Payne	61	9.1%	64	10.0%	66	10.9%
Fyffe	25	3.7%	29	4.5%	21	3.5%
Gaylesville	3	0.4%	4	0.6%	0	0.0%
Geraldine	10	1.5%	4	0.6%	9	1.5%
Ider	37	5.5%	35	5.5%	26	4.3%
Kate Duncan Smith DAR	13	1.9%	19	3.0%	16	2.7%
New Hope	0	0.0%	2	0.3%	1	0.2%
North Jackson	38	5.7%	28	4.4%	20	3.3%
North Sand Mountain	20	3.0%	23	3.6%	23	3.8%
Paint Rock Valley	3	0.4%	1	0.2%	2	0.3%
Pisgah	45	6.7%	30	4.7%	41	6.8%
Plainview	30	4.5%	50	7.8%	50	8.3%
Sand Rock	7	1.0%	2	0.3%	7	1.2%
Scottsboro	57	8.5%	66	10.3%	48	8.0%
Section	20	3.0%	15	2.3%	31	5.1%
Skyline	17	2.5%	14	2.2%	19	3.2%
Sylvania	50	7.5%	40	6.2%	36	6.0%
Valley Head	18	2.7%	15	2.3%	8	1.3%
Woodville	10	1.5%	10	1.6%	7	1.2%
Out-of-area or private	65	9.7%	63	9.8%	77	12.8%
GED	126	18.8%	110	17.2%	74	12.3%
Total Freshmen	669	100.0%	641	100.0%	603	100.0%

[†] The first-time, degree-seeking freshman cohort includes:

- students enrolled in college for the first time during the fall or preceding summer semester
- high school graduates who were previously dually enrolled; and
- students who were enrolled prior to the fall semester but withdrew from all courses

This cohort includes those attempting 12 or more hours, but does not include transfer or transient students. All students meeting the criteria for the first-time, degree-seeking freshman cohort are included regardless of the year of high school graduation or GED completion.

Note: The area schools listing includes all public high schools within the college service area as well as Crossville, Geraldine, and Kate Duncan Smith DAR.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

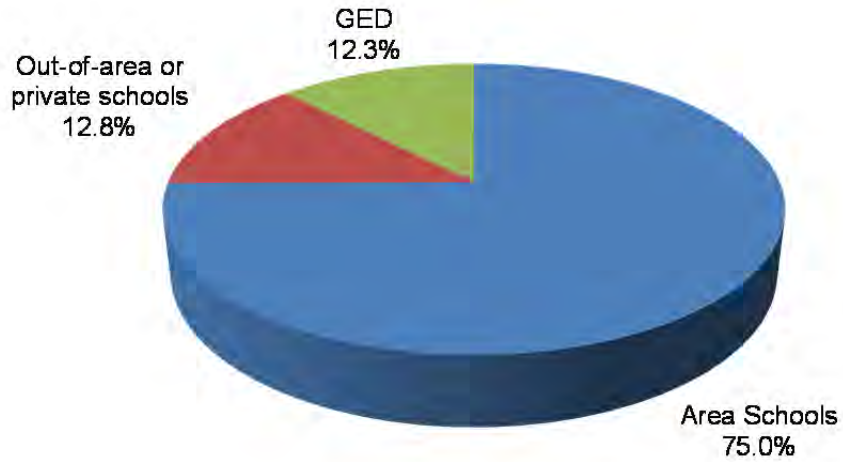
First-Time Degree-Seeking Freshmen

Chart 2-5

Graduating High Schools of First-Time Freshmen

Fall 2012

Cf. Table 2-6



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

Developmental Course Placement

Table 2-7

Placement of First-Time Freshmen		
Fall 2012		
Description/Placement	Number	Percentage of First-Time Freshmen
First-Time Freshmen [†]	603	100.0%
Developmental Writing (ENG 092 or 093)	152	25.2%
Developmental Math (MTH 090 or 098)	293	48.6%
Developmental Reading (RDG 083)	20	3.3%
Total placing in one or more developmental courses	316	52.4%

[†]Credit students only. Based on first-time freshman cohort as defined in Table 2-6.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

Table 2-8

First-Time Freshmen Placing in at Least One Developmental Course by High School Group			
Fall 2012			
High School Group	Number of Freshmen	Number Placing in Developmental	Percentage Placing in Developmental
Area schools [†]	452	198	43.8%
GED	74	69	93.2%
Out-of area or private	77	49	63.6%
Total	603	316	52.4%

[†]The area schools listing includes all public high schools within the college service area as well as Crossville, Geraldine, and Kate Duncan Smith DAR.

