

*Northeast Alabama  
Community College*

**Fact Book 2017-2018**

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

**Compiled Spring 2018**

## **NONDISCRIMINATION POLICY**

No employee or applicant for employment or promotion, shall be discriminated against on the basis of any impermissible criterion or characteristic including, without limitation, race, color, national origin, religion, marital status, disability, sex, age or any other protected class as defined by federal and state law.

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):

Lynde Mann, 116 Charles Pendley Administration Building

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

Lynde Mann, 116 Charles Pendley Administration Building

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

Leslie Reyes, 115 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 Accreditation Commission for Education in 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.

This document was compiled by the Office of Institutional Planning and Assessment with the cooperation and assistance of various offices on campus.

Brad Fricks, Director  
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April 2018

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**The *Fact Book* is available online at  
<https://www.nacc.edu/faculty-and-staff/publications-and-reports/fact-book>**

Reserved

## **Introduction**

Northeast Alabama Community College (NACC) is a public community college strategically located near Rainsville, Alabama, on the border of Jackson and DeKalb Counties. The college began classes in September 1965 with 380 freshmen. The fall 2017 semester saw 2,742 students enrolled in credit courses. 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 18 buildings situated on 117 acres. In addition to the main campus, NACC offers a Salon and Spa Management Program at the NACC Salon Institute in Scottsboro. In fall 2017 the college offered dual enrollment/dual credit classes at 15 area high schools, including courses at the DeKalb County Technology Center and the Ernest Pruet Center of Technology.

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 65% of degree-seeking 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, HSO (Non-Traditional High School Diploma Option), adult reading, and college refresher classes for the people of DeKalb, Jackson, and Marshall Counties as well as part of Blount County. The program has 20 instructional sites and last year served 1,493 students.

Campus and community life are enhanced by a variety of cultural activities, including the widely acclaimed theatre program, the Latino Festival, Music on the Mountain, the Arts & Humanities Speaker's Forum, and a partnership with the Alabama Ballet. 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  
April 2018

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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.

## **Northeast Alabama Community College Mission Statement and Goals**

### **Mission Statement**

The mission of Northeast 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, Northeast Alabama Community College has established the following goals or intended results:

1. An “open door” admission policy which insures nondiscriminatory educational opportunities for individuals regardless of race, color, national origin, religion, marital status, disability, sex, age, or any other protected class as defined by federal and state law.
2. Available, accessible, and affordable courses that provide quality instruction in general education at the freshman and sophomore levels that lead to the attainment of specified learning outcomes, associate degrees, and transfer to senior institutions.
3. Available, accessible, and affordable courses that provide quality instruction in career and technical programs that lead to the attainment of specified learning outcomes, certificates, associate degrees, or institutional awards, and employment in the field of study.
4. Developmental and adult basic education which assists individuals who need to improve their basic learning skills and supports individuals lacking college preparatory backgrounds.
5. Student services which assist individuals to formulate and achieve career, educational, and personal goals through academic advisement services and provide opportunities to participate in social and cultural activities.
6. Recruitment and retention of qualified personnel who are afforded professional development opportunities and institutional support needed to provide quality postsecondary education.
7. Services and training specifically designed and delivered to meet the needs of local business, industry, community organizations, and governmental agencies.
8. 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.
9. Procurement and administration of financial resources in an effective manner.
10. 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.

## NACC Directive Goals 2017-2018 through 2019-2020

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 mission. Whenever appropriate, strategic planning for improvement in individual departments and divisions of the College should address these directive goals.

**Directive Goal 1.** Continue to create a culture of retention and completion at the College which encourages successful completion of courses as well as completion of certificate and associate degree programs. The goals for course completion, course success, completion rate, and reverse transfer degrees are listed below.

<b>Course Completion Rate (Students Receiving a Grade of A, B, C, or D)</b>	
Academic Year	Goal
2016-2017 baseline	84%
2017-2018 target	86%
2018-2019 target	88%
2019-2020 target	90%

<b>Course Success Rate (Students Receiving a Grade of A, B, or C)</b>	
Academic Year	Goal
2016-2017 baseline	81%
2017-2018 target	83%
2018-2019 target	85%
2019-2020 target	87%

<b>Associate Degree Completion Rate for the Entire College within 150% of Time</b>					
	<b>Fall 2013 through Summer 2016</b>	<b>Fall 2014 through Summer 2017</b>	<b>Fall 2015 through Summer 2018</b>	<b>Fall 2016 through Summer 2019</b>	<b>Fall 2017 through Summer 2020</b>
Percent earning a degree	22%	24%	26%	28%	30%
Percent earning <i>any</i> type of award	26%	28%	30%	32%	34%

<b>Associate Degrees Awarded through Reverse Transfer</b>	
Academic Year	Goal
2016-2017 baseline	17
2017-2018 target	19
2018-2019 target	21
2019-2020 target	23

**Directive Goal #2:** Ensure that every advisor is knowledgeable, equipped, and available to teach transfer students the importance of STARS guides. The goals for communication and STARS guide usage are listed below.

<b>Percentage of Students who report that their Advisor Provided a Satisfactory Explanation of STARS Guides</b>	
Year	Percentage
Spring 2017 baseline	83.3%
Spring 2018 target	86.1%
Spring 2019 target	81.5%
Spring 2020 target	90.0%

<b>Number of Unique Students who Obtained an Official STARS Guide</b>	
Year	Number
July 2016-June 2017 baseline	737
July 2017-June 2018 target	760
July 2018-June 2019 target	780
July 2019-June 2020 target	800

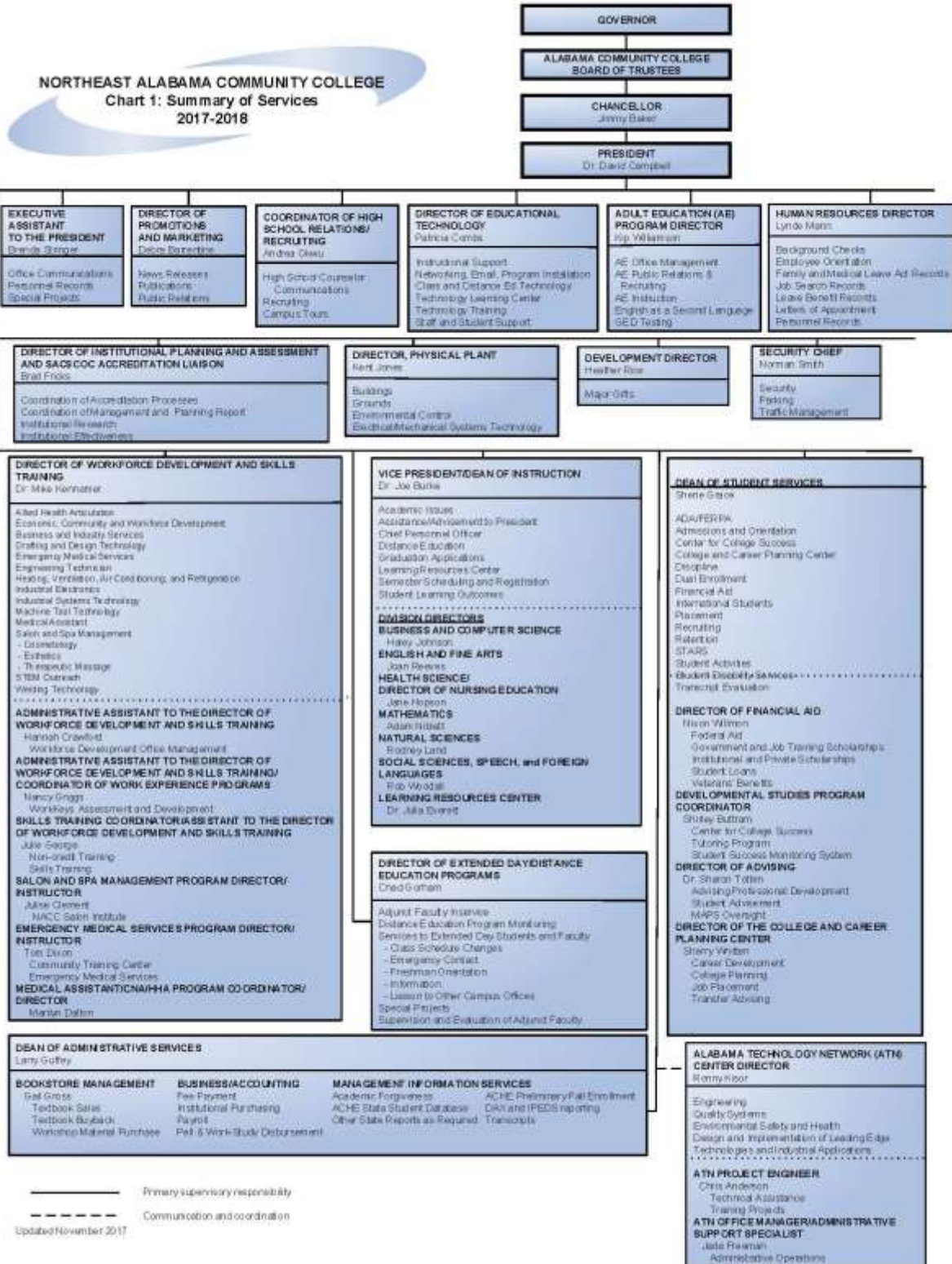
**Directive Goal #3:** Continue to monitor and assess student learning outcomes and use the results to improve educational quality. In addition to course and program-specific learning outcomes, the five general education student learning outcomes for the College are as follows: written communication, oral communication, mathematical computation, computer literacy, and information literacy. The goal of the College is that students achieve the five general education outcomes at or above a five-year average rate of 96%.

**Directive Goal #4:** Through effective recruiting efforts, increase enrollment among the following underrepresented student groups, recent high school and GED graduates, and distance education students. Specifically, the College seeks to increase enrollment of these groups by 9% to the following numbers in Fall 2019:

<b>Enrollment Projections Fall 2016 through Fall 2019</b>				
Group	Fall 2016 Enrollment	Fall 2017 Target	Fall 2018 Target	Fall 2019 Target
All Students	2,616	2,694	2,775	2,858
African Americans	46	47	48	49
Hispanics	226	233	240	247
Nontraditional Age Students (25 and older)	582	599	617	636
Recent Area HS Graduates (from the previous academic year)	478	492	507	522
Recent GED Graduates (from the previous academic year)	20	21	22	23
Students enrolled in Distance Education Courses	1,289	1,328	1,368	1,409

**Directive Goal #5:** Manage and expend finances in such a way that the College is able to continue to offer excellent services to students, employees, and the community. Through increases in enrollment, sound management of financial resources, and consistent review of services and contracts, the College seeks to increase the reserve balance for each fiscal year by 5% for a total of a 15% increase by FY2019.

# Organization



## **Accreditations**

### **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 and Affiliations**

The Associate Degree and Practical Nursing Programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). The nursing programs are also approved by the Alabama Board of Nursing.

The EMS Community Training Center is approved 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).

The National Center for Construction Education and Research (NCCER) has recognized the following programs as an Accredited Training and Education Facility: Air Conditioning and Refrigeration, Drafting and Design Technology, Engineering Technology, Industrial Electronics, Industrial Systems, Machine Tool Technology, and Welding.

The Drafting and Design Technology program is certified by the American Design Drafting Association.

The Salon and Spa Management program is approved by the Alabama Board of Cosmetology and Barbering.

## 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 and 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 Bevell Lyceum
MA	Maintenance
MS	Math and Science Building
MT	Mathematics, Science, and Engineering Technology Center
P	Parking
PA	Charles M. Pendley Administration Building
SC	Student Center
TC	Technology Center
WA	George C. Wallace Administration Building
WD	Workforce Development Building

## NACC Service Area Population

Table 1-1

Annual Population Estimates DeKalb and Jackson Counties and the State of Alabama 2013-2017					
Area	2013	2014	2015	2016	2017
Alabama	4,833,722	4,849,377	4,858,979	4,863,300	4,874,747
DeKalb Co.	71,013	71,065	71,130	70,900	-
Jackson Co.	53,951	52,664	52,419	52,138	-

Note: The 2017 county estimates are not yet available.

Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved February 20, 2018, from [https://www.census.gov/quickfacts/table/PST045216/01\\_01049.00](https://www.census.gov/quickfacts/table/PST045216/01_01049.00).  
(2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved February 20, 2018, from <https://www.census.gov/quickfacts/table/PST045216/01071.01.00>.  
(3) U.S. Census Bureau. *Quick Facts. Alabama*. Retrieved February 20, 2018, from <https://www.census.gov/quickfacts/table/PST045216/01.00>.

Table 1-2

Population of DeKalb and Jackson Counties by Race/Ethnicity Compared to Fall 2017 NACC Student Body			
Race	DeKalb County <sup>1</sup>	Jackson County <sup>1</sup>	NACC Student Body <sup>2</sup>
African American/Black	1.8%	3.4%	1.7%
Asian	0.4%	0.6%	0.7%
Native American	2.1%	1.6%	3.6%
White	92.8%	91.6%	83.3%
Other	2.2%	2.7%	1.0%
Ethnicity	DeKalb County <sup>1</sup>	Jackson County <sup>1</sup>	NACC Student Body <sup>2</sup>
Hispanic/Latino <sup>3</sup>	14.3%	2.8%	9.8%

<sup>1</sup>County percentages are for 2016. The 2017 county estimates are not yet available.

<sup>2</sup>Includes credit students only.

