

Northeast Alabama Community College



Fact Book 2020-2021: A Snapshot of NACC Based on Current Data

Compiled Spring 2021

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

Section I: Institutional Profile



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 average fall enrollment since 2000 is right at 3000. 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 2020 the college offered dual enrollment/dual credit classes at 18 area high schools in three counties, including courses at the DeKalb County Technology Center, the Ernest Pruet Center of Technology and the Marshall County Technical Center.

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 55% 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, Auburn University, and the Economic Development Partnership of Alabama.

The Northeast Alabama Adult Education Program provides GED, ESL, HSDO (Non-Traditional High School Diploma Option), adult reading, Ready to Work, MSSC, pre-apprenticeship, test prep, and college refresher classes for the people of DeKalb, Jackson, and Marshall Counties. The program has 22 instructional sites and last year served 2,115 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
February 2021

A Message From Our President



As we reflect on 2020, many of us would only remember the struggle, challenges, and hardships that we all encountered. There is no doubt that we will never forget this time in our lives forever. But here at Northeast, we are choosing to focus on what is lying ahead of us. Since 1965, we have been an institution that prides itself on offering the citizens of our area the best education at a cost friendly price while serving as a “community oriented” institution, and our best days may very well be ahead of us.

This publication is a statistical compilation of the history of NACC. In these pages, I believe you will see just how our institution has continued to evolve over the years to meet the needs of the people in our areas. On behalf of our distinguished faculty and staff, we hope you enjoy reading about the programs, students, and their accomplishments. By looking at our history, by the numbers, we feel that we can best lay the groundwork for our future. Through the peaks and the valleys in the years ahead, we pledge to strive each day to make NACC an institution that will continue to change lives for the better.

Dr. David Campbell
President

A handwritten signature in black ink, which appears to read "David Campbell". The signature is written in a cursive, flowing style.



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:

- An “open door” admission policy which ensures 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.
- 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, a certificate, associate degrees, and transfer to senior institutions.
- 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.
- Developmental and adult basic education which assists individuals who need to improve their basic learning skills and supports individuals lacking college preparatory backgrounds.
- 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.
- Recruitment and retention of qualified personnel who are afforded professional development opportunities and institutional support needed to provide quality postsecondary education.
- Services and training specifically designed and delivered to meet the needs of local business, industry, community organizations, and governmental agencies.
- 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.
- Procurement and administration of financial resources in an effective manner.
- 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.

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.

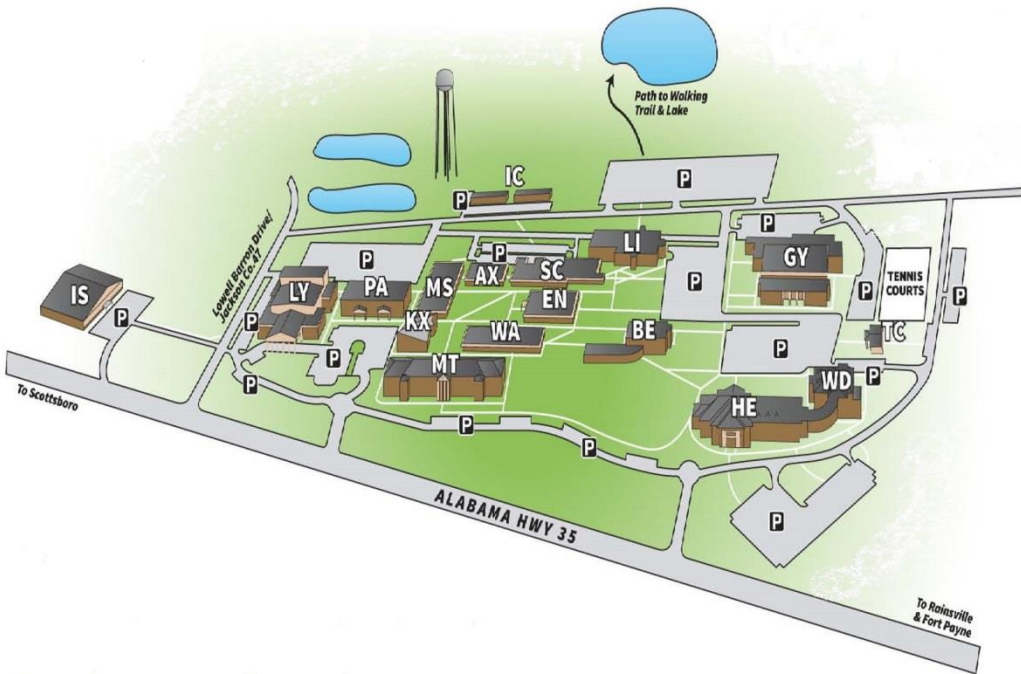
The Industrial Electronics program is approved by Electronics Technicians Association - International (ETA-I).

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

Programs

A.A. and A.S. Programs (as of FA20 term)

Transfer Degrees	Number of Graduates Fall 2019 through Summer 2020
Associate in Arts	119
Associate in Science	267

A.A.S. Programs (as of FA20 term)

Associate in Applied Science Degrees	Number of Graduates Fall 2019 through Summer 2020
Air Conditioning and Refrigeration	-
Business Administration	18
Child Development	5
Computer Information Systems Data Center Option	4
Criminal Justice	3
Drafting and Design Technology	3
Emergency Medical Services	23
Engineering Technology	3
Industrial Electronics Technology (Mechatronics)	3
Industrial Systems Technology Mechanical Maintenance Multi-Skilled Maintenance Technician Machine Tool Technology Welding Technology	29
Medical Assisting Medical Office	25
Nursing	48
Office Administration Medical Office Paralegal	14
Salon and Spa Management Cosmetology Esthetics Therapeutic Massage	18

Certificate Program (as of FA20 term)

Certificate Programs	Number of Students Receiving a Certificate Fall 2019 through Summer 2020
Air Conditioning and Refrigeration	-
Criminal Justice Law Enforcement	3
Drafting and Design Technology 3D Solid Modeling CADD Additive Manufacturing Technical Drawing	18
Emergency Medical Services Paramedic	15
Engineering Technology Engineering Technician	2
Industrial Electronics Technology (Mechatronics) Industrial Control Technician	1
Industrial Systems Technology Electrical and Instrumentation Mechanical Maintenance Multi-Skilled Maintenance Technician Machine Tool Technology Welding Technology	21
Nursing Practical Nursing	64
Salon and Spa Management Cosmetology Esthetics Therapeutic Massage,	13