Notes: Credit students only. Based on first-time freshman cohort as defined in Table 2-6.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

Developmental Course Placement

Table 2-9

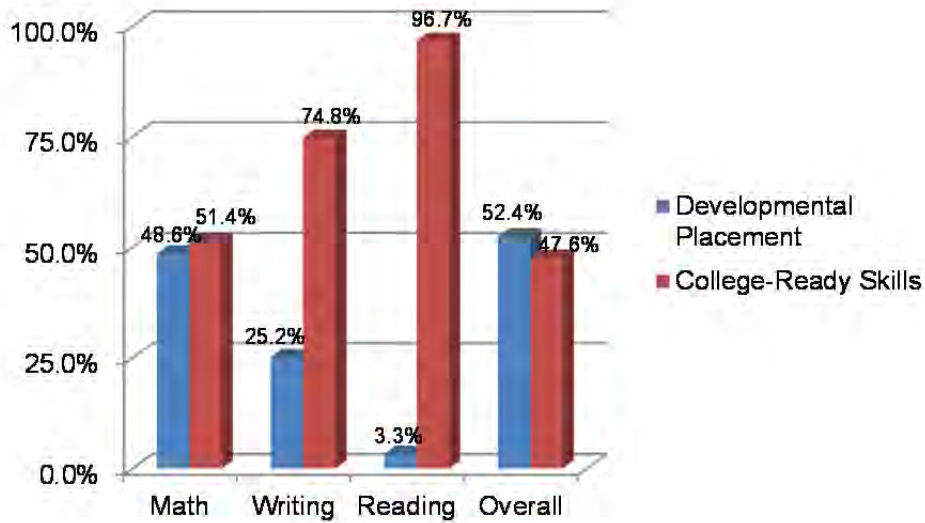
Age Group	Number of Freshmen	Number Placing in Developmental	Percentage Placing in Developmental
19 or under	460	188	40.9%
20-21	46	39	84.8%
22-24	21	17	81.0%
25-29	25	24	96.0%
30-34	18	18	100.0%
35-39	8	7	87.5%
40-49	19	18	94.7%
50 or over	6	5	83.3%
Total	603	316	52.4%

Note: Credit students only. Based on first-time freshman cohort as defined in Table 2-6.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

Chart 2-6

Placement of First-Time Freshmen
Fall 2012
Cf. Table 2-7



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2013.

Enrollment in Degree and Certificate Programs

Table 2-10

Student Enrollment by Program			
Fall 2010 through Fall 2012			
Program	Enrollment		
	Fall 2010	Fall 2011	Fall 2012
Associate in Arts	446	475	445
Associate in Science	1,352	1,170	1,117
Associate in Applied Science	1,091	1,125	1,131
- Business Banking and Business Finance ¹	3	—	—
- Business Management and Business Supervision	85	91	113
- Child Development	50	44	46
- Computer Information Systems	72	79	82
- Criminal Justice	62	79	83
- Drafting and Design Technology	58	41	45
- Emergency Medical Services	61	55	37
- Engineering Technician	—	39	50
- Industrial Electronics Technology	105	76	60
- Industrial Systems Technology	127	135	137
- Medical Assistant	168	162	135
- Nursing	148	152	151
- Office Administration	55	44	32
- Office Administration: Medical Office	70	85	61
- Office Administration: Paralegal	27	43	28
- Salon and Spa Management ²	—	—	71
Certificate and Short-Term Certificate	129	122	58
- Child Development	—	—	1
- Computer Information Systems	—	1	—
- Criminal Justice	—	—	1
- Drafting and Design Technology	—	—	—
- Emergency Medical Services	1	—	1
- Engineering Technician	—	—	—
- Industrial Electronics Technology	—	2	—
- Industrial Systems Technology	3	1	2
- Medical Assistant	—	—	—
- Practical Nursing	48	54	53
- Salon and Spa Management (Cosmetology)	77	64	—

¹Business Banking and Business Finance is no longer an A.A.S. program option at NACC.

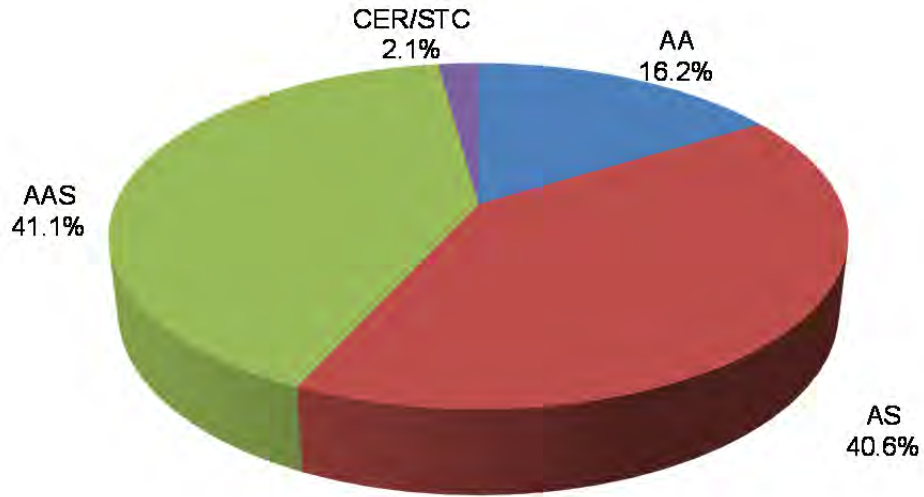
²An A.A.S. degree program in Salon and Spa Management was implemented in Fall 2012.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Enrollment in Degree and Certificate Programs