<sup>3</sup>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 February 20, 2018, from [https://www.census.gov/quickfacts/table/PST045216/01\\_01049.00](https://www.census.gov/quickfacts/table/PST045216/01_01049.00).  
(2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved February 20, 2018, from <https://www.census.gov/quickfacts/table/PST045216/01071.01.00>.  
(3) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. February 20, 2018.

## NACC Service Area Population

Table 1-3

Population of DeKalb and Jackson Counties by Gender Compared to Fall 2017 NACC Student Body			
Gender	DeKalb County <sup>1</sup>	Jackson County <sup>1</sup>	NACC Student Body <sup>2</sup>
Male	48.4%	49.2%	39.4%
Female	51.6%	50.8%	60.6%

<sup>1</sup> County percentages are for 2016. The 2017 county estimates are not yet available.

<sup>2</sup> Includes credit students only.

- Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved February 20, 2018, from [https://www.census.gov/quickfacts/table/PST045216/01\\_01049\\_00](https://www.census.gov/quickfacts/table/PST045216/01_01049_00).  
 (2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved February 20, 2018, from [https://www.census.gov/quickfacts/table/PST045216/01071\\_01\\_00](https://www.census.gov/quickfacts/table/PST045216/01071_01_00).  
 (3) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. February 20, 2018.

Table 1-4

Annual Unemployment Rates DeKalb and Jackson Counties, State, and Nation 2015-2017												
Region	Labor Force			Employment			Unemployment			Unemployment Rate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
DeKalb County	28,774	29,142	29,038	27,047	27,356	27,734	1,727	1,786	1,304	6.0%	6.1%	4.5%
Jackson County	23,341	23,718	23,066	21,616	22,208	21,966	1,525	1,510	1,100	6.5%	6.4%	4.8%
Alabama*	2,148,968	2,175,528	2,168,444	2,019,476	2,046,500	2,073,106	129,492	129,028	95,338	6.0%	5.9%	4.4%
United States*	157,130,000	159,187,000	160,319,750	148,833,000	151,436,000	153,337,417	8,296,000	7,751,000	6,982,250	5.3%	4.9%	4.4%

\* Not seasonally adjusted.

Note: This table compares year-to-date average annual civilian labor force, employment, and unemployment data reported for the designated years.

Source: Alabama Department of Labor. *Alabama Counties 2017 Unemployment Data*. Retrieved February 7, 2018 from <http://www2.labor.alabama.gov/LAUS/CLF/ALUS.aspx>



## Revenue and Expenditures

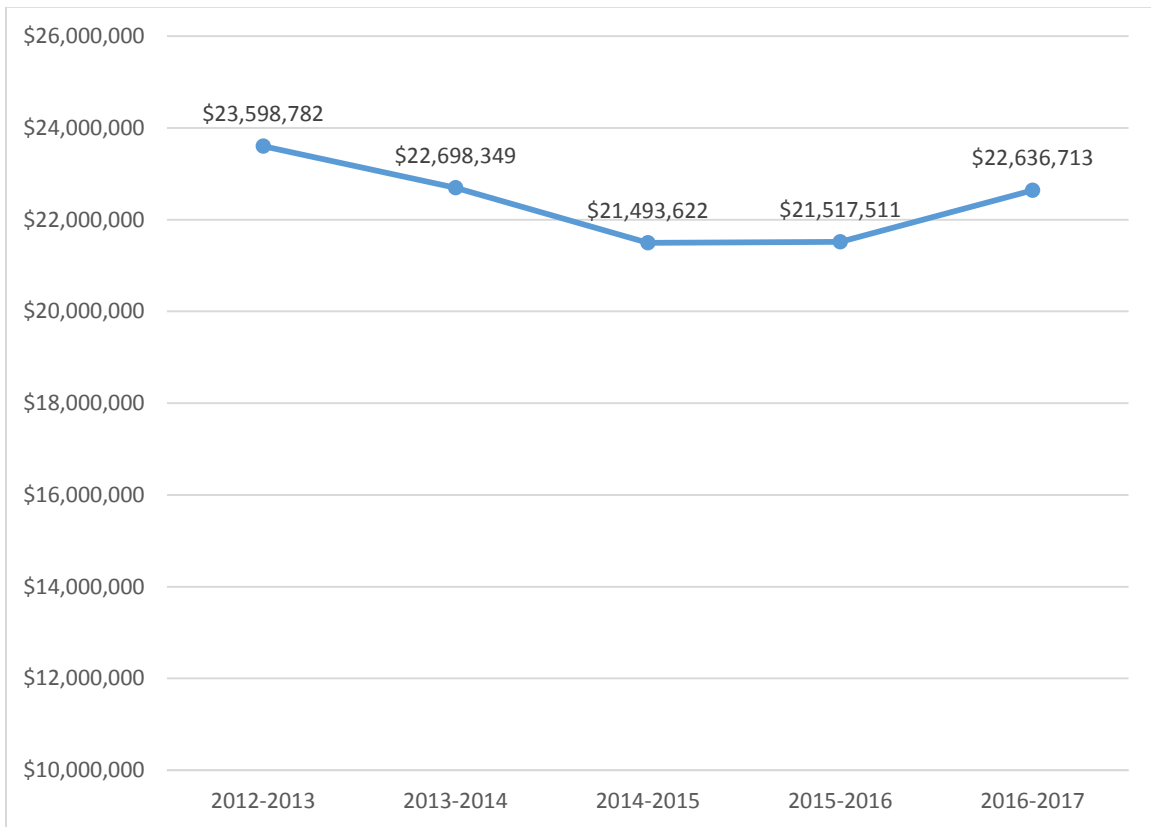
Table 1-5

<b>NACC Revenue by Year</b>	
2012-2013 through 2016-2017	
<b>Fiscal Year</b>	<b>Total Revenue</b>
2012-2013	\$23,598,782
2013-2014	\$22,698,349
2014-2015	\$21,493,622
2015-2016	\$21,517,511
2016-2017	\$22,636,713

Source: Dean of Administrative Services. NACC Financial Statements of respective years. April 4, 2018.

Chart 1-1

**Revenue By Year**  
2012-2013 through 2016-2017  
Cf. Table 1-5



Source: Dean of Administrative Services. NACC Financial Statements of respective years. April 4, 2018.

## Revenue and Expenditures

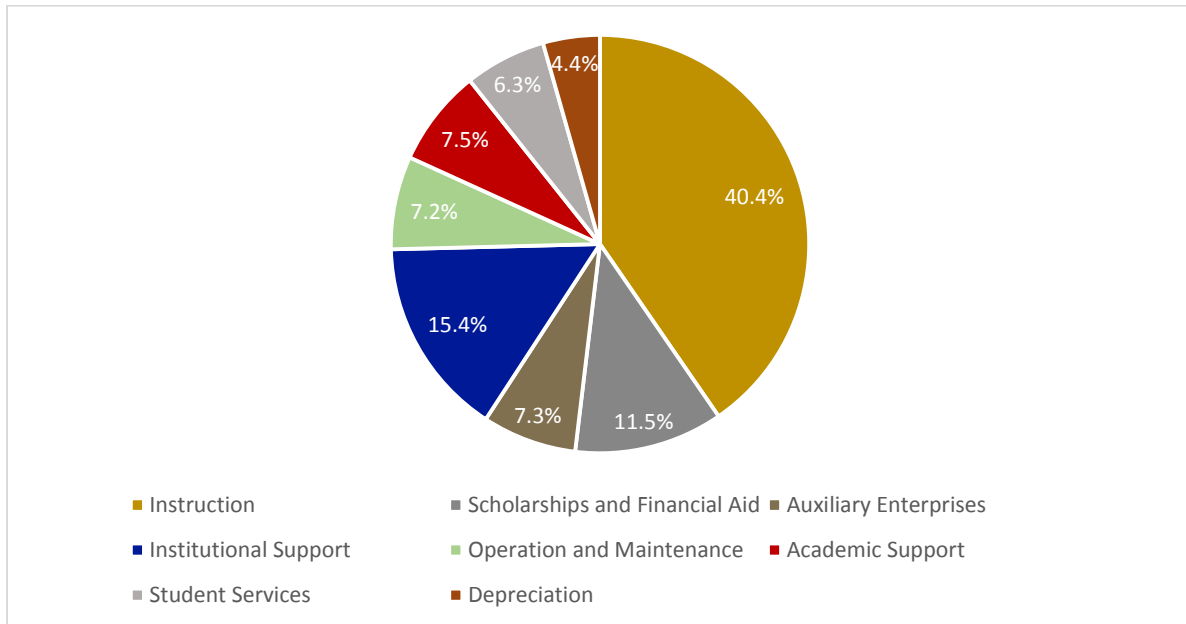
Table 1-6

<b>Educational and General (E &amp; G) Expenditures by Organizational Classification</b>		
Fiscal Year 2016-2017		
<b>Category</b>	<b>Amount</b>	<b>Percent</b>
Instruction	\$9,181,418	40.4%
Scholarships and Financial Aid	\$2,600,172	11.5%
Auxiliary Enterprises	\$1,664,030	7.3%
Institutional Support	\$3,502,060	15.4%
Operation and Maintenance	\$1,632,149	7.2%
Academic Support	\$1,702,627	7.5%
Student Services	\$1,445,269	6.3%
Depreciation	\$979,085	4.4%
<b>Total</b>	<b>\$22,706,810</b>	<b>100%</b>

Source: Dean of Administrative Services. NACC Financial Statement for FY 2016-2017, "Statement of Revenues, Expenses, and Changes in Net Assets," reference Operating Expenses. April 4, 2018.

Chart 1-2

**Education and General (E&G) Expenditures by  
Organizational Classification**  
Fiscal Year 2016-2017  
Cf. Table 1-6



Source: Dean of Administrative Services. NACC Financial Statement for FY 2016-2017, "Statement of Revenues, Expenses, and Changes in Net Assets," reference Operating Expenses. April 4, 2018.

## Revenue and Expenditures

Table 1-7

<b>Instructional Expenditures as Percentage of E &amp; G Expenditures 2012-2013 through 2016-2017</b>			
<b>Fiscal Year</b>	<b>Operating Expenses</b>	<b>Instructional</b>	<b>Percentage Instructional</b>
2012-2013	\$22,482,661	\$9,198,222	40.9%
2013-2014	\$23,213,198	\$10,431,742	44.9%
2014-2015	\$21,715,534	\$8,760,502	40.3%
2015-2016	\$22,049,760	\$9,139,758	41.4%
2016-2017	\$22,706,810	\$9,181,418	40.4%

Source: Dean of Administrative Services. NACC Financial Statements of FY 2012-2013 through 2016-2017. April 4, 2018.

Table 1-8

<b>E &amp; G Expenditures per Full-Time Student Equivalent (FTE) 2012-2013 through 2016-2017</b>			
<b>Fiscal Year</b>	<b>Operating Expenses</b>	<b>FTE</b>	<b>E &amp; G per FTE</b>
2012-2013	\$22,482,661	5,437	\$4,135
2013-2014	\$23,213,198	4,767	\$4,870
2014-2015	\$21,715,534	4,839	\$4,488
2015-2016	\$22,049,760	4,819	\$4,576
2016-2017	\$22,706,810	4,673	\$4,859

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 12. The Alabama Community College System defines a full-time student as one attempting at least 12 hours of coursework (Board Policy 703.16).

Source: Dean of Administrative Services. NACC Financial Statements of FY 2012-2013 through 2016-2017. April 4, 2018.

## Enrollment and Credit Hour Production

Table 1-9

<b>Credit Enrollment</b>		
Fall 2008 through Fall 2017		
<b>Term</b>	<b>Headcount</b>	<b>FTE</b>
Fall 2008	2,802	2,373
Spring 2009	2,733	2,335
Summer 2009	1,692	1,143
Fall 2009	3,373	2,948
Spring 2010	3,259	2,866
Summer 2010	2,102	1,602
Fall 2010	3,444	2,982
Spring 2011	3,253	2,809
Summer 2011	1,938	1,473
Fall 2011	3,298	2,772
Spring 2012	2,988	2,554
Summer 2012	1,633	1,137
Fall 2012	3,144	2,610
Spring 2013	2,844	2,432
Summer 2013	1,449	984
Fall 2013	2,836	2,332
Spring 2014	2,467	2,067
Summer 2014	1,329	869
Fall 2014	2,710	2,174
Spring 2015	2,372	1,905
Summer 2015	1,211	760
Fall 2015	2,704	2,106
Spring 2016	2,381	1,699
Summer 2016	1,328	821
Fall 2016	2,616	2,052
Spring 2017	2,397	1,869
Summer 2017	1,255	753
Fall 2017	2,742	2,084

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 12. The Alabama Community College System defines a full-time student as one attempting at least 12 hours of coursework (Board Policy 703.16).

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1). March 5, 2018.

## Enrollment and Credit Hour Production

Table 1-10

<b>Class Sections and Enrollment</b>									
Fall Terms 2015-2017									
<b>Type</b>	<b>No. Sections</b>			<b>Enrollments</b>			<b>Average Enrollment Per Section</b>		
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Traditional Delivery	425	433	441	6,402	6,002	5,565	15.1	13.9	12.6
Distance Education (Online Courses)	83	90	111	1,802	2,034	2,394	21.7	22.6	21.6
<b>All</b>	<b>508</b>	<b>523</b>	<b>552</b>	<b>8,204</b>	<b>8,036</b>	<b>7,959</b>	<b>16.1</b>	<b>15.4</b>	<b>14.4</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #2). March 6, 2018.