Short-Term Certificate Programs (as of FA20 term)

Short-Term Certificate Programs	Number of Students Receiving a Short-Term Certificate Fall 2019 through Summer 2020
General Education	297
Air Conditioning and Refrigeration	1
Building Construction Carpentry – Level 1 Carpentry – Level 2	1
Business Administration Accounting	7
Child Development Infant / Toddler Preschool / Family Child Care Early Childhood Education Child Development	31
Computer Information Systems Computer and Web Design Office Technology Support Cybersecurity Add-on Cybersecurity Technician Data Center Option	4
Criminal Justice Law Enforcement	13
Culinary Arts	-
Drafting and Design Technology 3D Solid Modeling CADD Additive Manufacturing Technical Drawing	21
Emergency Medical Services Emergency Medical Technician (EMT0 Advanced EMT	3
Engineering Technology Engineering Technician	4
Industrial Electronics Technology (Mechatronics) Basic Electrical General Industrial Control Technician	4
Industrial Systems Technology Electrical and Instrumentation	38

Mechanical Maintenance Machine Tool Technology Stamping and Forming Welding Technology Structural Welding	
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Faculty / Staff

Personnel Summary

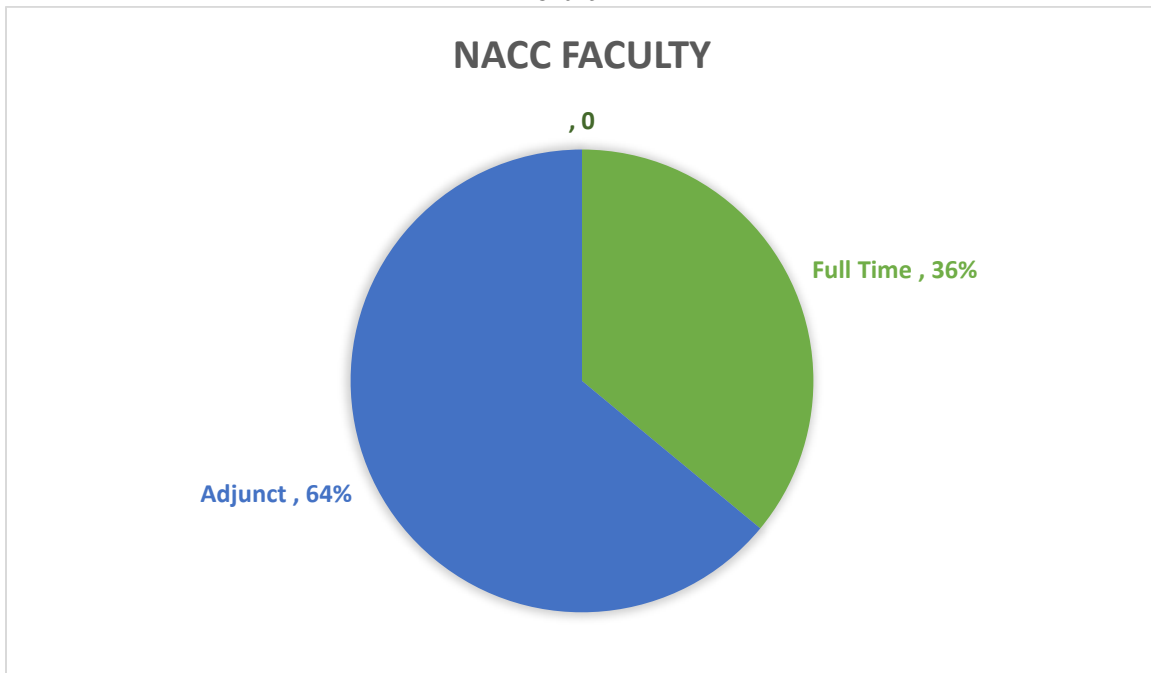
Table I-A

Summary of Personnel Fall 2020			
Occupation	Full-Time	Part-Time	Total
Executive, Administrative, and Managerial	13	0	13
Primarily Instruction	60	106	166
Technical/Para Professionals	5	0	5
Other Professionals	16	13	29
Service and Maintenance	11	0	11
Clerical and Secretarial	26	65	91
TOTALS	131	184	323

Source: Academic YTD Personnel Summary by Occupational Activity. Fall 2019. Retrieved from <https://dax.accs.edu/Reports/ReportDetails.aspx?ReportLevel=S&ReportType=Dw&ReportCode=DAXPER-002S> on April 22, 2021.

Classification of Faculty

Chart I-A



Credit Hour Production by Faculty

Table I-B

Total Credit Hour Production by Faculty Status		
Fall 2020		
	No.	Pct.
Full-Time	14,693	65%
Part-Time	7,626	35%
Total	22,589	100.0%

Course Overview

Course Offerings

Table I-C

Class Sections and Enrollment by Academic Discipline Fall 2020							
Area	Number of Sections						Total Number of Enrollments
	On Campus Day	On Campus Evening	Online	Hybrid	Off Campus	Total Sections	
Air Conditioning and Refrigeration (ACR)			1	4		5	45
Accounting Technology (ACT)			1			1	9
Advanced Manufacturing (ADM)			-	1	3	4	36
Art (ART)			5			5	127
Astronomy (AST)			1			1	2
Biology (BIO)			24		9	33	639
Business (BUS)			16			16	221
Carpentry (CAR)			-	1		1	4
Child Development (CHD)			7			7	105
Chemistry (CHM)			6			6	104
Computer Information Science (CIS)			24			24	492
Computerized Numerical Control (CNC)			-			-	-
Cosmetology (COS)	19	1	3	1	4	28	179
Criminal Justice (CRJ)			8			8	63
Drafting and Design Technology (DDT)			1	3		4	25
Diesel Mechanics (DEM)			-	1		1	8
Economics (ECO)			6			6	125
Engineering (EGR)			1			1	8
Emergency Medical Services (EMS)			5	18	8	31	209
English (ENG)			43	1	13	57	979
English and Reading (ENR)			2			2	23
Engineering Technology (ENT)			-	2		2	18
Fire Science (FSC)			1		1	2	18
Geography (GEO)			1			1	15
Home Economics (HEC)			1			1	15
Health Education (HED)			2			2	10
History (HIS)			16		5	21	448
Health Information Technology (HIT)	1		2			3	22
Health Sciences (HPS)			1			1	11
Industrial Electronics (ILT)			1	6		7	76
Industrial Maintenance (INT)			-	2		2	25
Medical Assisting (MAT)	1		14	5	4	24	540
Mechanical Design Technology (MDT)			-	3		3	10
Massage (MSG)	6		-			6	18
Mathematics (MTH)	3		39		11	53	980
Machine Tool Technology (MTT)	4		-	11		15	48
Music Lessons (MUL)			10			10	49