Chart 2-7

Student Enrollment by Degree/Certificate Program
Fall 2012
Cf. Table 2-10



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Retention

Table 2-11

Retention of First-Time Degree-Seeking Freshmen Returning for a Second Year at the Same Institution: NACC and All Alabama Community College System (ACCS) Institutions Cohorts Fall 2008-2010			
	Fall 2008 Cohort Students	Cohort Students Still Enrolled at same Institution Fall 2009 or Completing a Degree	
Fall 2008	Total	Total	Total Percentage
Total all ACCS	18,867	10,197	54.0%
NACC	703	420	59.7%
	Fall 2009 Cohort Students	Cohort Students Still Enrolled at same Institution Fall 2010 or Completing a Degree	
Fall 2009	Total	Total	Total Percentage
Total all ACCS	22,460	11,581	51.6%
NACC	973	559	57.5%
	Fall 2010 Cohort Students	Cohort Students Still Enrolled at same Institution Fall 2011 or Completing a Degree	
Fall 2010	Total	Total	Total Percentage
Total all ACCS	22,068	10,925	49.5%
NACC	805	444	55.2%

Source: Alabama Commission on Higher Education. *Retention Report of First-Time Degree-Seeking Freshmen Student Year: Alabama Public Two Year Colleges Initially Enrolled Fall Term 2010*. Retrieved January 24, 2013, from <http://www.ache.alabama.gov/Abstract1112/Student-DB/4-RetBasic.pdf>.

Degree and Certificate Completions

Table 2-12

Completions by Award, Race/Ethnicity, and Gender														
Academic Years 2009-2010 through 2011-2012 [†]														
2009-2010														
Race/Ethnicity	Degrees						Certificates				Total		Percentage of Total	
	AA		AS		AAS		CER		STC		M	F	M	F
	M	F	M	F	M	F	M	F	M	F				
African American/Black	1	1	1	3	2	3	-	-	1	1	5	8	0.9%	1.5%
Asian	-	-	1	-	1	-	-	-	-	-	2	-	0.4%	-
Hispanic/Latino	1	-	1	1	-	4	-	1	1	1	3	7	0.6%	1.3%
Native American	1	-	2	5	3	5	-	3	2	4	8	17	1.5%	3.1%
White	11	20	28	83	55	97	16	38	71	74	181	312	33.3%	57.5%
Total M/F	14	21	33	92	61	109	16	42	75	80	199	344	36.6%	63.4%
Total Completions	35		125		170		58		155		543		100.0%	
2010-2011														
Race/Ethnicity	Degrees						Certificates				Total		Percentage of Total	
	AA		AS		AAS		CER		STC		M	F	M	F
	M	F	M	F	M	F	M	F	M	F				
African American/Black	-	-	1	2	-	10	1	1	-	5	2	18	0.2%	2.2%
Asian	-	-	1	-	-	-	-	-	-	-	1	-	0.1%	-
Hispanic/Latino	1	-	2	1	2	3	1	3	5	3	11	10	1.3%	1.2%
Native American	-	-	1	4	4	6	4	1	3	5	12	16	1.4%	1.9%
White	8	16	45	84	123	188	71	73	72	78	319	439	38.4%	52.8%
Total M/F	9	16	50	92	129	209	77	78	80	91	345	486	41.5%	58.5%
Total Completions	25		142		338		155		171		831		100.0%	
2011-2012														
Race/Ethnicity	Degrees						Certificates				Total		Percentage of Total	
	AA		AS		AAS		CER		STC		M	F	M	F
	M	F	M	F	M	F	M	F	M	F				
African American/Black	1	-	-	3	1	7	-	-	1	5	3	15	0.4%	1.9%
Asian	1	-	-	-	-	1	-	1	-	-	1	2	0.1%	0.3%
Hispanic/Latino	-	1	1	3	5	7	-	3	2	6	8	20	1.0%	2.5%
Native American	1	2	1	6	4	5	3	-	1	4	10	17	1.3%	2.1%
White	16	23	52	96	88	173	36	48	86	93	278	433	35.1%	54.6%
Other	-	-	-	-	2	1	-	1	2	-	4	2	0.5%	0.3%
Total M/F	19	26	54	108	100	194	39	53	92	108	304	489	38.3%	61.7%
Total Completions	45		162		294		92		200		793		100.0%	