Table 1-11

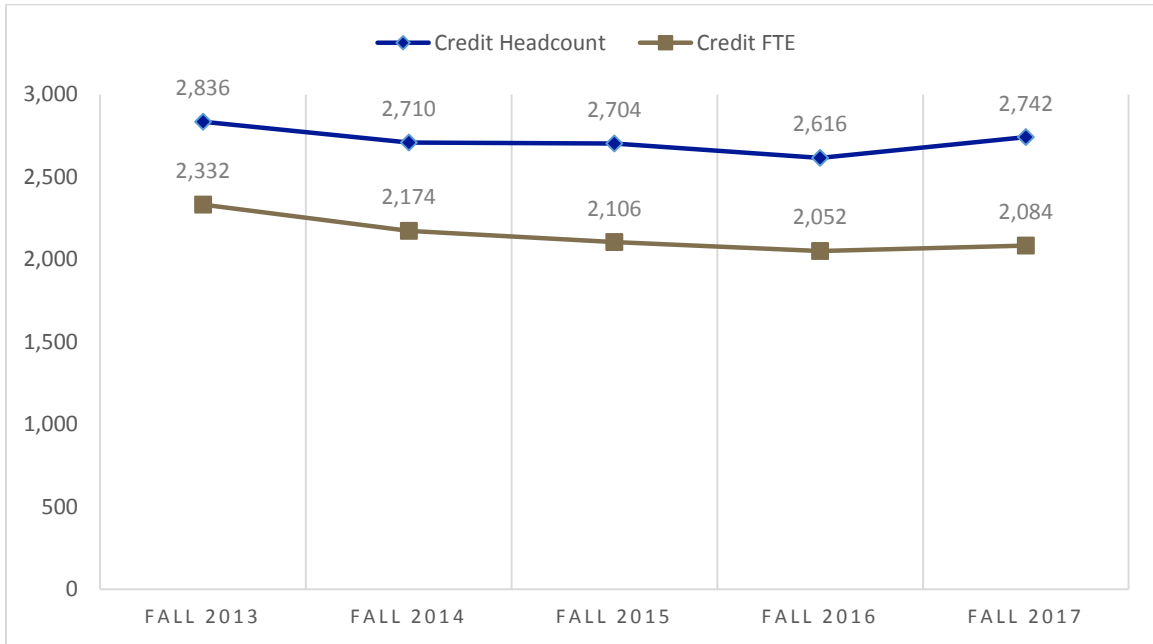
<b>Credit Headcount and FTE</b>					
Fall Terms 2013 through 2017					
<b>Item</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
Full-Time Students	1,451	1,331	1,193	1,202	1,222
Part-Time Students	1,385	1,379	1,511	1,414	1,520
Credit Headcount	2,836	2,710	2,704	2,616	2,742
Credit Hours Produced	27,978	26,093	25,271	24,625	25,004
Credit FTE	2,332	2,174	2,106	2,052	2,084

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 12. The Alabama Community College System defines a full-time student as one attempting at least 12 hours of coursework (Board Policy 703.16).

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1). March 5, 2018.

## Enrollment and Credit Hour Production

Chart 1-3  
**Credit Headcount and FTE**  
**Fall Terms 2013 through 2017**  
Cf. Table 1-11



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 12. The Alabama Community College System defines a full-time student as one attempting at least 12 hours of coursework (Board Policy 703.16).

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. March 5, 2018.

Table 1-12

**Credit Hour Production by Discipline**  
Academic Years 2014-2015 through 2016-2017

Discipline	Enrollments			Credit Hours Produced		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
Accounting	10	14	9	30	42	27
Air Conditioning and Refrigeration	-	-	91	-	-	273
Art	265	249	252	795	747	756
Astronomy	23	11	5	92	44	20
Basic Study Skills	12	5	-	12	5	-
Biology	1,475	1,516	1,439	5,900	6,064	5,756
Business	675	695	761	2,025	2,085	2,283
Chemistry	265	293	300	1,060	1,172	1,200
Child Development	299	254	266	780	748	791
Computer Information	1,039	912	911	3,093	2,726	2,725
Cosmetology	290	251	231	870	753	693
Criminal Justice	289	325	273	867	975	819
Culinary Arts	-	7	12	-	21	33
Drafting and Design Technology	244	188	219	732	564	657
Economics	319	381	339	957	1,143	1,017
Emergency Medical Services	486	452	432	1,150	977	955
Engineering	29	17	12	87	51	36
Engineering Technology	26	54	32	78	152	96
English	2,128	2,299	2,111	6,384	6,879	6,245
Geography	27	23	36	81	69	108
Health	24	16	19	72	48	57
Health Information Technology	-	35	37	-	101	96
History	1,028	1,096	1,230	3,084	3,288	3,690
Home Economics	44	52	54	132	156	162
Industrial Electronics Technology	456	396	307	1,359	1,171	876
Industrial Systems Technology	171	93	108	513	279	324
Machine Tool Technology	128	110	151	465	372	453
Mass Communications	9	13	5	18	26	10
Massage Therapy	46	66	63	110	156	148
Math	2,558	2,597	2,354	7,875	8,036	7,257
Medical Assistant	837	872	884	2,400	2,518	2,582
Music	326	365	331	758	805	724
Nursing	812	716	675	3,630	3,137	2,982
Nursing Assistant and Home Health Care	22	24	17	88	96	68
Office Administration	209	231	168	627	693	504
Physical Education	29	18	23	43	18	37
Philosophy	207	247	170	621	741	510
Physical Science	163	131	166	652	524	664
Physics	82	100	120	328	400	480
Political Science	36	39	50	108	117	150
Paralegal	50	38	41	150	114	123
Psychology	1,015	1,055	1,012	3,045	3,165	3,036
Reading	28	15	14	84	45	42
Religion	306	269	164	918	807	492
Salon and Spa Management	45	50	44	135	150	132
Sociology	136	126	119	408	378	357
Spanish	52	48	52	198	186	204
Speech	754	702	711	2,262	2,106	2,133
Theatre	550	504	549	1,602	1,470	1,610
Welding	255	294	339	765	882	1,017
Work Keys	210	206	225	630	618	675
<b>Total</b>	<b>18,489</b>	<b>18,470</b>	<b>17,933</b>	<b>58,073</b>	<b>57,820</b>	<b>56,085</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #2) March 6, 2018.

## Enrollment and Credit Hour Production

Table 1-13

		Credit Hour Production (CHP) Patterns					
		Fall Terms 2015 through 2017					
		Fall 2015		Fall 2016		Fall 2017	
		CHP: 25,271		CHP: 24,625		CHP: 25,004	
		CHP	%	CHP	%	CHP	%
<b>Student Course Load</b>	Full-Time	15,866	62.8%	16,022	65.1%	16,293	65.2%
	Part-Time	9,405	37.2%	8,603	34.9%	8,711	34.8%
<b>Student Classification</b>	Freshman	16,162	64.0%	15,736	63.9%	16,535	66.1%
	Sophomore	9,109	36.0%	8,889	36.1%	8,469	33.9%
<b>Course Classification</b>	Transfer	17,694	70.0%	16,506	67.0%	17,853	71.4%
	Career/Technical	6,089	24.1%	6,771	27.5%	5,565	22.3%
	Developmental	1,488	5.9%	1,348	5.5%	1,586	6.3%
<b>Course Delivery</b>	Traditional	19,793	78.3%	18,634	75.7%	17,704	70.8%
	Distance Education	5,478	21.7%	5,991	24.3%	7,300	29.2%
<b>Location</b>	NACC Campus	16,508	65.3%	15,829	64.3%	14,818	59.3%
	Off-Campus Sites	8,525	33.7%	8,538	34.7%	10,186	40.7%
	• NACC Salon Institute	563	2.2%	534	2.2%	460	1.8%
	• Dual Enrollment Sites	2,484	9.8%	2,013	8.2%	1,911	7.6%
	• Distance Education	5,478	21.7%	5,991	24.3%	7,300	29.2%
	Other <sup>†</sup>	238	0.9%	258	1.0%	515	2.1%

<sup>†</sup>Includes directed studies, internships, special topic studies, supervised experiences, and preceptorships.

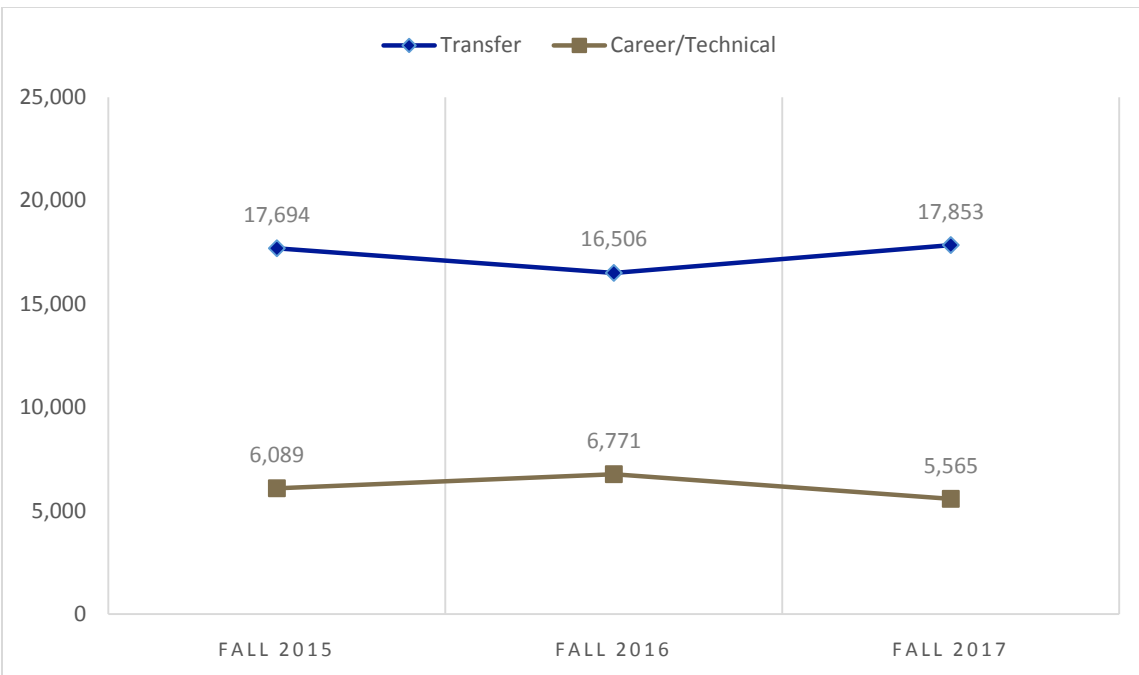
Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Student Course Load and Student Classification: Fact Book File #1; All Other Sections: Fact Book File #2). March 6, 2018.



## Enrollment and Credit Hour Production

Chart 1-4

**Credit Hour Production Patterns of Transfer and Career/Technical Students  
Fall Terms 2015 through 2017  
Cf. Table 1-13**

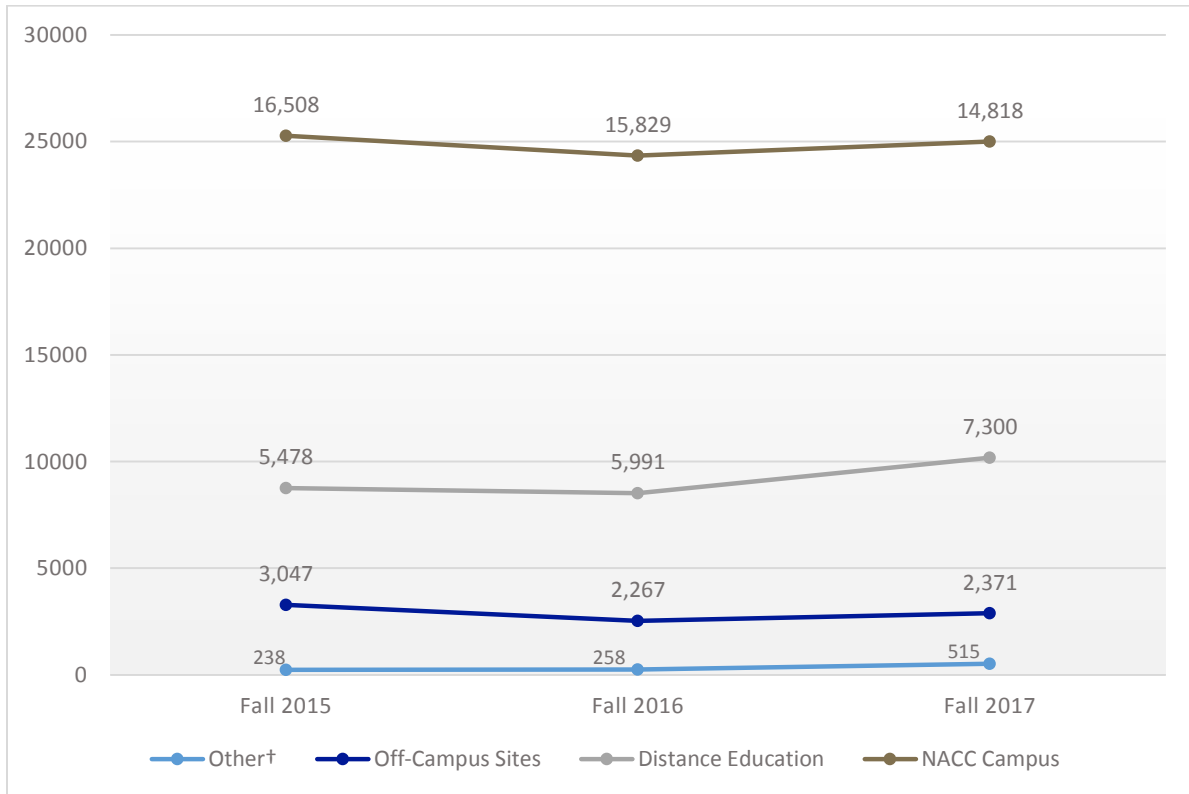


Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. March 6, 2018.