Music Performance (MUP)			14			14	13
Music (MUS)			8		1	8	95
Nursing Assistant (NAS)			-			1	7
Nursing (NUR)			-	4		4	332
Office Administration (OAD)			7			7	145
Physical Education (PED)			3			3	11
Philosophy (PHL)			2			2	64
Physical Science (PHS)			2			2	57
Physics (PHY)			2			2	5
Political Science (POL)			2			2	21
Paralegal (PRL)			2			2	10
Psychology (PSY)			13			13	366
Religion (REL)			3			3	31
Salon and Spa Management (SAL)			1			1	20
Sociology (SOC)			3			3	45
Spanish (SPA)			3			3	16
Speech (SPH)			11			11	261
Theatre (THR)			13			13	121
Welding (WDT)	8	4	-	19	1	32	100
Workplace Skills (WKO)			5	1		6	58
Total	42	5	338	83	60	529	7,508

Grade Distribution

Table I-D

Grade Distribution for ALL COURSES Fall 2019 through Summer 2020					
Semester	Course Enrollments	Successful (A, B, C)		Not Successful (D, F, W)	
		No.	%	No.	%
Fall 2019	8,631	7,084	82%	1,505	17.4%
Spring 2020	7,397	6,166	83.3%	1,231	16.7%
Summer 2020	3,483	3,043	87.4%	429	12.3%

Student Satisfaction

Evaluation of Instruction

Table I-E

Student Evaluation of Instruction Summary Report for Fall 2020 (All Courses Taught Online due to Covid-19)				
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.	73.80%	23.53%	1.92%	0.73%
The instructor clearly explains and organizes course material and presents material in a manner that facilitates effective use of the student's study time.	70.8%	24.45%	3.53%	1.22%
The instructor prominently posts all deadlines in announcements, emails, or other communication methods.	73.01%	24.33%	1.76%	0.89%
The instructor demonstrates knowledge of the subject.	72.42%	24.6%	1.88%	1.11%
The instructor presents the material with appropriate interest and enthusiasm.	69.81%	25.55%	3.2%	1.44%
The instructor treats students with respect.	75.59%	22.42%	1.31%	0.69%
The instructor demonstrates a willingness to help students beyond the given online presentation.	70.5%	25.38%	2.91%	1.21%
The instructor evaluates graded assignments and examinations in a timely manner.	68.28%	27.63%	2.65%	1.8%
The instructor replies to my emails within one business day (except when he/she has announced that he/she will not be available).	68.14%	26.78%	3.51%	1.58%
The instructor makes use of the online tools available, such as the discussion board.	68.07%	27.25%	3.53%	1.15%
Overall, the instructor teaches this course effectively.	71.18%	24.9%	2.54%	1.37%

Source: Office of Institutional Planning and Assessment. *Fall 2020 Evaluation of Instruction. Summary Report*, April 22, 2021.

Evaluation of Academic Advising

Table I-F

Current Status	Spring 2015	Spring 2017	Spring 2019
Assistance I have received from my academic advisor	95.5%	95.8%	96.7%
Advisement assistance I have received at NACC	96.6%	96.5%	98.2%

Source: Office of Institutional Planning and Assessment. *Evaluation of Academic Advising Summary Report*. Spring Semesters 2016-2020. The 2021 Evaluation was unavailable at the time this publication was being produced.

Evaluation of Campus Services and Facilities

Table I-G

Student Evaluation of Campus Services and Facilities: Learning Resources Center			
Percentage of Respondents Indicating Satisfaction			
Spring 2015-2019			
Category	Spring 2015	Spring 2017	Spring 2019
Library Collection	91.0%	98.4%	98.9%
Library Services	98.3%	99.5%	99.0%
Library Computers and Technology	90.6%	94.5%	98.5%
Library Facilities	98.3%	99.6%	98.7%

Source: NACC 2017-2018 Information on Fulfillment of Mission. *Evaluation of Learning Resources Center*. Spring 2015-2019. The 2021 Evaluation was unavailable at the time this publication was being produced.

Table I-H

Category	Spring 2015	Spring 2017	Spring 2019
Admissions Process	97.9%	99.2%	98.7%
Orientation	98.2%	98.2%	97.7%
Registration Process	97.3%	99.2%	98.2%
Academic Support Services	98.2%	99.1%	98.0%
Financial Aid	94.3%	94.5%	96.1%
Transfer Advisor	95.7%	99.3%	98.3%
College and Career Planning Center	96.7%	97.7%	97.9%
Student Activities	93.4%	94.7%	95.4%
Bookstore Services	93.7%	93.1%	94.6%
Business Office Services	98.3%	98.5%	98.5%
Quality of Classrooms	95.8%	95.4%	95.1%
Quality of Laboratories	93.7%	94.1%	92.2%
Campus Security	96.6%	95.8%	97.5%
Campus Appearance	98.8%	98.3%	98.2%
Campus Maintenance	96.1%	95.9%	96.7%

Source: Office of Institutional Planning and Assessment. *Student Evaluation of Campus Services and Facilities*. Spring Semesters, 2015, 2017, and 2019. The 2021 Evaluation was unavailable at the time this publication was being produced.