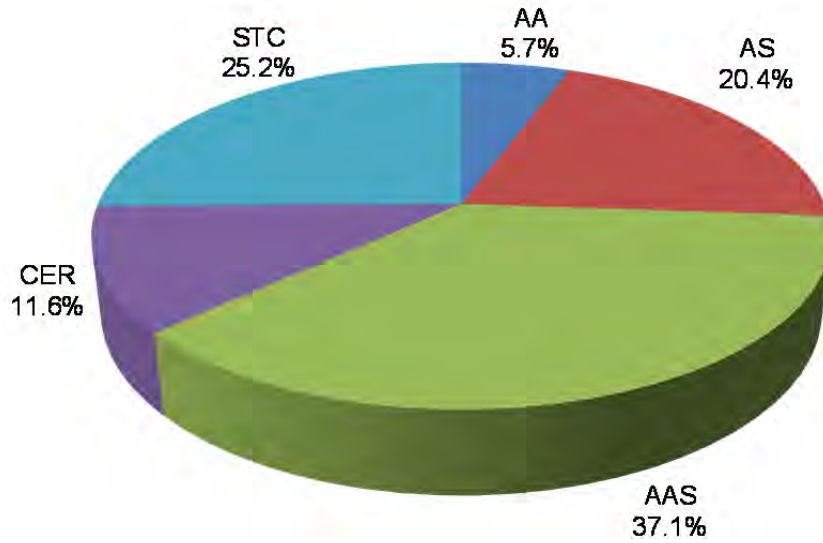
[†]This table includes duplications as to the number of completers: a number of students received more than one type of award.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. January 28, 2013.

Degree and Certificate Completions

Chart 2-8

Award Percentages by Type
Academic Year 2011-2012
Cf. Table 2-12



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. January 28, 2013.

Degree and Certificate Completions

Table 2-13

Completions by Award and Age Range Academic Years 2009-2010 through 2011-2012 [†]							
2009-2010							
Age Group	AA	AS	AAS	CER	STC	All Completions	Percentage of Total
Under age 25	18	82	58	19	45	222	40.9%
Ages 25-39	11	30	67	25	58	191	35.2%
Age 40 or over	6	13	45	14	52	130	23.9%
Total	35	125	170	58	155	543	100.0%
2010-2011							
Age Group	AA	AS	AAS	CER	STC	All Completions	Percentage of Total
Under age 25	18	83	60	43	51	255	30.7%
Ages 25-39	3	42	133	54	58	290	34.9%
Age 40 or over	4	17	145	58	62	286	34.4%
Total	25	142	338	155	171	831	100.0%
2011-2012							
Age Group	AA	AS	AAS	CER	STC	All Completions	Percentage of Total
Under age 25	28	97	72	23	64	284	35.8%
Ages 25-39	10	42	107	43	74	276	34.8%
Age 40 or over	7	23	115	26	62	233	29.4%
Total	45	162	294	92	200	793	100.0%

[†]This table includes duplications as to the number of completers: a number of students received more than one type of award.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. January 28, 2013.

Collegiate Assessment of Academic Proficiency (CAAP)

Table 2-14

Student Performance on the Collegiate Assessment of Academic Proficiency (CAAP) Compared to Performance of Other Public Two-Year College Students 2003 – 2012							
Year	Topic	Mean	NACC		Public Two-year Colleges		
			S.D.	Number	Mean	S.D.	Number
2003	Writing Skills	63.9	4.2	104	62.5	4.8	25,884
2003	Mathematics	57.5	3.6	104	56.0	3.2	921 [†]
2004	Reading	61.1	4.6	127	60.6	4.8	26,647
2004	Critical Thinking	60.9	5.4	127	60.5	5.5	20,299
2005	Science	59.1	3.4	63	59.0	4.1	17,675
2005	Writing Skills	63.7	4.6	63	62.3	4.7	27,875
2006	Mathematics	56.8	4.3	103	56.1	3.6	28,577
2006	Reading	60.6	4.8	103	60.4	5.5	29,097
2007	Critical Thinking	59.8	5.2	57	60.9	5.4	21,114
2007	Writing Skills	61.5	4.6	57	62.2	4.8	27,905
2008	Reading	60.8	5.0	128	60.5	5.4	29,911
2008	Science	59.3	3.9	128	59.2	4.1	18,849
2009	Mathematics	60.2	3.8	100	56.2	3.6	29,274
2009	Writing Skills	63.1	5.1	109	62.0	4.8	28,236
2010	Critical Thinking	62.6	4.5	147	60.7	5.4	26,816
2010	Reading	60.9	4.9	130	60.4	5.5	25,633
2011	Science	60.0	4.0	111	59.1	4.1	17,133
2011	Writing Skills	63.4	4.6	143	61.8	4.9	25,721
2012	Mathematics	58.6	3.2	138	56.2	3.5	28,323
2012	Reading	61.9	4.8	89	60.2	5.5	20,391

Note: The Collegiate Assessment of Academic Proficiency is an instrument designed and evaluated by American College Testing to measure general education outcomes. Two of the five sections are administered to NACC students each spring.