## Enrollment and Credit Hour Production

Chart 1-5

**Credit Hour Production Patterns by Location**  
**Fall Terms 2015 through 2017**  
**Cf. Table 1-13**



†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. March 6, 2018.

## Financial Aid

Table 1-14

Financial Aid		Academic Year		
		2014-2015	2015-2016	2016-2017
Pell Grant	Recipients	1,899	1,711	1,630
	Dollars Awarded	\$6,533,446	\$6,020,194	\$5,750,171
Alabama Student Assistance Program (ASAP)	Recipients	54	48	85
	Dollars Awarded	\$32,812	\$27,335	\$40,559
Employer Sponsorships	Recipients	18	14	9
	Dollars Awarded	\$42,408	\$29,384	\$20,230
G.I. Dependents (Alabama G.I. Bill)	Recipients	67	53	63
	Dollars Awarded	111,609	\$84,887	\$105,425
Institutional Scholarships	Recipients	384	382	350
	Dollars Awarded	\$1,075,547	\$1,088,425	\$1,088,401
Military Tuition Assistance	Recipients	--	2	5
	Dollars Awarded	--	\$980	\$4,828
Post-9/11 G.I. Bill	Recipients	56	56	60
	Dollars Awarded	\$158,319	\$158,973	\$175,586
Prepaid Affordable College Tuition (PACT)	Recipients	39	46	31
	Dollars Awarded	\$38,170	\$34,958	\$30,121
Private or Community Scholarships	Recipients	474	447	469
	Dollars Awarded	\$335,672	\$375,587	\$394,162
Stafford Loans	Recipients	703	622	638
	Dollars Awarded	\$1,245,815	\$1,173,622	\$1,203,349
Supplemental Educational Opportunity Grant (SEOG)	Recipients	126	114	141
	Dollars Awarded	\$73,894	\$56,770	\$85,000
Trade Adjustment Assistance (TAA)	Recipients	1	--	--
	Dollars Awarded	\$1,238	--	--
VA Rehabilitation	Recipients	5	4	1
	Dollars Awarded	\$12,345	\$15,034	\$2,317
Vocational Rehabilitation	Recipients	6	1	5
	Dollars Awarded	\$2,409	\$4,377	\$6,642
Work Study	Recipients	51	44	56
	Dollars Awarded	\$86,301	\$77,245	\$91,771
Workforce Development Grant	Recipients	258	476	491
	Dollars Awarded	\$272,464	\$562,265	\$513,138
Workforce Investment Act (WIA)	Recipients	172	123	86
	Dollars Awarded	\$51,565	\$466,384	\$311,409

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #3). April 3, 2018.

## Learning Resources Center

Table 1-15

<b>Resources</b>	
Fall 2017	
<b>Books, Periodicals, eBooks, and Audiovisual Materials</b>	
Print Volumes (Books and Bound Periodicals)	60,694
Electronic Books (Owned and Licensed)	224,591
Print Periodical Subscriptions	91
Online Subscriptions to Databases Through the AVL	49
Other Online Subscriptions	3
Audiovisual Materials & Digital Media	1,363
Equipment	77

Source: NACC Learning Resources Center. April 13, 2018.

Table 1-16

<b>Use of Library Materials and Equipment</b>				
2014-2015 through 2016-2017				
Year	Book and eBook Circulation	On-Site Computer Usage	Database	
			Number of Database Sessions*	Number of Full-Text Requests (EDS and Gale)
2014-2015	7,272	9,589	145,655	NA
2015-2016	6,738	8,769	160,361	NA
2016-2017	6,267	6,850	266,461	18,966

\*This statistic reflects a search against numerous databases simultaneously and reports duplicated statistics  
Source: NACC Learning Resources Center. April 13, 2018.

Table 1-17

<b>Use of Library Services</b>					
2014-2015 through 2016-2017					
Year	ENG101/SPH107 Orientation Sessions Taught	Research classes conducted, workshops taught, exams proctored	Ask-a-Librarian		LibGuides/ Research Guides No. of Views
			Via Phone, Email, or Canvas	Via Text or Chat	
2014-2015	66	28	55	196	2,421
2015-2016	85	22	419	833	2,798
2016-2017	82	66	1,451	195	4,378

Source: NACC Learning Resources Center. April 13, 2018.

## Technology

Table 1-18

### Computer Laboratories Fall 2018

Location	Laboratory Name	Student Workstations
Cecil B. Word Learning Resources Center	Learning Resources Center	23
	Spanish Lab	6
Charles M. Pendley Administration Building	Computer Information Systems Lab	32
	Computer Information Systems Lab	29
	CIS Networking/Computer Repair Lab	10
	Workforce Development Lab	18
	Cybersecurity Mobile Lab	16
English Building	Writing Lab	29
George C. Wallace Administration Building	College and Career Planning Center	9
	Advising Center	3
	VA Educational Success Center	3
Harry Campbell Business Education Building	Office Administration Lab	27
	Office Administration/Online Testing Lab	35
	Technology Learning Center	21
Health Education Building	Nursing Lab	30
	Emergency Medical Services/General Use	30
Industry Training Center	Mobile Lab	16
Industrial Systems Technology Building	Industrial Systems Technology Lab	20
Math, Science, Engineering and Technology Center	Mathematics Lab (Emporium)	24
	Mathematics Lab (Idea Depot)	30
	Mathematics Lab (Math Conservatory)	37
	Mathematics Lab (Math Zone)	37
Student Center	Compass Testing Lab	26
William M. Beck Health and Fine Arts Building	GED Adult Education Testing Lab	15
Workforce Development Building	WorkKeys Testing Lab/Online Class Lab	24
	Drafting and Design Technology Lab	20
<b>Total Student Workstations</b>		<b>570</b>

Source: NACC Office of Educational Technology Support. April 4, 2018.

## Training for Business and Industry

Table 1-19

Training for Business and Industry Course Offerings January 2017 through December 2017	
Course	Course
A Med Ambulance Service	Dade County Fire and Rescue
A.P. Plasman	Dade County Health & Rehabilitation
A-1 Excavating	Dade County High School
Abaco Systems	DeKalb Ambulance Service
Adamsburg Christian	DeKalb Animal Hospital
ADEPT Technologies	DeKalb County Board of Education
Air Evac Lifeteam	DeKalb County Public Health
Alabama Cooperative Extension Service	DeKalb County Technology Center
Alabama Department of Public Health	DeKalb County Transportation System
Alabama National Guard	DeKalb Education and Training Center
Alabama Peace Officer's Training Commission	DeKalb Regional Medical Center
Albertville High School	DeKalb Septic & Sewer
American Leakless	DeKalb Young Farmers
AMES Manufacturing	Desoto Printing
Arab Fire Department	DHR Foster Parent Services
Bailey Bridges	Diversicare of Winfield
Brandon's Backhoe Service	Dollar General
Bridgeport Elementary School	Donnie's Septic Tank & Grease Trap Service
Brown Foreman Cooperage	Dover Environmental Solutions Group
Bryant Elementary School	Dr. Foshee's Office
Bufford Elementary School	Dutton Fire Department
Burger King	Earnest Pruitt Center of Technology
Camp Drugs	EFI
CASA of DeKalb County	Emerson Industrial Automation
City of Rainsville	Enova Premier
City of Scottsboro	Evans Elementary School
Clem Construction	Excalibur Christian Academy
Collins Elementary School	Fackler Fire Department
Collinsville High School	Federal Mogul
Community Action Partnership of North AL	Fehrer
Cordova High School	Flexco Corporation
Cornerstone Christian Academy	Floyd Medical Center
Crossville Health and Rehabilitation	Fort Payne Fire Department
Crossville High School	Fort Payne High School
Crow Mountain Fire Department	Fort Payne Middle School
Cumberland Health and Rehabilitation	Fortner Plumbing Company

(continued)

Table 1-19 (continued)

<b>Training for Business and Industry Course Offerings</b>	
January 2017 through December 2017	
Course	Course
Fred's Dollar Store	Kase Contracting
Futaba Corporation of America	Kennedy Corporation
Fyffe High School	Kids Kingdom Christian Care Center
Gadsden Regional Medical Center	Killian Electronics
Geraldine High School FFA	KMIN USA, Inc.
GH Metal Solutions	Koch Foods, Inc.
Google Fiber	Kollercraft South
Great Western Company, LLC	Lance Sawmill
Gulley Construction	LivingStone Academy
Gurley Volunteer Fire Department	Macedonia Fire Department
Health South Rehabilitation Hospital	Madison Academy
Heil Environmental	Marshall Medical Center South
HEMSI	Martin Lawn Care Services
Heritage Elementary School	Massey Excavating and Hauling
Highlands Health and Rehabilitation	Mentone Volunteer Fire Department
Highlands Medical Center	Merle Norman Cosmetics
Highlands Medical Center Ambulance Services	Moon Lake Elementary School
Hobby Lobby	Mother's Day Out
Hollywood Fire Department	Mr. Rooter Plumbing
Hospice of Marshall County	National Park Service
Huntsville Hospital	NCI Manufacturing Inc.
Huntsville Nurse Assistant Academy	Newman Technology
Ider Fire Department	North Alabama School of Nurse Assistant
Ider High School	North American Lighting
Ider Rescue Squad	North Marshall EMS & Rescue
ITW Sexton Can	North Sand Mountain High School
Ivey's Backhoe & Dozer	Paint Rock Valley High School
Jackson County 911 Center	Parkridge Medical Center
Jackson County Board of Education	Paulding County Board of Education, GA
Jackson County Department of Human Resources	Peek's Backhoe and Septic Service
Jackson County Healthcare Authority	Phillips Tube Group
Jackson County Public Health	Pisgah High School
Jackson Young Farmers	Pisgah Volunteer Fire Department
Jacksonville State University	Plainview High School
Jenny's Pets	Playcore
Journey of Faith Christian School	Powell Fire Department

(continued)

Table 1-19 (continued)

<b>Training for Business and Industry Course Offerings</b>	
January 2017 through December 2017	
Course	Course
Pruitt Health Assisted Care	Snead Fire Department
Rainsville Drugs	Steel Plus
Rainsville Fire Department	Stevenson Middle School
Rainsville Technology Institute	Sylvania Baptist Church
Rausch & Pausch LP	Sylvania High School
Redmond Medical Center	Thatcher's BBQ & Grille
Regency Health and Rehabilitation	The Brick Restaurant
Rex Heat Treat	The Children's Place
Rice DAL	Thompson & Thorne Dental Office
Ronnie Bryan Construction	TJ Maxx
Rosalie School	Tri-Community Fire Department
Rosalie Volunteer Fire Department	TS Tech Alabama
Roto-Rooter Plumbers	Turner Medical
Ruby Tuesday	Unclaimed Baggage Center
Sand Mountain Electric Cooperative	United Controls Corporation
Sanoh America	United Plating
Scottsboro Family & General Dentistry	University of Alabama Birmingham
Scottsboro Family Physicians	Valley Joist
Scottsboro Fire Department	Verus Works
Scottsboro High School	Vinyl USA
Scottsboro Junior High School	Volunteers of America
Scottsboro Police Department	Wal-Mart
SEA Wire and Cable	West Middle School
Siemens Energy, Inc.	WestRock
Skyline High School	WKW Erbsloech North American Inc.
Smith Court Interpreter	

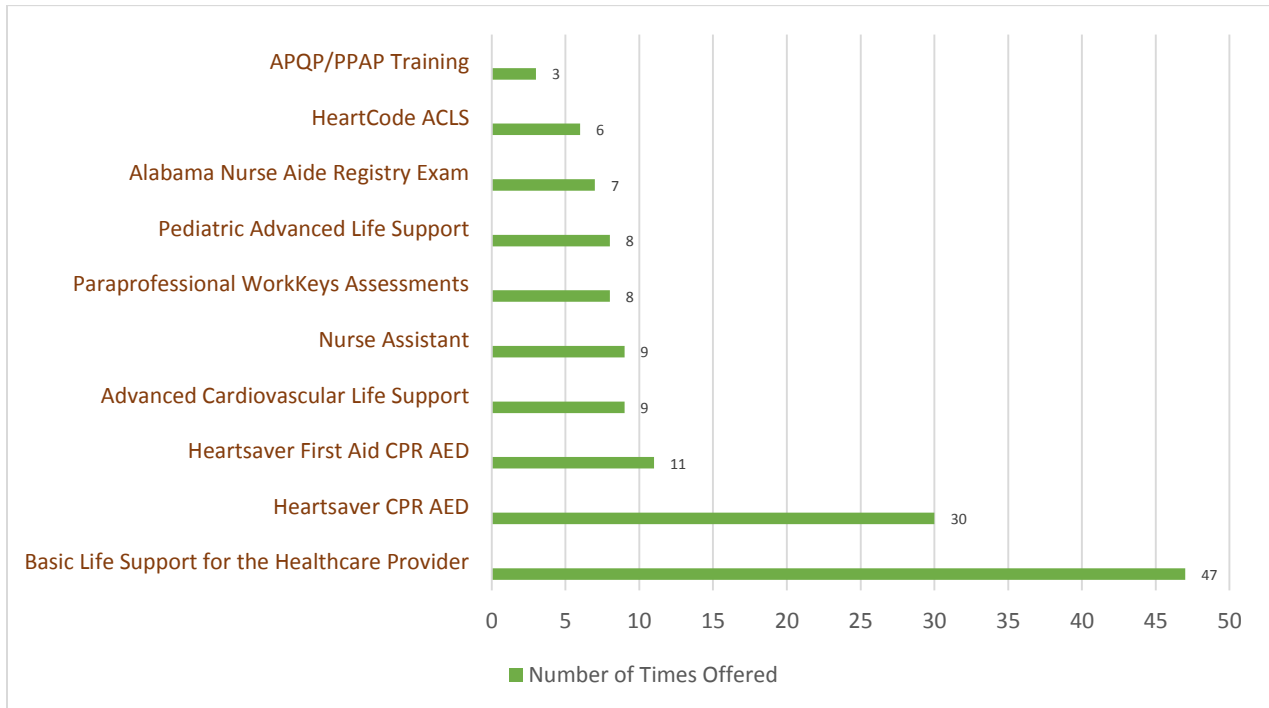
Source: Office of Workforce Development and Skills Training, April 27, 2018.