Section II: Student Profile



Student Enrollment

Enrollment and Credit Hour Production

Table II-A

Credit Enrollment		
Fall 2010 through Spring 2021		
Term	Headcount	FTE
Fall 2010	3,444	2,386
Spring 2011	3,253	2,247
Summer 2011	1,938	1,178
Fall 2011	3,298	2,218
Spring 2012	2,988	2,043
Summer 2012	1,633	910
Fall 2012	3,144	2,088
Spring 2013	2,844	1,946
Summer 2013	1,449	787
Fall 2013	2,836	1,866
Spring 2014	2,467	1,654
Summer 2014	1,329	695
Fall 2014	2,710	1,739
Spring 2015	2,372	1,524
Summer 2015	1,211	608
Fall 2015	2,704	1,685
Spring 2016	2,381	1,359
Summer 2016	1,328	657
Fall 2016	2,616	1,642
Spring 2017	2,397	1,495
Summer 2017	1,255	602
Fall 2017	2,742	1,667
Spring 2018	2,541	1,547
Summer 2018	1,535	778
Fall 2018	2,884	1,728
Spring 2019	2,626	1,547
Summer 2019	1,483	759
Fall 2019	2,981	1,791
Spring 2020	2,677	1,540
Summer 2020	1,445	720
Fall 2020	2,530	1,506
Spring 2021	2,141	1,227

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 Community College System defines a full-time student as one attempting at least 12 hours of coursework (Board Policy 703.16), but DAX data defines FTE as Credit Hours divided by 15.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1), <https://dax.accs.edu/Reports/ReportDetails.aspx>

Credit Headcount and FTE

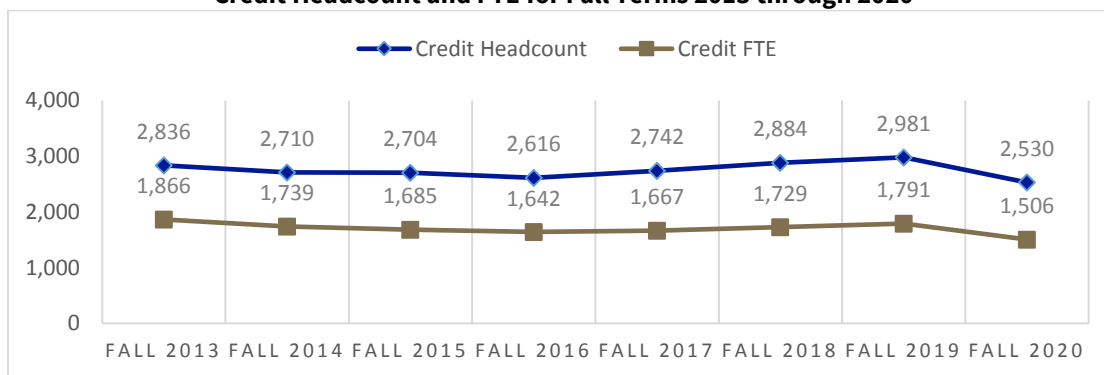
Table II-B

Credit Headcount and FTE						
Fall Terms 2015 through 2020						
Item	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time Students	1,193	1,202	1,222	1,159	1,176	969
Part-Time Students	1,511	1,414	1,520	1,725	1,805	1,561
Credit Headcount	2,704	2,616	2,742	2,884	2,981	2,530
Credit Hours Produced	25,271	24,625	25,004	25,933	26,864	22,589
Credit FTE	1,685	1,642	1,667	1,728	1,794	1,506

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 Community College System defines a full-time student as one attempting at least 12 hours of coursework (Board Policy 703.16), but the FTE is calculated by dividing the credit hours by 15.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1), <https://dax.accs.edu/Reports/ReportDetails.aspx>

Chart II-A
Credit Headcount and FTE for Fall Terms 2013 through 2020



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 Community College System defines a full-time student as one attempting at least 12 hours of coursework (Board Policy 703.16), but the FTE is calculated by dividing the credit hours by 15.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report, <https://dax.accs.edu/Reports/ReportDetails.aspx>.

CHP Based on Student Status

Table II-C

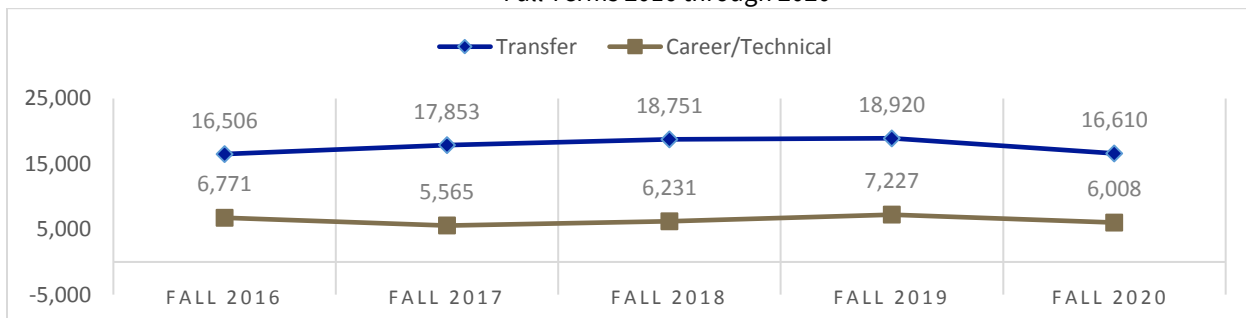
		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		CHP: 25,004		CHP: 25,933		CHP: 26,870		CHP: 22,579	
		CHP	%	CHP	%	CHP	%	CHP	%
Student Course Load	Full-Time	16,293	65.2%	15,543	60.0%	15,985	59.5%	12,995	57.6%
	Part-Time	8,711	34.8%	10,390	40.0%	10,885	40.5%	9,584	42.4%
Course Classification	Transfer	17,853	71.4%	18,751	72.3%	18,920	70.4%	16,610	73.5%
	Career/Technical	5,565	22.3%	6,231	24.0%	7,227	26.9%	6,008	24.0%
	Developmental	1,586	6.3%	951	3.7%	723	2.7%	561	2.5%
Course Delivery	Traditional	17,704	70.8%	17,901	69.0%	17,287	64.3%	2,289	10.1%
	Distance Education	7,300	29.2%	8,032	31.0%	9,593	35.7%	17,507	77.5%
	Hybrid							2,694	11.9%
	Other							99	0.08%
Location	NACC Campus	14,818	59.3%	14,198	54.7%	13,273	49.4%	4,920	21.8%
	Off-Campus Sites	10,186	40.7%	10,784	41.6%	12,734	47.4%	-	-
	• NACC Salon Institute	460	1.8%	506	2.0%	355	1.3%	207	0.09%
	• Dual Enrollment Sites	1,911	7.6%	2,246	8.7%	2,786	10.4%	1,402	6.2%
	• Distance Education	7,300	29.2%	8,032	31.0%	9,583	35.7%	16,060	71.1%
	Other [†]	515	2.1%	951	3.7%	863	3.2%	-	-

[†]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). April 12, 2021.