Source: NACC *Information on Fulfillment of the Mission 2012-2013*. July 2012. p. 29.

Collegiate Assessment of Academic Proficiency (CAAP)

Table 2-15

Northeast Alabama Community College Collegiate Assessment of Academic Proficiency (CAAP) 2003 – 2012			
Critical Thinking			
Year	NACC Mean	National Mean	Difference
2004	60.9	60.5	+0.4
2007	59.8	60.9	-1.1
2010	62.6	60.7	+1.9
Mathematics			
Year	NACC Mean	National Mean	Difference
2003	57.5	56.0	+1.5
2006	56.8	56.1	+0.7
2009	60.2	56.2	+4.0
2012	58.6	56.2	+2.4
Reading			
Year	NACC Mean	National Mean	Difference
2004	61.1	60.6	+0.5
2006	60.6	60.4	+0.2
2008	60.8	60.5	+0.3
2010	60.9	60.4	+0.5
2012	61.9	60.2	+1.7
Science			
Year	NACC Mean	National Mean	Difference
2005	59.1	59.0	+0.1
2008	59.3	59.2	+0.1
2011	60.0	59.1	+0.9
Writing Skills			
Year	NACC Mean	National Mean	Difference
2003	63.9	62.5	+1.5
2005	63.7	62.3	+1.4
2007	61.5	62.2	-0.7
2009	63.1	62.0	+1.1
2011	63.4	61.8	+1.6

Source: NACC *Information on Fulfillment of the Mission 2012-2013*. July 2012. p. 29.

Transfer Student Success

Table 2-16

Number of Students Earning 60 or More Semester Credit Hours at NACC and Attempting 30 or more Semester Hours at a State University[†]			
University	Number of NACC Transfers	Percentage Earning a GPA \geq 2.0	Percentage Earning a GPA \geq 3.0
Athens State University	11	100.0%	72.7%
Auburn University	45	88.9%	33.3%
Jacksonville State University	69	97.1%	65.2%
University of Alabama	43	97.7%	62.8%
University of Alabama at Birmingham	16	87.5%	62.5%
University of Alabama at Huntsville	49	95.9%	57.1%

Source: Alabama Commission on Higher Education. *GPA Summarized by Alabama 2-Year Institutions*. August 2, 2012.

Table 2-17

Number of Students Earning 24-59 Semester Credit Hours at NACC and Attempting 30 or more Semester Hours at a State University[†]			
University	Number of NACC Transfers	Percentage Earning a GPA \geq 2.0	Percentage Earning a GPA \geq 3.0
Athens State University	13	100.0%	76.9%
Auburn University	86	89.5%	39.5%
Jacksonville State	22	86.4%	22.7%
University of Alabama	63	98.4%	68.3%
University of Alabama at Birmingham	16	100.0%	68.8%
University of Alabama at Huntsville	17	100.0%	52.9%
University of North Alabama	12	83.3%	33.3%

[†]Tables 2-17 and 2-18 are based on students enrolled at NACC during the period of summer 2006 through spring 2008 and then attempted at least 30 credit hours after transferring to an Alabama public 4-Year institution. Figures are only included for those institutions to which 10 or more students transferred.

Source: Alabama Commission on Higher Education. *GPA Summarized by Alabama 2-Year Institutions*. August 2, 2012.

Licensure Pass Rates

Table 2-18

NCLEX-RN Pass Rates of NACC Nursing Students Compared to State and National Averages 2003 through 2012			
Year	NACC Average	State Average	National Average
2003	92.9	86.3	87.7
2004	97.1	85.5	85.4
2005	95.0	87.0	87.0
2006	97.7	89.2	88.1
2007	91.8	87.5	85.7
2008	85.7	88.3	86.7
2009	95.9	89.6	88.2
2010	87.9	85.5	87.6
2011	89.6	88.1	87.8
2012	84.8	89.7	90.2

Note: The NCLEX-RN is the licensing exam for registered nurses in Alabama. NCLEX exams are developed by the National Council of State Boards of Nursing.

Sources: NACC Health Science Division. January 15, 2013.