## Training for Business and Industry

Chart 1-6

### Training for Business and Industry (TBI) Most Frequent Course Offerings Calendar Year 2016 Cf. Table 1-19



Source: Office of Workforce Development and Skills Training. April 27, 2018.

## Training for Business and Industry

Table 1-20

<b>Number of TBI Activities by Industry Served</b>	
Calendar Year 2017	
Industry	No. of Activities
Agriculture, Food, and Natural Resources	2
Architecture and Construction	2
Business, Management, and Administration	7
Education and Training	55
Health Science	75
Hospitality and Tourism	2
Human Services	26
Information Technology	4
Law, Public Safety, Corrections, and Security	7
Manufacturing	50
Work Keys Assessment	1
<b>Totals</b>	<b>231</b>

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. April 27, 2018.

Table 1-21

<b>Number of TBI Activities by Types of Service</b>		
Calendar Year 2017		
Type of Service	Number of Activities	Number of Individuals Served
CEU Based Skill Training	0	0
Customized Job-specific Skill Training	38	570
Employee or Job-seeker Industry Specific Training	11	39
Employee or Job-seeker WorkKeys CRC	3	12
Job-specific Skill Training (other than customized)	24	217
Pre-employment/Basic Skill Training	1	9
Skill Certification Assessment	143	1652
Third Party Computer Based/Online Job-specific Skill Training	10	10
WorkKeys Job Profiles	1	2
<b>Totals</b>	<b>231</b>	<b>2511</b>

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. April 27, 2018.

## **Section II**

### **Student Profile**

Reserved

## Student Characteristics

Table 2-1

<b>Student Diversity: Race/Ethnicity<sup>†</sup></b>										
Fall Terms 2013 through 2017										
Race/Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
African American	52	1.8%	63	2.3%	53	2.0%	46	1.8%	46	1.7%
Asian	19	0.7%	16	0.6%	21	0.8%	15	0.6%	18	0.7%
Hispanic/Latino	156	5.5%	184	6.8%	213	7.9%	226	8.6%	269	9.8%
Native American	107	3.8%	91	3.4%	92	3.4%	80	3.1%	98	3.6%
White	2,488	87.7%	2,335	86.2%	2,291	84.7%	2,211	84.5%	2,283	83.3%
Other	14	0.5%	21	0.8%	34	1.3%	38	1.5%	28	1.0%
<b>Total</b>	<b>2,836</b>	<b>100.0%</b>	<b>2,710</b>	<b>100.0%</b>	<b>2,704</b>	<b>100.0%</b>	<b>2,616</b>	<b>100.0%</b>	<b>2,742</b>	<b>100.0%</b>

<sup>†</sup> Includes credit students only.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1). March 5, 2018.

Table 2-2

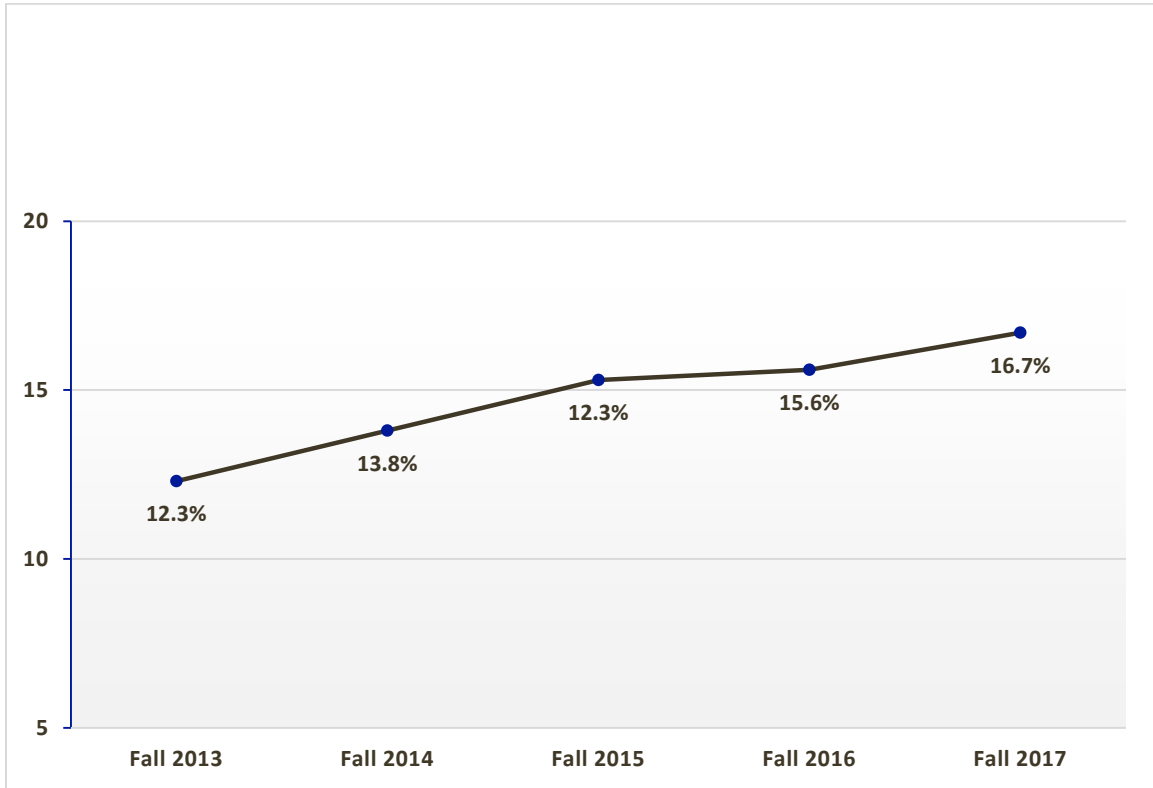
<b>Credit Students by Gender and Race/Ethnicity</b>				
Fall 2017				
Race/Ethnicity	Male	Female	Total	
			No.	Percent
African American	12	34	46	1.7%
Asian	5	13	18	0.7%
Hispanic/Latino	118	151	269	9.8%
Native American	46	52	98	3.6%
White	891	1,392	2,283	83.3%
Other	8	20	28	1.0%
<b>Total</b>	<b>1,080</b>	<b>1,662</b>	<b>2,742</b>	<b>100.0%</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1). March 5, 2018.

## Student Characteristics

Chart 2-1

**Student Diversity: Percentage of Non-White Students  
Fall Terms 2013 through 2017  
Cf. Table 2-1**



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. March 5, 2018.

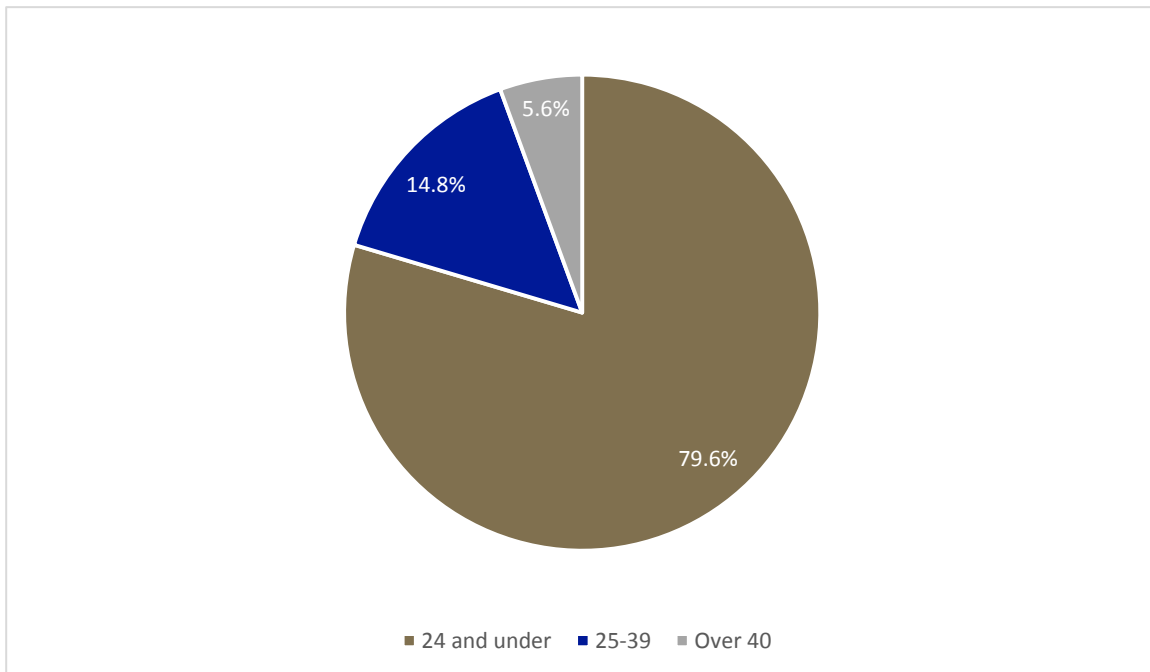
## Student Characteristics

Table 2-3

Credit Students by Age Fall 2017		
Age	Total	Percent
Under 18	614	22.4%
18-19	855	31.2%
20-21	459	16.7%
22-24	256	9.3%
25-29	205	7.5%
30-34	115	4.2%
35-39	85	3.1%
40-49	97	3.5%
50-64	46	1.7%
65 and Over	10	0.4%
<b>Total</b>	<b>2,742</b>	<b>100.0%</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1). March 5, 2018.

Chart 2-2  
**Credit Students by Age**  
**Fall 2017**  
**Cf. Table 2-3**



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. March 5, 2018.

## Financial Aid

Table 2-4

Need-Based Financial Aid Awards Fall 2017				
Type Aid	No. Awards	Percentage of Enrollment <sup>1</sup>	Average Award <sup>2</sup>	Amount Disbursed
Alabama Student Assistance Program (ASAP)	23	0.8%	\$480	\$11,033
Pell	1,229	44.8%	\$2,283	\$2,805,230
Stafford Loans	294	10.7%	\$1,644	\$483,154
Supplemental Educational Opportunity Grant (SEOG)	34	1.2%	\$426	\$14,500
Work Study	27	1.0%	\$1,058	\$28,554
<b>TOTAL</b>	<b>1,351</b>	<b>58.6%</b>	<b>\$2,080</b>	<b>\$3,342,471</b>

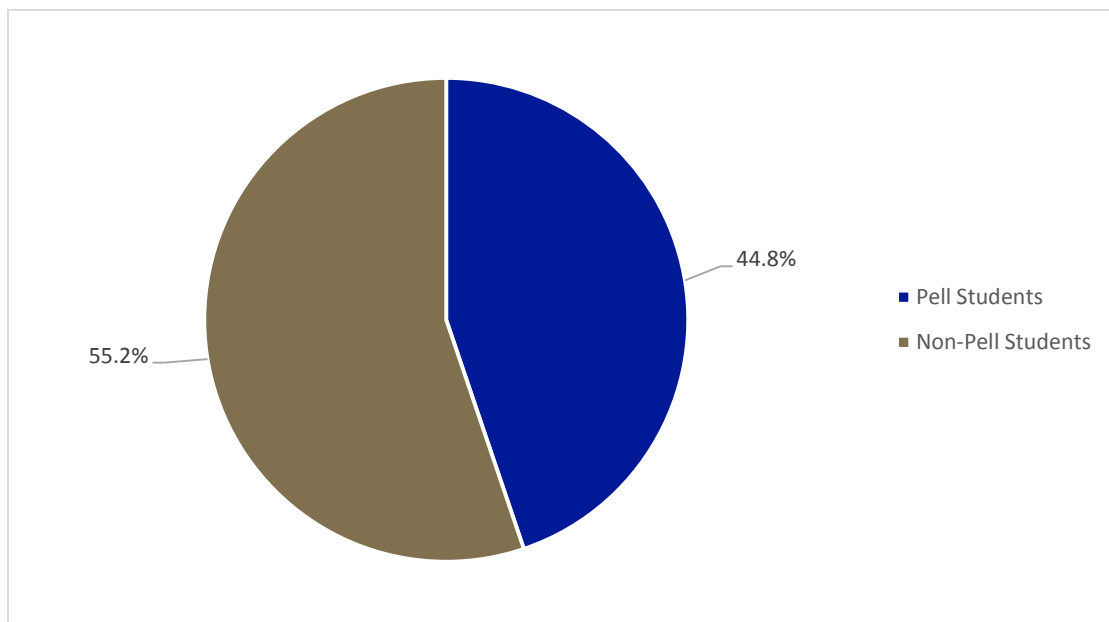
<sup>1</sup> Percentages are based on a total credit headcount of 2,742.

<sup>2</sup> Rounded to the nearest dollar.

Note: Students who received more than one type of need-based financial aid are included in each count. However, the total count is unduplicated.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports (Fact Book File #3). April 3, 2018.