Chart II-B

Credit Hour Production Patterns of Transfer and Career/Technical Students
Fall Terms 2016 through 2020



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. April 12, 2020.

Student Characteristics

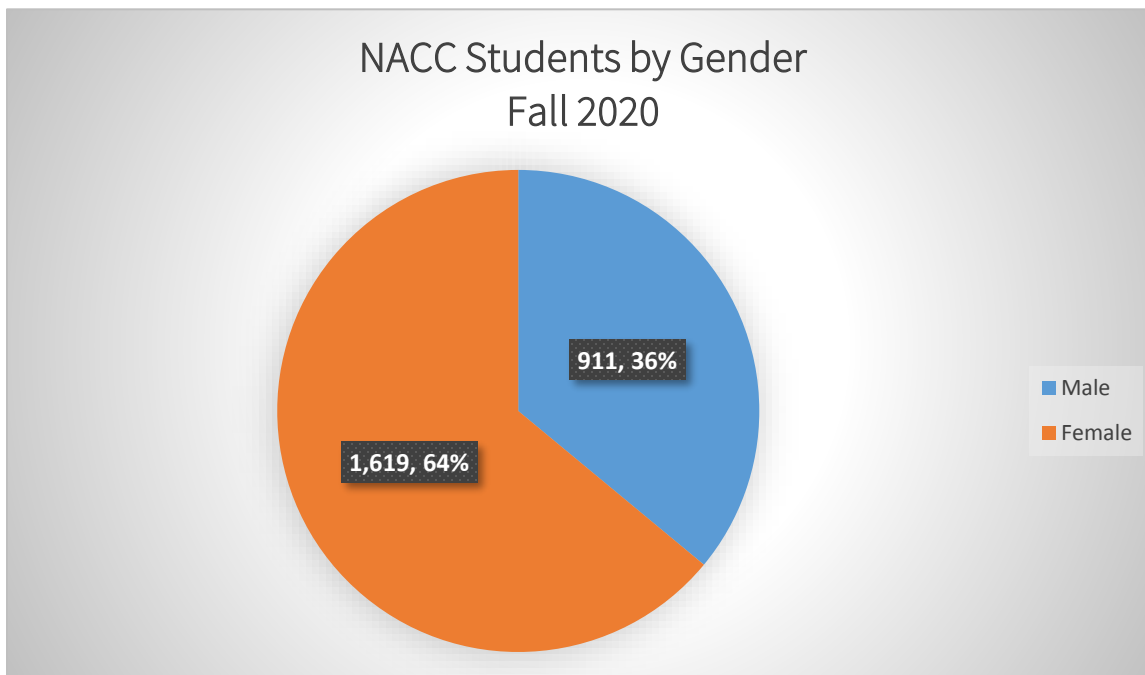
Table II-D

Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
African American	46	1.8%	46	1.7%	60	2.1%	57	1.9%	46	1.8%
Asian	15	0.6%	18	0.7%	18	0.7%	20	0.6%	25	1.0%
Hispanic/Latino	226	8.6%	269	9.8%	296	10.3%	342	11.5%	327	12.9%
Native American	80	3.1%	98	3.6%	112	3.9%	106	3.6%	77	3.0%
White	2,211	84.5%	2,283	83.3%	2,367	82.1%	2,440	81.8%	1,890	74.8%
Multi-Racial	-	-	-	-	-	-	-	-	134	5.3%
Other	38	1.5%	28	1.0%	31	1.1%	16	0.5%	31	1.2%
Total	2,616	100.0%	2,742	100.0%	2,884	100.0%	2,981	100.0%	2,530	100.0%

† Includes credit students only.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1), <https://dax.accs.edu/Reports/ReportDetails.aspx>