Table 2-19

NCLEX-PN Pass Rates of NACC Nursing Students Compared to State and National Averages 2005 through 2012			
Year	NACC Average	State Average	National Average
2005	100.0	88.0	89.0
2006	100.0	88.5	88.2
2007	100.0	92.0	85.9
2008	100.0	95.3	86.0
2009	100.0	94.8	85.2
2010	97.0	95.0	86.8
2011	85.0	94.7	86.0
2012	83.3	90.7	84.0

Note: The NCLEX-PN is the licensing exam for practical nurses in Alabama. NCLEX exams are developed by the National Council of State Boards of Nursing.

Sources: NACC Health Science Division. January 15, 2013.

Licensure Pass Rates

Table 2-20

National Registry of Emergency Medical Technicians NACC Paramedic Certification Pass Rates 2002-2003 through 2011-2012						
Graduation Year	No. of Graduates	Number Tested	First Time Pass	Subsequent Pass	Total Pass	Percent Pass
2002-2003	12	12	7	4	11	92%
2003-2004	4	4	—	1	1	25%
2004-2005	4	4	3	1	4	100%
2005-2006	2	2	2	—	2	100%
2006-2007	4	4	2	2	4	100%
2007-2008	4	4	4	—	4	100%
2008-2009	7	7	4	2	6	86%
2009-2010	3	3	2	—	2	67%
2010-2011	14	11	4	4	8 [†]	73%
2011-2012	7	7	7	—	7	100%

[†] 2010-2011 completers have until May 2013 to pass the National Registry of Emergency Medical Technicians Exam.

Note: The National Registry of Emergency Medical Technicians Exam is the exam for licensure by the Alabama Department of Public Health.

Source: Office of Emergency Medical Services Program. February 4, 2013.

Table 2-21

National Registry of Emergency Medical Technicians NACC EMT Certification Pass Rates 2003-2004 through 2010-2011						
Graduation Year	No. of Graduates	Number Tested	First Time Pass	Subsequent Pass	Total Pass	Percent Pass
2003-2004	17	17	15	1	16	94%
2004-2005	11	10	9	0	9	90%
2005-2006	18	18	17	0	17	94%
2006-2007	20	19	14	2	16	84%
2007-2008	13	12	7	3	10	83%
2008-2009	60	41	23	6	29	71%
2009-2010	31	26	21	2	23	88%
2010-2011	14	13	9	1	10 [†]	77%

[†] 2010-2011 completers have until May 2013 to pass the National Registry of Emergency Medical Technicians Exam.

Note: The National Registry of Emergency Medical Technicians Exam is the exam for licensure by the Alabama Department of Public Health.

Source: Office of Emergency Medical Services Program. February 4, 2013.

Licensure Pass Rates

Table 2-22

National Interstate Council of State Boards of Cosmetology Exam Pass Rates of NACC Cosmetology Certificate Completers 2008-2009 through 2011-2012			
Academic Year	Number Tested	Number Passing	Pass Rate
2008-2009	15	15	100%
2009-2010	16	16	100%
2010-2011	41	41	100%
2011-2012	28	28	100%

Notes: (1) The National Interstate Council Exam is the exam for Alabama Board of Cosmetology licensure.
(2) Program implemented fall 2006. First licensure testing: AY 2008-2009.

Source: Office of Workforce Development and Skills Training. January 14, 2013.

Table 2-23

Medical Assistant Licensure Pass Rates Pass Rates of NACC Medical Assistant Program Completers 2010-2011 through 2011-2012						
Academic Year	Certified Clinical Medical Assistant			Certified Phlebotomy Technician		
	Number Tested	Number Passing	Pass Rate	Number Tested	Number Passing	Pass Rate
2010-2011	1	1	100%	–	–	–
2011-2012	37	35	95%	36	34	94%

Source: Medical Assistant Program Director. February 13, 2013.

Evaluation of Instruction

Table 2-24

Student Evaluation of Instruction Summary Report for Fall 2012 Traditional Courses				
Evaluation Item	Strongly Agree	Agree	Disagree	Strongly Disagree
The instructor clearly defined the course objectives, course assignments, grading policy, and all course activities at the beginning of the semester.	79.2%	18.2%	1.9%	0.7%
The instructor meets class at the scheduled or agreed-upon time.	80.2%	17.5%	1.6%	0.7%
The instructor uses class time effectively.	75.9%	19.9%	3.2%	1.0%
The instructor demonstrates knowledge of the subject.	81.9%	16.1%	1.3%	0.7%
The instructor is consistently well prepared for class.	75.3%	20.9%	2.9%	0.9%
The instructor maintains a positive attitude about teaching the subject.	81.1%	16.5%	1.6%	0.8%
The instructor presents course material in a clear, organized manner.	73.3%	20.4%	4.1%	2.2%
The instructor returns graded assignments and examinations in a timely manner.	73.8%	21.1%	3.5%	1.6%
The instructor encourages student participation in class.	76.2%	20.6%	2.5%	0.7%
The instructor treats students with respect.	80.7%	16.3%	1.9%	1.2%
The instructor demonstrates a willingness to help students outside of class.	74.2%	21.2%	3.4%	1.1%
Overall, the instructor teaches this course effectively.	77.2%	18.5%	3.0%	1.4%

Source: Office of Institutional Planning and Assessment. *Fall 2012 Evaluation of Instruction. Summary Report: Traditional Courses*. January 15, 2013.