Chart 2-3  
**Pell Grant Awards for Credit Enrollment**  
Fall 2017  
Cf. Table 2-4



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. April 3, 2018.



## Financial Aid

Table 2-5

<b>Scholarship Awards</b>				
Fall 2017				
<b>Classification</b>	<b>No. Awards</b>	<b>Percentage of Enrollment<sup>1</sup></b>	<b>Average Award</b>	<b>Amount Disbursed</b>
Employer	2	0.1%	\$1,583	\$3,165
Institutional <sup>2</sup>	254	9.3%	\$1,735	\$440,777
Private/Foundation	374	13.6%	\$694	\$259,576
<b>Total</b>	<b>462</b>	<b>23.0%</b>	<b>\$1,593</b>	<b>\$703,518</b>

<sup>1</sup>Percentages are based on a total credit headcount of 2,742.

<sup>2</sup>Institutional scholarships are tuition waivers awarded by NACC.

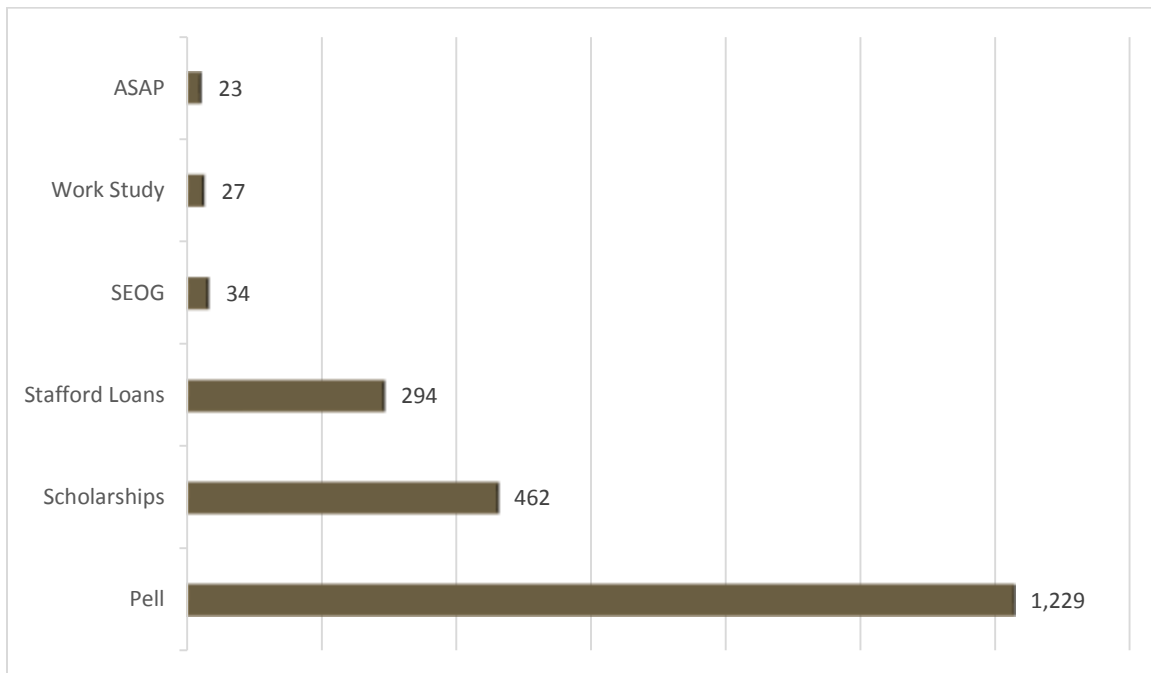
Note: Students who received more than one type of scholarship are included in each count. However, the total count is unduplicated.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports (Fact Book File #3). April 5, 2018.

Chart 2-4

### All Financial Aid Awards for Credit Enrollment

Fall 2017  
Cf. Tables 2-4, 2-5



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. April 5, 2018.

## First-Time Degree-Seeking Freshmen

Table 2-6

Origin of First-Time Freshmen <sup>†</sup>						
Fall Terms 2015-2017						
High Schools	Fall 2015 Enrollees		Fall 2016 Enrollees		Fall 2017 Enrollees	
	Number	Percentage	Number	Percentage	Number	Percentage
Asbury	NA	NA	NA	NA	5 <sup>††</sup>	1.0%
Collinsville	12	2.5%	10	2.0%	10	2.0%
Crossville	5	1.1%	12	2.5%	2	0.4%
Fort Payne	77	16.2%	44	9.0%	59	11.9%
Fyffe	18	3.8%	22	4.5%	20	4.0%
Geraldine	9	1.9%	12	2.5%	12	2.4%
Ider	26	5.5%	20	4.1%	21	4.2%
Kate Duncan Smith (DAR)	21	4.4%	20	4.1%	19	3.8%
North Jackson	26	5.5%	29	5.9%	14	2.8%
North Sand Mountain	21	4.4%	22	4.5%	21	4.2%
Paint Rock Valley	2	0.4%	2	0.4%	1	0.2%
Pisgah	23	4.8%	45	9.2%	26	5.2%
Plainview	22	4.6%	29	5.9%	35	7.1%
Sand Rock	5	1.1%	5	1.0%	4	0.8%
Scottsboro	53	11.1%	48	9.8%	54	10.9%
Section	22	4.6%	21	4.3%	25	5.0%
Skyline	8	1.7%	14	2.9%	14	2.8%
Sylvania	25	5.3%	27	5.5%	28	5.6%
Valley Head	13	2.7%	15	3.1%	16	3.2%
Woodville	12	2.5%	10	2.0%	9	1.8%
Out-of-Area or Private	57	12.0%	60	12.3%	68	13.7%
GED	19	4.0%	21	4.3%	33	6.7%
<b>Total Freshmen</b>	<b>476</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>496</b>	<b>100.0%</b>

<sup>†</sup>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.

<sup>††</sup> This is the first year that Asbury has been identified on a separate line. Previously, students from Asbury were included in the Out-of-Area or Private school category.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #4). March 26, 2018.

## Developmental Course Placement

Table 2-7

Developmental Placement of First-Time Freshmen Fall 2017		
Description/Placement	Number	Percentage of First-Time Freshmen
First-Time Freshmen <sup>†</sup>	496	100.0%
Developmental Writing (ENG 092 or 093)	91	18.3%
Developmental Math (MTH 090 or 098)	185	37.3%
Developmental Reading (RDG 083)	24	4.8%
<b>Total placing in one or more developmental courses</b>	<b>215</b>	<b>43.3%</b>

<sup>†</sup>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 (Fact Book File #5). April 3, 2018.

Table 2-8

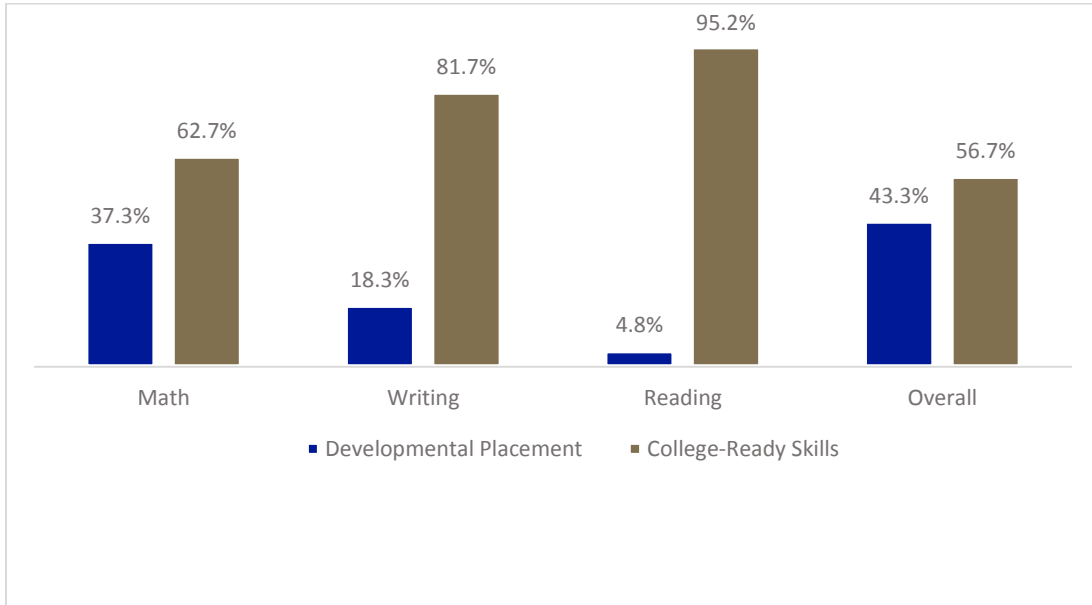
First-Time Freshmen <sup>†</sup> Placing in at Least One Developmental Course by High School Group Fall 2017			
High School Group	Number of Freshmen	Number Placing in Developmental	Percentage Placing in Developmental
Area schools	395	160	40.5%
GED	33	21	63.6%
Out-of-area or private	68	34	50.0%
<b>Total</b>	<b>496</b>	<b>215</b>	<b>43.3%</b>

<sup>†</sup>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 (Fact Book File #5). April 3, 2018.

## Developmental Course Placement

Chart 2-5  
**Placement of First-Time Freshmen  
Fall 2016**  
Cf. Table 2-7



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. February 9, 2017.

## Enrollment in Degree and Certificate Programs

Table 2-10

<b>Student Enrollment by Program</b>			
Fall 2015 through Fall 2017			
Program	Enrollment		
	Fall 2015	Fall 2016	Fall 2017
<b>Associate in Arts</b>	<b>279</b>	<b>233</b>	<b>245</b>
<b>Associate in Science</b>	<b>1,022</b>	<b>1,034</b>	<b>1,050</b>
<b>Associate in Applied Science, Certificates, Short-Term Certificates</b>	<b>749</b>	<b>741</b>	<b>694</b>
- Business Management and Business Supervision	70	61	65
- Child Development	35	37	32
- Computer Information Systems	46	42	35
- Criminal Justice	27	44	28
- Culinary Arts	-	2	-
- Drafting and Design Technology	37	32	28
- Emergency Medical Services	34	40	25
- Engineering Technician	12	14	10
- Heating, Air Conditioning, Ventilation, and Refrigeration	-	6	10
- Industrial Electronics Technology	43	31	27
- Industrial Systems Technology	72	85	105
- Medical Assistant	89	84	84
- Nursing	130	119	132
- Practical Nursing (Certificate)	34	33	-*
- Office Administration	69	63	74
- Salon and Spa Management	52	48	39
<b>Dual Enrollment</b>	<b>635</b>	<b>587</b>	<b>740</b>
<b>Non-Degree Seeking</b>	<b>19</b>	<b>21</b>	<b>13</b>

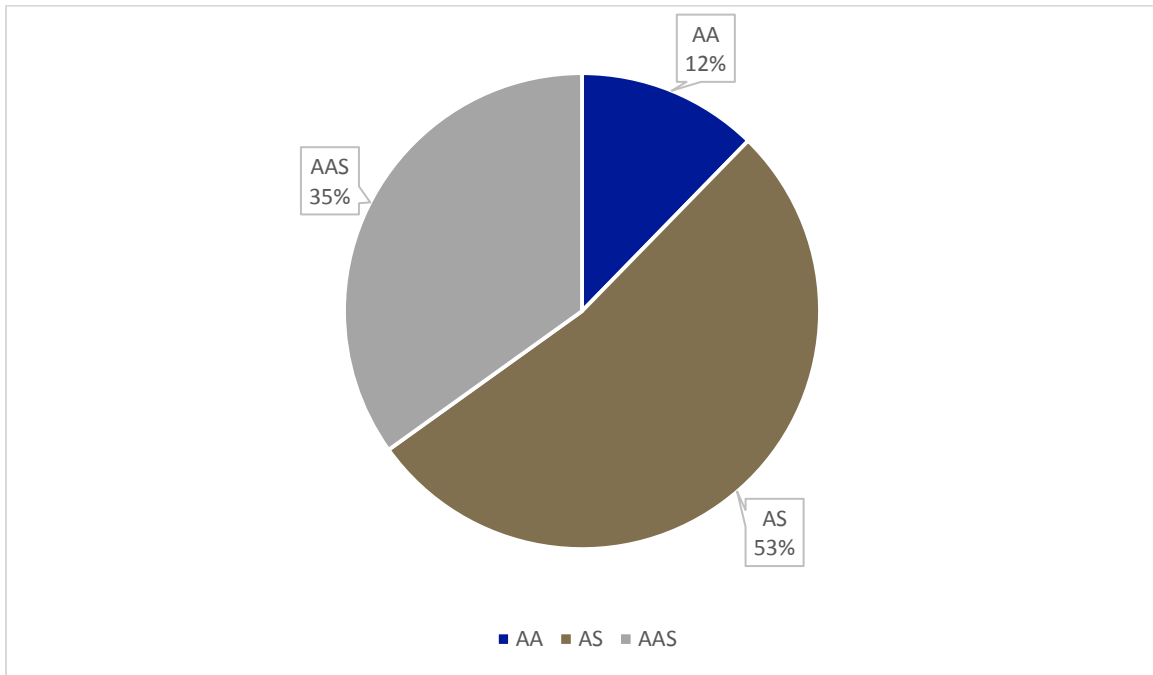
\* Beginning in Fall 2017, the Practical Nursing Certificate is an embedded program within the Associate Degree Nursing Program. It is no longer a stand-alone program.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1). March 5, 2018.