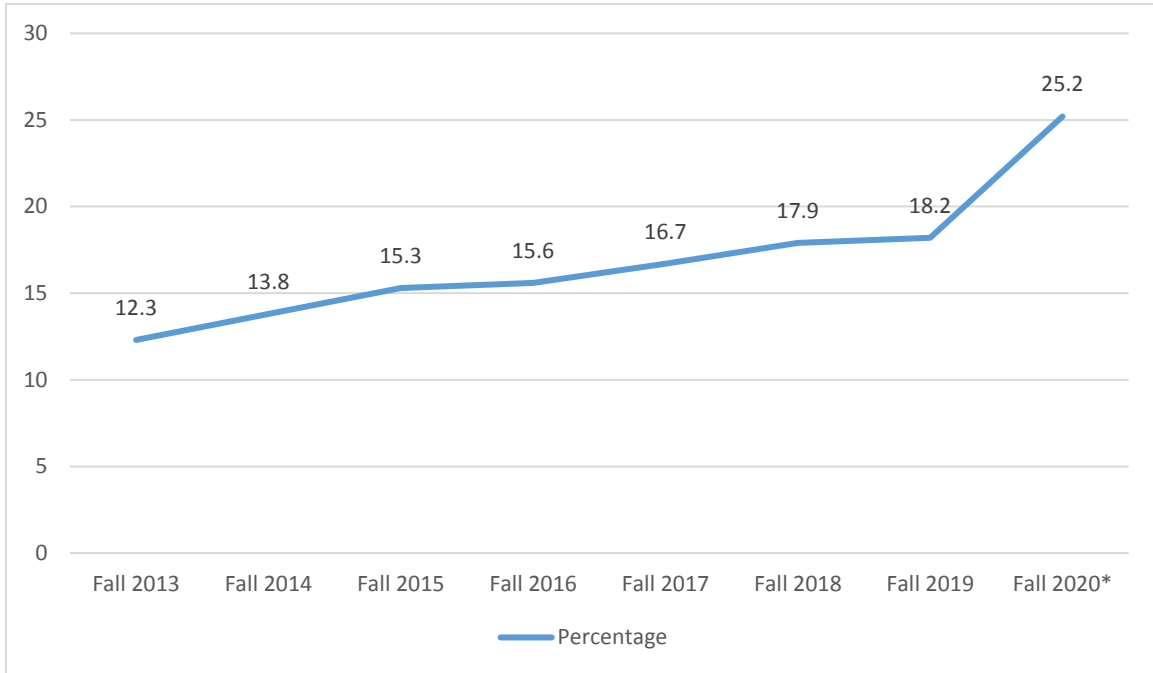
Chart II-C



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report (Fact Book File #1), <https://dax.accs.edu/Reports/lpedsHrReports/lpedsFallEnrollmentReports/lpedsFallEnrollmentV2.aspx>

Chart II-D

Student Diversity: Percentage of Non-White Students for Fall Terms 2013 through 2019



Source: <https://dax.accs.edu/Reports/ReportDetails.aspx>. April 21, 2021.

*Beginning with the Fall 2020 term, Banner now calculates the percentage of Multi-Raced in a different manner than previous terms.

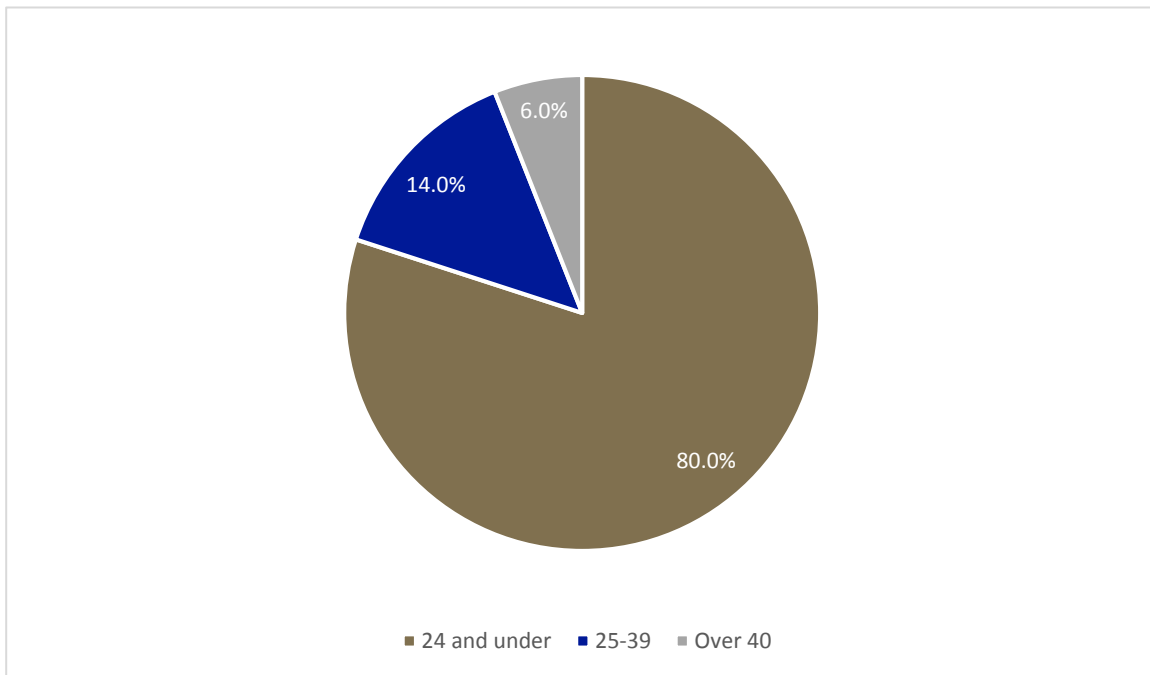
Table II-E

Credit Students by Age Fall 2020		
Age	Total	Percent
Under 18	612	24.2%
18-19	754	29.8%
20-21	469	18.5%
22-24	189	7.5%
25-29	176	7.0%
30-34	119	4.7%
35-39	74	2.9%
40-49	100	4.0%
50-64	32	1.3%
65 and Over	4	0.1%
Total	2,530	100%

Source: <https://dax.accs.edu/Reports/ReportDetails.aspx?ReportLevel=L&ReportType=Ddm&ReportCode=DAXSTU-002L>,
retrieved April 12, 2021.