Evaluation of Instruction

Table 2-25

Student Evaluation of Instruction Summary Report for Fall 2012 Distance Education Courses				
Evaluation Item	Strongly Agree	Agree	Disagree	Strongly Disagree
The instructor clearly defined the course objectives, course assignments, grading policy, and all course activities at the beginning of the semester.	77.7%	19.0%	1.9%	1.4%
The instructor clearly explains and organizes course material and presents material in a manner that facilitates effective use of the student's study time.	73.0%	20.8%	4.1%	2.1%
The instructor prominently posts all deadlines in announcements, emails, or other communication methods.	77.1%	18.0%	3.2%	1.7%
The instructor demonstrates knowledge of the subject.	74.0%	21.8%	2.9%	1.4%
The instructor presents the material with appropriate interest and enthusiasm.	70.6%	23.5%	3.7%	2.2%
The instructor treats students with respect.	76.0%	20.8%	1.6%	1.6%
The instructor demonstrates willingness to help students beyond the given online presentation.	71.2%	21.4%	4.8%	2.6%
The instructor evaluates assignments and examinations in a timely manner.	70.9%	22.6%	4.0%	2.4%
The instructor replies to my emails within one business day (except when he/she has announced that he/she will not be available).	67.7%	23.0%	5.4%	3.9%
The instructor makes use of the online tools available, such as the discussion board, online chat, and virtual classroom.	69.0%	22.7%	6.3%	2.0%
Overall, the instructor teaches and administers this course effectively.	73.4%	20.8%	3.3%	2.5%

Source: Office of Institutional Planning and Assessment. *Fall 2012 Evaluation of Instruction. Summary Report: Traditional Courses.* January 15, 2013.

Student Satisfaction

Table 2-26

Student Evaluation of Campus Services and Facilities			
Percentage of respondents who indicated satisfaction with services and facilities			
Spring 2010 through Spring 2012			
Category	Spring 2010	Spring 2011	Spring 2012
Admissions Process	98.3%	98.9%	99.1%
Orientation	95.0%	96.1%	97.2%
Registration Process	96.0%	93.3%	95.3%
Academic Support Services	95.1%	96.9%	96.8%
Financial Aid	92.7%	92.8%	92.8%
Transfer Advisor	–	95.2%	94.7%
College and Career Planning Center	–	97.1%	96.9%
Student Activities	88.9%	95.8%	94.9%
Bookstore Services	95.5%	95.1%	93.9%
Business Office Services	98.4%	98.4%	99.0%
Quality of Classrooms	87.3%	89.0%	90.4%
Quality of Laboratories	88.9%	90.7%	92.0%
Campus Security	96.1%	97.2%	97.1%
Campus Appearance	98.5%	99.2%	99.1%
Campus Maintenance	97.4%	95.7%	96.0%

Source: Office of Institutional Planning and Assessment. *Student Evaluation of Campus Services and Facilities*. Spring Semesters 2010 through 2012.

Table 2-27

Evaluation of Academic Advising			
Percentage of respondents who indicated satisfaction with the statement			
“Overall, I am satisfied with the quality of...”			
Current Status	Fall 2010	Fall 2011	Spring 2013[†]
Assistance I have received from my academic advisor	92.9%	93.8%	95.2%
Advisement assistance I have received at NACC	95.0%	95.0%	96.0%

[†]Beginning with Academic Year 2012-2013, the Evaluation of Academic Advising will be administered during the spring semester.

Source: Office of Institutional Planning and Assessment. *Evaluation of Academic Advising Summary Report*. Fall Semesters 2010 through 2011 and Spring 2013.