## Enrollment in Degree and Certificate Programs

Chart 2-6

**Degree-Seeking (AA, AS, AAS) Student Enrollment by Degree/Certificate Program  
Fall 2017  
Cf. Table 2-10**



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 12, 2017.

## Retention

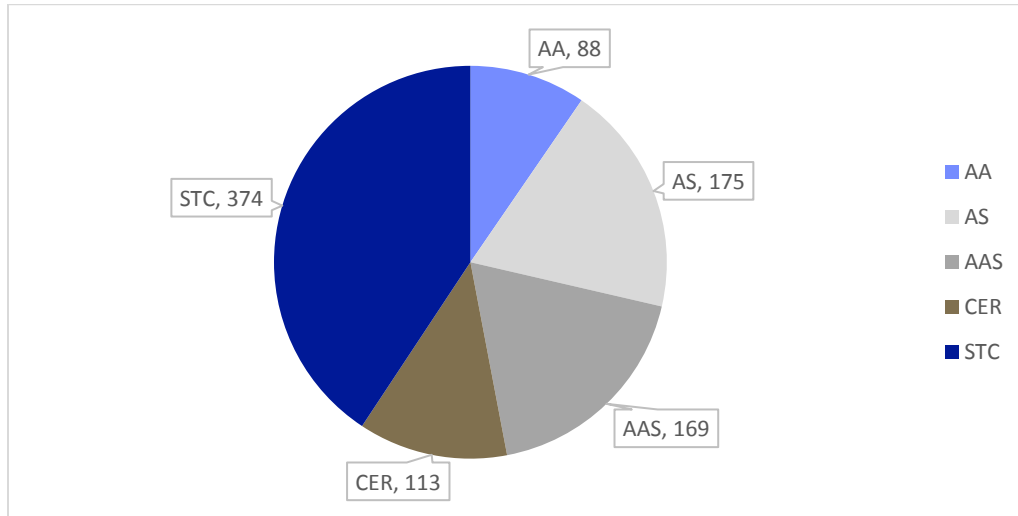
Table 2-11

<b>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 2012-2016</b>			
<b>Fall 2012</b>	<b>Fall 2012 Cohort Students Total</b>	<b>Cohort Students Still Enrolled at same Institution Fall 2013 or Completing a Degree</b>	
		<b>Total</b>	<b>Total Percentage</b>
Total all ACCS	19,559	10,017	51.2%
NACC	741	433	58.4%
<b>Fall 2013</b>	<b>Fall 2013 Cohort Students Total</b>	<b>Cohort Students Still Enrolled at same Institution Fall 2014 or Completing a Degree</b>	
		<b>Total</b>	<b>Total Percentage</b>
Total all ACCS	19,659	10,326	52.5%
NACC	664	370	55.7%
<b>Fall 2014</b>	<b>Fall 2014 Cohort Students Total</b>	<b>Cohort Students Still Enrolled at same Institution Fall 2015 or Completing a Degree</b>	
		<b>Total</b>	<b>Total Percentage</b>
Total all ACCS	19,231	10,016	52.1%
NACC	644	361	56.1%
<b>Fall 2015</b>	<b>Fall 2015 Cohort Students Total</b>	<b>Cohort Students Still Enrolled at same Institution Fall 2016 or Completing a Degree</b>	
		<b>Total</b>	<b>Total Percentage</b>
Total all ACCS	18,465	9,847	53.3%
NACC	591	359	60.7%
<b>Fall 2016</b>	<b>Fall 2016 Cohort Students Total</b>	<b>Cohort Students Still Enrolled at same Institution Fall 2017 or Completing a Degree</b>	
		<b>Total</b>	<b>Total Percentage</b>
Total all ACCS	18,638	10,104	54.2%
NACC	619	356	57.5%

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 2014*. Retrieved March 9, 2018, from <http://www.ache.state.al.us/Content/StudentDB/2017RetRpts.pdf>

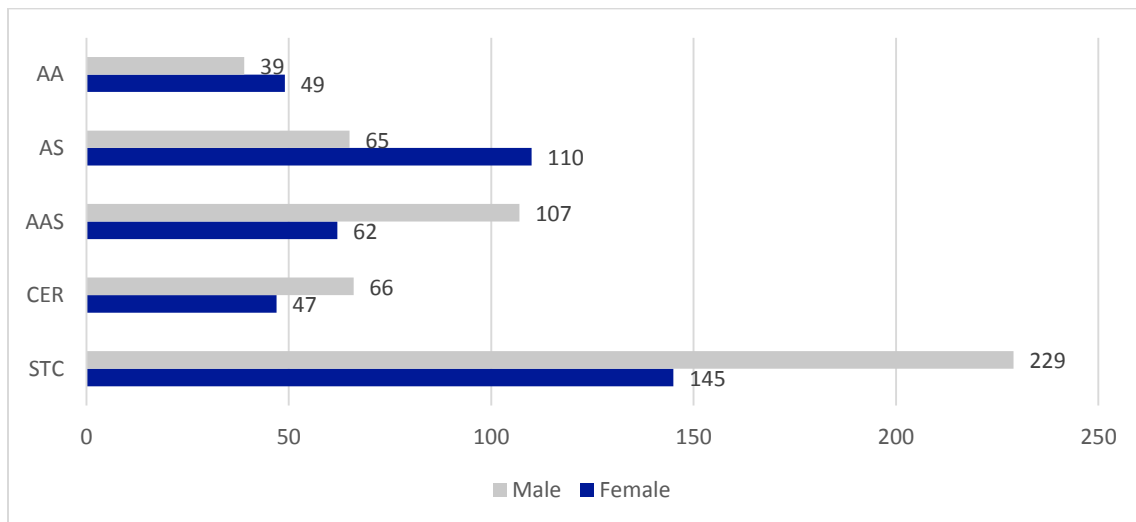
## Degree and Certificate Completions

Chart 2-7  
**Completions by Award**  
Academic Year 2016-2017



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system (Fact Book File #6). March 26, 2018.

Chart 2-8  
**Completions by Gender**  
Academic Year 2016-2017



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system (Fact Book File #6). March 26, 2018.



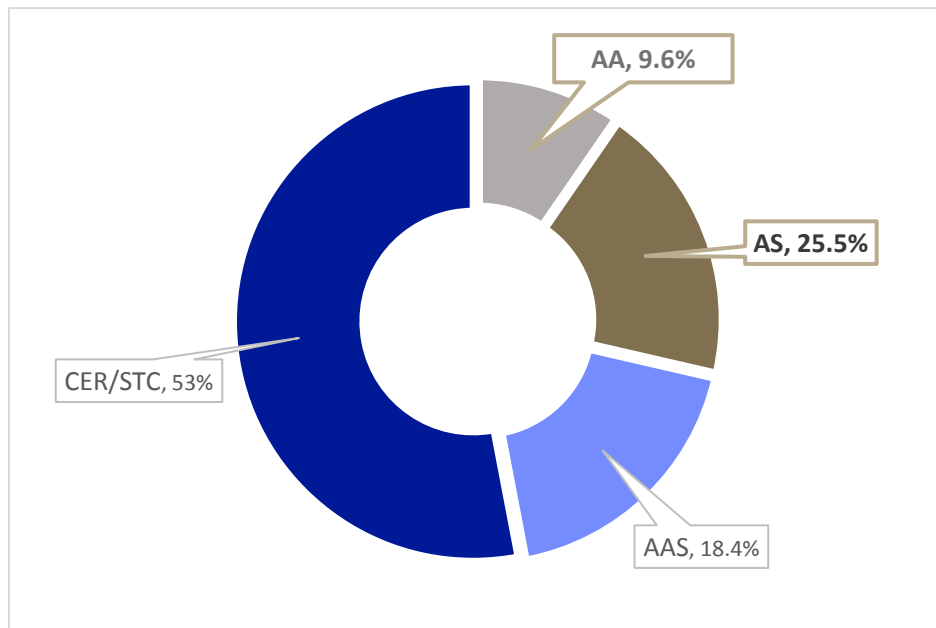
## Degree and Certificate Completions

Table 2-12  
**Completions by Race/Ethnicity**  
**Academic Year 2016-2017**

<b>Completions by Award and Race/Ethnicity</b> Academic Year 2016-2017						
	<b>AA</b>	<b>AS</b>	<b>AAS</b>	<b>CER</b>	<b>STC</b>	<b>All Completions</b>
African American/Black	2	5	4	2	4	17
Asian	0	2	0	0	1	3
Hispanic/Latino	3	7	12	7	24	53
Native American	6	7	6	5	11	35
White	77	154	146	99	334	810
Other	0	0	1	0	0	1
<b>Total</b>	<b>88</b>	<b>175</b>	<b>169</b>	<b>113</b>	<b>374</b>	<b>919</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system (Fact Book File #6). March 26, 2018.

Chart 2-9  
**Award Percentages by Type**  
**Academic Year 2016-2017**  
Cf. Table 2-12



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. January 13, 2017.

## Degree and Certificate Completions

Table 2-13

<b>Completions by Award and Age Range</b>							
Academic Year 2016-2017 <sup>†</sup>							
<b>2016-2017</b>							
	<b>AA</b>	<b>AS</b>	<b>AAS</b>	<b>CER</b>	<b>STC</b>	<b>All Completions</b>	<b>Percentage of Total</b>
Under age 25	48	137	67	37	188	477	51.9%
Ages 25-39	29	33	77	54	121	314	34.2%
Age 40 or over	11	5	25	22	65	128	13.9%
<b>Total</b>	<b>88</b>	<b>175</b>	<b>169</b>	<b>113</b>	<b>374</b>	<b>919</b>	<b>100.0%</b>

<sup>†</sup>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 (Fact Book File #6). March 27, 2018.

## Degree and Certificate Completions

Table 2-14

### Awards by Program 2016-2017

Program	Awards Conferred
<b>Associate in Arts</b>	<b>88</b>
<b>Associate in Science</b>	<b>175</b>
<b>Associate in Applied Science</b>	
- Business Management and Business Supervision	9
- Child Development	7
- Computer Information Systems	10
- Criminal Justice	10
- Drafting and Design Technology	9
- Emergency Medical Services	6
- Engineering Technician	2
- Heating, Ventilation, Air Conditioning, and Refrigeration	-
- Industrial Electronics Technology	9
- Industrial Systems Technology	16
- Medical Assistant	20
- Nursing	41
- Office Administration	18
- Salon and Spa Management	12
<b>Certificates</b>	
- Criminal Justice	9
- Drafting and Design Technology	12
- Emergency Medical Services	8
- Engineering Technician	2
- Industrial Electronics Technology	11
- Industrial Systems Technology	32
- Machine Tool Technology	-
- Practical Nursing	17
- Salon and Spa Management	22
<b>Short-Term Certificates</b>	
- Child Development	59
- Computer Information Systems	2
- Criminal Justice	12
- Drafting and Design Technology	22
- Emergency Medical Services	19
- Engineering Technician	5
- Industrial Electronics Technology	20
- Industrial Systems Technology	45
- Machine Tool Technology	14
- Medical Assistant	37
- Salon and Spa Management	4
- Welding Technology	116

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system (Fact Book File #6). March 27, 2018.

## Collegiate Assessment of Academic Proficiency (CAAP)

Table 2-15

Student Performance on the Collegiate Assessment of Academic Proficiency (CAAP) Compared to Performance of Other Public Two-Year College Students 2008-2017							
Year	Topic	Mean	NACC		Public Two-Year Colleges		
			S.D.	Number	Mean	S.D.	Number
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
2013	Critical Thinking	62.7	4.6	205	60.6	5.4	26,254
2013	Writing Skills	63.7	5.3	139	61.5	4.9	26,385
2014	Reading	60.0	4.7	116	60.2	5.6	16,820
2014	Science	60.9	3.5	138	59.2	4.2	20,602
2015	Mathematics	59.3	3.3	122	56.0	3.6	24,590
2015	Writing Skills	61.9	4.5	153	61.3	4.9	22,813
2016	Reading	60.0	4.2	142	59.9	5.5	11,112
2016	Critical Thinking	61.2	5.1	109	60.5	5.3	22,805
2017	Mathematics	58.5	3.4	151	56.1	3.5	14,189
2017	Science	59.7	3.8	150	59.1	4.1	10,734

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 2016-2017*. July 2017. p. 40.

## Collegiate Assessment of Academic Proficiency (CAAP)

Table 2-16

<b>Northeast Alabama Community College Collegiate Assessment of Academic Proficiency (CAAP) 2008-2017</b>			
<b>Critical Thinking</b>			
<b>Year</b>	<b>NACC Mean</b>	<b>National Mean</b>	<b>Difference</b>
2010	62.6	60.7	+1.9
2013	62.7	60.6	+2.1
2016	61.2	60.5	+0.7
<b>Mathematics</b>			
<b>Year</b>	<b>NACC Mean</b>	<b>National Mean</b>	<b>Difference</b>
2009	60.2	56.2	+4.0
2012	58.6	56.2	+2.4
2015	59.3	56.0	+3.3
2017	58.5	56.1	+2.4
<b>Reading</b>			
<b>Year</b>	<b>NACC Mean</b>	<b>National Mean</b>	<b>Difference</b>
2008	60.8	60.5	+0.3
2010	60.9	60.4	+0.5
2012	61.9	60.2	+1.7
2014	60.0	60.2	-0.2
2016	60.0	59.9	+0.1
<b>Science</b>			
<b>Year</b>	<b>NACC Mean</b>	<b>National Mean</b>	<b>Difference</b>
2008	59.3	59.2	+0.1
2011	60.0	59.1	+0.9
2014	60.9	59.2	+1.7
2017	59.7	59.1	+0.6
<b>Writing Skills</b>			
<b>Year</b>	<b>NACC Mean</b>	<b>National Mean</b>	<b>Difference</b>
2009	63.1	62.0	+1.1
2011	63.4	61.8	+1.6
2013	63.7	61.5	+2.2
2015	61.9	61.3	+0.6

Source: NACC *Information on Fulfillment of the Mission 2016-2017*. July 2017. p. 41.