Chart II-E

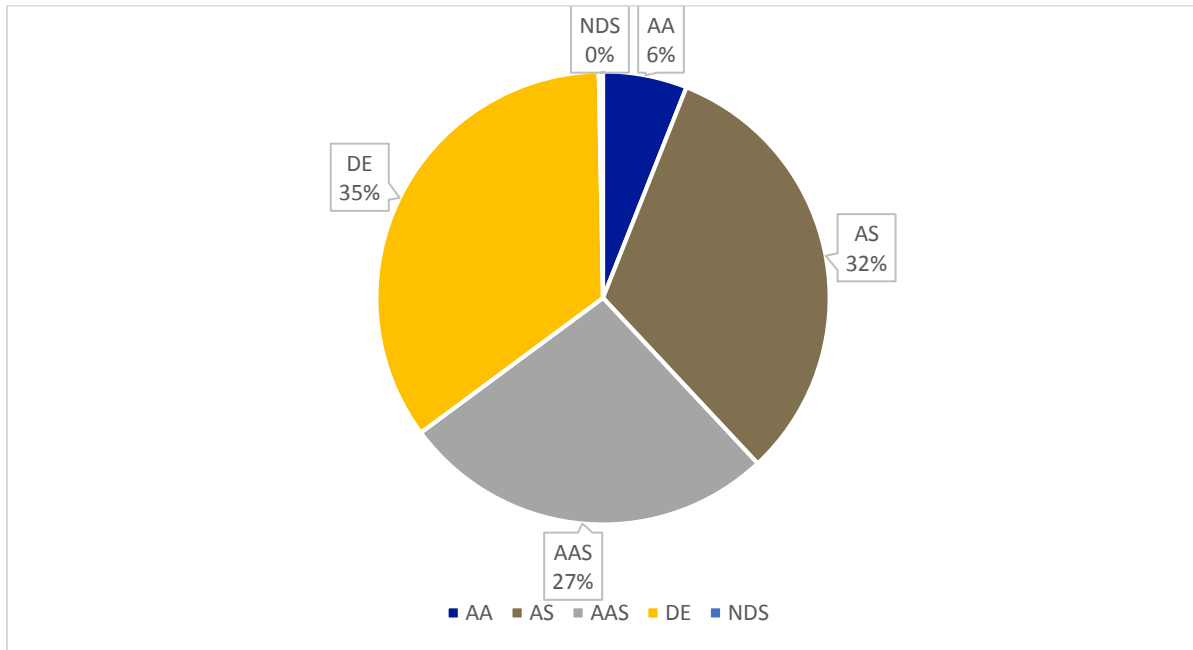
Credit Students by Age for Fall 2020



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. April 12, 2021.

Chart II-F

Degree-Seeking (AA, AS, AAS) Student Enrollment by Degree/Certificate Program for Fall 2020



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. April 12, 2021.

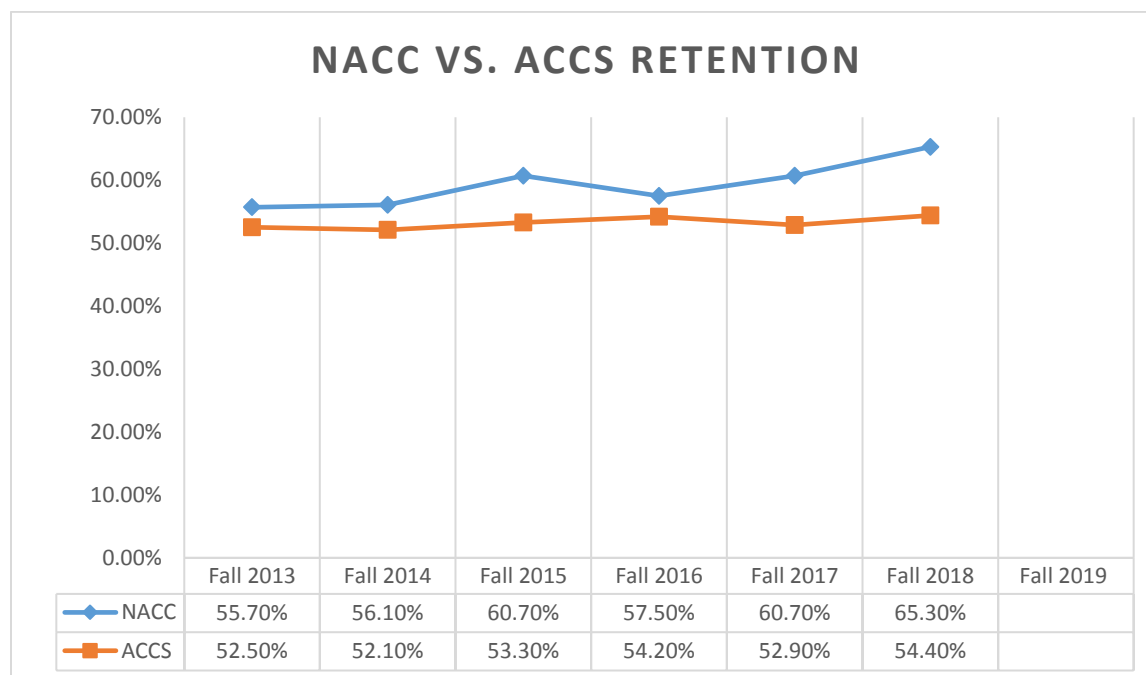
Student Success

Retention

Table II-F

Retention of First-Time Degree-Seeking Freshmen Returning for a Second Year at Same Institution: NACC and all other ACCS Institutions Cohorts Fall 2013-2018							
Beginning Cohort Year	Number of Students		Following Cohort Year	Number of Students Still Enrolled / Completers		Total Percentage	
	NACC	ACCS		NACC	ACCS	NACC	ACCS
Fall 2013	664	19,659	Fall 2014	370	10,326	55.7%	52.5%
Fall 2014	644	19,231	Fall 2015	361	10,016	56.1%	52.1%
Fall 2015	591	18,465	Fall 2016	359	9,847	60.7%	53.3%
Fall 2016	619	18,638	Fall 2017	356	10,104	57.5%	54.2%
Fall 2017	623	18,488	Fall 2018	378	9,779	60.7%	52.9%
Fall 2018	579	18,029	Fall 2019	378	9,815	65.3%	54.4%
Fall 2019	561	17,594	Fall 2020	-	-	-	-

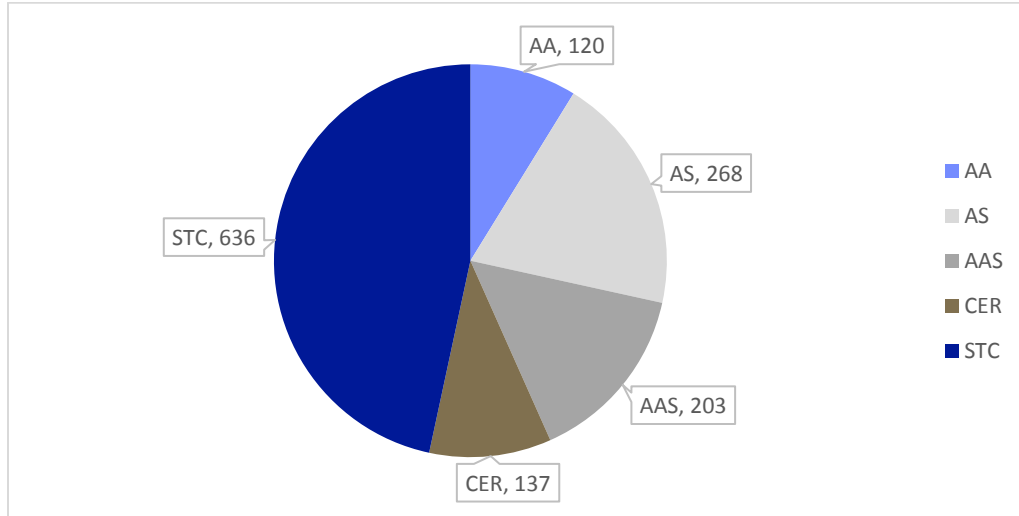
Source: Alabama Commission on Higher Education. *Retention Report of First-Time Degree-Seeking Freshmen Student Year: Alabama Public Two Year Colleges Initially Enrolled Fall Term*. Retrieved April 9, 2021, from <http://www.ache.state.al.us/Content/StudentDB/2017RetRpts.pdf>