Job Placement

Table 2-28

Job Placement												
AAS and Certificate Completers Employed First Quarter following Completion as Reported by the Alabama Department of Industrial Relations												
Summer 2007 through Spring 2011												
Program	Completers Summer 2007 through Spring 2008			Completers Summer 2008 through Spring 2009			Completers Summer 2009 through Spring 2010			Completers Summer 2010 through Spring 2011		
	No.	Employed		No.	Employed		No.	Employed		No.	Employed	
Business	11	6	55%	11	9	82%	12	10	83%	19	14	74%
Child Development	7	5	71%	4	1	25%	28	11	39%	23	19	83%
Computer Science	5	5	100%	7	4	57%	8	4	50%	11	8	73%
Cosmetology	7	3	43%	6	5	83%	10	3	30%	27	26	96%
Criminal Justice	–	–	–	–	–	–	1	0	0%	27	16	59%
Drafting and Design Technology	27	13	48%	28	17	61%	14	12	86%	25	23	92%
Emergency Medical	5	5	100%	5	5	100%	55	18	33%	32	28	88%
Industrial Electronics	15	14	93%	18	7	39%	57	25	44%	42	34	81%
Industrial Maintenance	–	–	–	–	–	–	4	1	25%	9	9	100%
Machine Tool Technology	–	–	–	–	–	–	12	1	8%	5	5	100%
Medical Assistant	26	26	100%	38	25	66%	43	14	33%	54	49	91%
Office Administration	14	8	57%	24	13	54%	15	4	27%	34	24	71%
Practical Nursing	22	20	91%	19	16	84%	14	14	100%	34	34	100%
Registered Nursing	70	52	74%	50	39	78%	59	39	66%	58	58	100%
Welding Technology	–	–	–	–	–	–	15	1	7%	17	15	88%
Total	209	157	75%	210	141	67%	347	157	45%	415	362	87%

Source: Office of Workforce Development and Skills Training. Alabama Department of Industrial Relations Employment Retention Data Reports, 2006-2007 through 2010-2011. January 14, 2013.

Table 2-29

Job Placement				
Associate Degree and Practical Nursing Completers Employed Six Months following Completion				
2005 - 2012				
Completion Year	AAS - RN		PN	
	Completers	Employed	Completers	Employed
2005	39	97%	15	100%
2006	43	100%	15	100%
2007	49	100%	22	95%
2008	70	91%	19	95%
2009	49	90%	14	100%
2010	59	93%	34	88%
2011	58	91%	34	83%
2012	66	92%	30	81%

Source: NACC Health Science Division. January 15, 2013.

Alumni Perceptions

The NACC Alumni Survey is administered annually during the summer semester to graduates of the preceding academic year. The 2012 survey was administered to the 2010-2011 graduates and certificate completers. Approximately 14% of eligible alumni responded and included AA, AS, and AAS graduates as well as certificate completers.

Items 1-3 pertain to all respondents. Items 4-6 pertain only to AAS graduates and certificate completers. The complete report is available on the college website.

Table 2-30

2012 Alumni Survey

AA, AS, AAS and Certificate Completers

1. Did you achieve the educational goals you set when you entered NACC?

Response	Respondents	Percent
Yes	69	94.5%
No	4	5.5%
Total	73	100.0%

2. What is your current status in regard to further education?

Status	Respondents	Percent
Enrolled in a senior institution	24	32.9%
Enrolled at NACC for further coursework	4	5.5%
Enrolled in another two-year institution	5	6.8%
Working, not in college, but considering further education in the future	20	27.4%
Working, no plans to continue education	5	6.8%
Not working, not in college, but considering further education in the future	11	15.1%
Not working, no plans to continue education	4	5.5%
Total	73	100.0%

3. If you are currently employed, please indicate the location of your job. If not employed, do not respond.

Current job location	Respondents	Percent
Cherokee County	-	-
DeKalb County	24	52.2%
Etowah County	1	2.2%
Jackson County	9	19.6%
Madison County	2	4.3%
Marshall County	2	4.3%
In another Alabama county	3	6.5%
Out of state	7	15.2%
Total	48[†]	-

[†]Two respondents indicated employment in two locations.

Alumni Perceptions

Table 2-30, continued

2012 Alumni Survey

AAS and Certificate Completers

4. What is your current status?

Current Status	Respondents	Percent
Employed full or part time in a job related to training at NACC	15	38.5%
Employed full or part time in a job not related to training at NACC	9	23.1%
Employed full or part time in a job not related to training, but seeking employment in field	3	7.7%
Unemployed, seeking employment	9	23.1%
Unemployed, not seeking employment	3	7.7%
Full-time student and not currently employed	–	–
Total	39	100.0%

Source: Office of Institutional Planning and Assessment. *NACC 2012 Alumni Survey of 2011-2012 Degree and Certificate Recipients Report*. June 2012.

Directory of Services

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Position/Service	Name	Ext.	Email
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Administrative Services	Larry Guffey, Dean	2313	ldguffey@nacc.edu
Adult Education	Chad Gorham, Director	2294	gorhamchad@nacc.edu
Alabama Technology Network Center	Ronny Kisor, Director	2265	rkisor@atn.org
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College and Career Planning Center	Sherry Whitten, Director	2315	whittens@nacc.edu
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