## Licensure Pass Rates

Table 2-17

<b>NCLEX-RN Pass Rates of NACC Nursing Students Compared to State and National Averages</b> 2008 through 2017			
<b>Year</b>	<b>NACC Average</b>	<b>State Average</b>	<b>National Average</b>
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
2013	71.4	84.4	84.3
2014	71.1	84.6	81.7
2015	77.2	84.6	84.5
2016	88.6	86.4	84.3
2017	92.7	90.4	87.1

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: Director of Nursing Education, NACC. April 17, 2018.

Table 2-18

<b>NCLEX-PN Pass Rates of NACC Nursing Students Compared to State and National Averages</b> 2008 through 2017			
<b>Year</b>	<b>NACC Average</b>	<b>State Average</b>	<b>National Average</b>
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
2013	96.0	91.3	84.7
2014	96.7	90.1	73.7
2015	100.0	90.3	81.9
2016	84.2	93.3	83.8
2017	100.0	91.9	83.8

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.

Source: Director of Nursing Education, NACC. April 17, 2018.

## Licensure Pass Rates

Table 2-19

<b>National Registry of Emergency Medical Technicians<sup>1</sup> NACC Paramedic Certification Pass Rates 2007-2008 through 2016-2017</b>						
<b>Graduation Year</b>	<b>No. of Graduates</b>	<b>Number Tested</b>	<b>First Time Pass</b>	<b>Subsequent Pass</b>	<b>Total Pass</b>	<b>Percent Pass</b>
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%
2013-2014 <sup>2</sup>	8	8	6	1	7	88%
2014-2015	10	10	9	0	9 <sup>3</sup>	90%
2015-2016	3	3	3	-	3	100%
2016-2017	8	7 <sup>3</sup>	7	-	7	100%

<sup>1</sup>The National Registry of Emergency Medical Technicians Exam is the exam for licensure by the Alabama Department of Public Health.

<sup>2</sup>There was not a 2012-2013 cohort due to preparations for the new paramedic curriculum.

<sup>3</sup>2016-2017 completers have until May 2019 to pass the National Registry of Emergency Medical Technicians Exam.

Source: Information on Fulfillment of the Mission 2016-2017, p. 48.

Table 2-20

<b>National Registry of Emergency Medical Technicians NACC EMT Certification Pass Rates 2007-2008 through 2016-2017</b>						
<b>Graduation Year</b>	<b>No. of Graduates</b>	<b>Number Tested</b>	<b>First Time Pass</b>	<b>Subsequent Pass</b>	<b>Total Pass</b>	<b>Percent Pass</b>
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%
2011-2012	25	19	13	4	17	89%
2012-2013	21	20	18	1	19	95%
2013-2014	18	18	15	2	17	94%
2014-2015	21	17	14	2	16	94%
2015-2016	16	14	12	1	13	93%
2016-2017	9	8	7	1	8	100%

2015-2016 completers have until May 2018 to pass the National Registry of Emergency Medical Technicians Exam

2016-2017 completers have until May 2019 to pass the National Registry of Emergency Medical Technicians Exam

Source: Information on Fulfillment of the Mission 2016-2017, p. 48.

## Licensure Pass Rates

Table 2-21

<b>National Registry of Emergency Medical Technicians NACC Advanced EMT Certification Pass Rates 2011-2012 through 2016-2017</b>						
<b>Graduation Year</b>	<b>No. of Graduates</b>	<b>Number Tested</b>	<b>First Time Pass</b>	<b>Subsequent Pass</b>	<b>Total Pass</b>	<b>Percent Pass</b>
2011-2012	25	19	13	4	17	89%
2012-2013	21	20	18	1	19	95%
2013-2014	18	18	15	2	17	94%
2014-2015	21	18	14	3	17	94%
2015-2016	13	10	9	1	10	100%
2016-2017	7	6	5	-	5	83%

2015-2016 completers have until May 2018 to pass the National Registry of Emergency Medical Technicians Exam.  
2015-2016 completers have until May 2018 to pass the National Registry of Emergency Medical Technicians Exam.

Source: Information on Fulfillment of the Mission 2016-2017, p. 48.

Table 2-22

<b>National Interstate Council of State Boards of Cosmetology Exams Pass Rates of NACC Cosmetology Certificate Completers 2008-2009 through 2016-2017</b>			
<b>Academic Year</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Pass Rate</b>
2008-2009	15	15	100%
2009-2010	16	16	100%
2010-2011	41	41	100%
2011-2012	28	28	100%
2012-2013	24	24	100%
2013-2014	19	19	100%
2014-2015	28	28	100%
2015-2016	22	22	100%
2016-2017	13	13	100%

Note: The National Interstate Council Exam is the exam for Alabama Board of Cosmetology licensure.  
Source: Information on Fulfillment of the Mission 2016-2017, p. 49.



## Licensure Pass Rates

Table 2-23

<b>Medical Assistant Certification Pass Rates</b>			
<b>Certified Clinical Medical Assistant</b>			
<b>2012-2013 through 2016-2017</b>			
<b>Academic Year</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Pass Rate</b>
2012-2013	30	25	83.3%
2013-2014	19	17	89.5%
2014-2015	35	32	91.0%
2015-2016	26	21	80.7%
2016-2017	19	16	84.2%

Source: Information on Fulfillment of the Mission 2016-2017, p. 50.

Table 2-24

<b>Medical Assistant Certification Pass Rates</b>			
<b>Certified Phlebotomy Technician</b>			
<b>2012-2013 through 2016-2017</b>			
<b>Academic Year</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Pass Rate</b>
2012-2013	34	31	91.2%
2013-2014	18	16	88.9%
2014-2015	24	23	96.0%
2015-2016	26	26	100.0%
2016-2017	14	12	85.7%

Source: Information on Fulfillment of the Mission 2016-2017, p. 50.

Table 2-25

<b>Medical Assistant Certification Pass Rates</b>			
<b>Certified EKG Technician</b>			
<b>2015-2016 through 2016-2017</b>			
<b>Academic Year</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Pass Rate</b>
2015-2016	2	2	100.0%
2016-2017	5	5	100.0%

Source: Information on Fulfillment of the Mission 2016-2017, p. 50.

## Licensure Pass Rates

Table 2-26

<b>Medical Assistant Certification Pass Rates Certified Coding Associate (AHIMA) 2016-2017</b>			
<b>Academic Year</b>	<b>Number Tested</b>	<b>Number Passing</b>	<b>Pass Rate</b>
2016-2017	2	1	50.0%

Note: These were the first students to sit for the CCA exam in the fall semester from the Medical Coding Short-Term Certificate program. The one who did not pass will be retaking the exam at the end of the year.

Source: Information on Fulfillment of the Mission 2016-2017, p. 51.

## Evaluation of Instruction

Table 2-25

<b>Student Evaluation of Instruction Summary Report for Fall 2017 Traditional Courses</b>				
<b>Evaluation Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The instructor clearly defined the course objectives, course assignments, grading policy, and all course activities at the beginning of the semester.	79.3%	16.5%	2.4%	1.8%
The instructor meets class at the scheduled or agreed-upon time.	80.4%	16.5%	2.0%	1.0%
The instructor uses class time effectively.	74.5%	20.5%	3.2%	1.8%
The instructor demonstrates knowledge of the subject.	80.8%	16.1%	1.6%	1.5%
The instructor is consistently well prepared for class.	74.5%	20.7%	3.0%	1.8%
The instructor maintains a positive attitude about teaching the subject.	78.9%	17.5%	2.1%	1.5%
The instructor presents course material in a clear, organized manner.	71.5%	21.1%	4.7%	2.7%
The instructor returns graded assignments and examinations in a timely manner.	71.6%	20.5%	4.2%	3.6%
The instructor encourages student participation in class.	74.6%	21.8%	2.0%	1.6%
The instructor treats students with respect.	80.3%	16.3%	2.2%	1.2%
The instructor demonstrates a willingness to help students outside of class.	74.1%	21.3%	3.1%	1.5%
Overall, the instructor teaches this course effectively.	77.4%	2.3%	16.8%	3.5%

Source: Office of Institutional Planning and Assessment. *Fall 2017 Evaluation of Instruction. Summary Report: Traditional Courses and Nursing Courses*. January 31, 2018.

## Evaluation of Instruction

Table 2-26

<b>Student Evaluation of Instruction Summary Report for Fall 2017 Distance Education Courses</b>				
<b>Evaluation Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The instructor clearly defined the course objectives, course assignments, grading policy, and all course activities at the beginning of the semester.	77.1%	20.5%	1.5%	0.8%
The instructor clearly explains and organizes course material and presents material in a manner that facilitates effective use of the student's study time.	71.7%	22.6%	4.1%	1.5%
The instructor prominently posts all deadlines in announcements, emails, or other communication methods.	78.0%	18.7%	2.5%	0.8%
The instructor demonstrates knowledge of the subject.	74.1%	23.0%	2.2%	0.7%
The instructor presents the material with appropriate interest and enthusiasm.	71.5%	23.4%	4.1%	1.0%
The instructor treats students with respect.	77.2%	20.8%	1.5%	0.4%
The instructor demonstrates willingness to help students beyond the given online presentation.	70.4%	23.9%	4.3%	1.4%
The instructor evaluates assignments and examinations in a timely manner.	73.2%	22.0%	2.6%	2.2%
The instructor replies to my emails within one business day (except when he/she has announced that he/she will not be available).	71.9%	23.3%	3.0%	1.8%
The instructor makes use of the online tools available, such as the discussion board, online chat, and virtual classroom.	69.3%	25.2%	4.6%	1.0%
Overall, the instructor teaches and administers this course effectively.	72.0%	23.2%	2.9%	1.9%

Source: Office of Institutional Planning and Assessment. *Fall 2017 Evaluation of Instruction. Summary Report: Distance Education Courses.* January 31, 2018.

## Student Satisfaction

Table 2-27

<b>Student Evaluation of Campus Services and Facilities</b>			
<b>Percentage of respondents who indicated satisfaction with services and facilities</b>			
Spring 2014 through Spring 2017			
<b>Category</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Spring 2017</b>
Admissions Process	99.8%	97.9%	99.2%
Orientation	96.7%	98.2%	98.2%
Registration Process	97.1%	97.3%	99.2%
Academic Support Services	98.3%	98.2%	99.1%
Financial Aid	95.5%	94.3%	94.5%
Transfer Advisor	94.2%	95.7%	99.3%
College and Career Planning Center	98.0%	96.7%	97.7%
Student Activities	93.0%	93.4%	94.7%
Bookstore Services	93.6%	93.7%	93.1%
Business Office Services	98.6%	98.3%	98.5%
Quality of Classrooms	90.3%	95.8%	95.4%
Quality of Laboratories	89.1%	93.7%	94.1%
Campus Security	96.5%	96.6%	95.8%
Campus Appearance	97.3%	98.8%	98.3%
Campus Maintenance	93.5%	96.1%	95.9%

Source: Office of Institutional Planning and Assessment. *Student Evaluation of Campus Services and Facilities*. Spring Semesters 2014, 2015, and 2017.

Table 2-28

<b>Evaluation of Academic Advising</b>			
<b>Percentage of respondents who indicated satisfaction with the statement</b>			
<b>“Overall, I am satisfied with the quality of...”</b>			
<b>Current Status</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>
Assistance I have received from my academic advisor	95.5%	95.8%	96.6%
Advisement assistance I have received at NACC	96.6%	96.5%	98.5%

Source: Office of Institutional Planning and Assessment. *Evaluation of Academic Advising Summary Report*. Spring Semesters 2016-2018.

## Student Satisfaction

Table 2-29

<b>Student Evaluation of Campus Services and Facilities: Learning Resources Center Percentage of Respondents who Indicate “Very Satisfactory” or “Satisfactory” Spring 2016-2017</b>		
<b>Category</b>	<b>Spring 2016</b>	<b>Spring 2017</b>
Library Collection	91.0%	98.4%
Library Faculty and Staff	97.4%	97.5%
Library Services	98.4%	96.2%
Electronic Information Access	94.9%	95.2%

Source: NACC Learning Resources Center. April 3, 2018.

## Job Placement

<b>Employment Data for Graduates Summer 2015, Fall 2015, Spring 2016</b>			
	<b>Graduates</b>	<b>Number Employed</b>	<b>Percent Employed</b>
Business Management	41	34	83%
Child Development	19	17	89%
Computer Information Systems	29	27	93%
Criminal Justice	15	13	87%
Drafting & Design Technology	19	16	84%
Emergency Medical Services	26	25	96%
Engineering Technology	7	7	100%
Industrial Electronics Technology	19	18	95%
Industrial Systems - Electrical	4	4	100%
Industrial Systems - Machine Tool	13	12	92%
Industrial Systems - Multi-Skills	7	7	100%
Industrial Systems - Welding	23	22	96%
Nursing (PN and RN)	71	65	92%
Medical Assistant	57	53	93%
Office Administration	38	27	71%
Salon & Spa Management	32	29	91%
<b>Total</b>	<b>420</b>	<b>376</b>	<b>89.5%</b>

Source: Director of Workforce Development and Skills Training. July 17, 2017.

## Directory of Services

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<b>Position/Service</b>	<b>Name</b>	<b>Ext.</b>	<b>Email</b>
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