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*. Retrieved April 9, 2021, from <http://www.ache.state.al.us/Content/StudentDB/2017RetRpts.pdf>

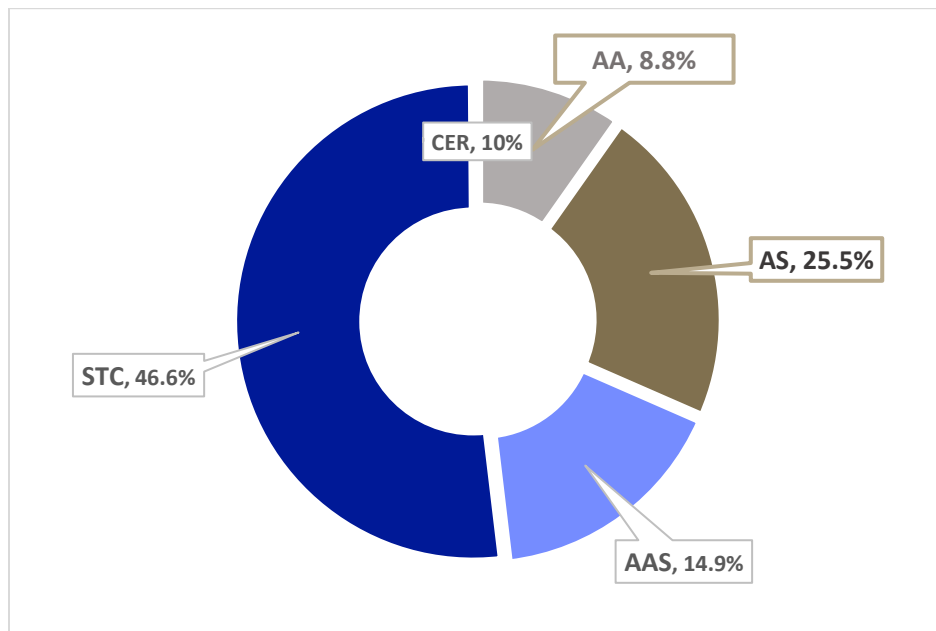
Degree and Certificate Completions

Chart II-G
Completions by Award
Academic Year 2019-2020



Source: www.dax.accs.edu/Reports/ReportDetails.aspx. April 12, 2021.

Chart II-H
Award Percentages by Type
Academic Year 2019-2020



Source: www.dax.accs.edu/Reports/ReportDetails.aspx. April 12, 2021.

Licensure Pass Rates

Table II-G

NCLEX-RN Pass Rates of NACC Nursing Students Compared to State and National Averages			
2010 through 2020			
Year	NACC Average	State Average	National Average
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
2018	91.3	89.4	88.3
2019	66.67	86.78	75.51
2020	83.33	87.64	86.57

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.

Source: Director of Nursing Education, NACC. Spring, 2021.

Table II-H

NCLEX-PN Pass Rates of NACC Nursing Students Compared to State and National Averages			
2010 through 2020			
Year	NACC Average	State Average	National Average
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
2018	100.0	94.6	85.9
2019	95	94.5	83.5
2020	100.0	95.18	83.08

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. Spring, 2021.

Table II-I

National Registry of Emergency Medical Technicians¹						
NACC Paramedic Certification Pass Rates						
2009-2010 through 2019-2020						
Graduation Year	No. of Graduates	Number Tested	First Time Pass	Subsequent Pass	Total Pass	Percent Pass
2009-2010	3	3	2	—	2	67%
2010-2011	14	11	4	4	8	73%
2011-2012	7	7	7	—	7	100%
2013-2014 ²	8	8	6	1	7	88%
2014-2015	10	10	9	0	9 ³	90%
2015-2016	3	3	3	-	3	100%
2016-2017	11	11	11	-	11	100%
2017-2018	8	8	8	-	8	100%
2018-2019	5	4	4	-	4	100%
*2019-2020	19	19	11	-	11	58%

*2019-2020 completers have until December 2021 to pass. Data Compiled Jan-Dec for Graduation Year.

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

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

Table II-J

National Registry of Emergency Medical Technicians						
NACC EMT Certification Pass Rates						
2009-2010 through 2019-2020						
Graduation Year	No. of Graduates	Number Tested	First Time Pass	Subsequent Pass	Total Pass	Percent Pass
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	13	10	9	1	10	100%
2016-2017	23	22	17	0	17	77%
2017-2018	15	15	12	-	12	80%
2018-2019	52	49	29	2	31	63%
*2019-2020	34	34	27	-	27	79%

*2019-2020 completers have until December 2021 to pass. Data Compiled Jan-Dec for Graduation Year.

Table II-K

National Registry of Emergency Medical Technicians NACC Advanced EMT Certification Pass Rates 2012-2013 through 2019-2020						
Graduation Year	No. of Graduates	Number Tested	First Time Pass	Subsequent Pass	Total Pass	Percent Pass
2012-2013	18	20	10	7	17	85%
2013-2014	17	15	10	4	14	93%
2014-2015	13	13	10	1	11	85%
2015-2016	13	10	9	1	10	100%
2016-2017	28	23	19	1	20	87%
2017-2018	8	6	5	-	5	83%
2018-2019	25	23	16	-	16	70%
*2019-2020	25	23	19	1	20	87%

*2019-2020 completers have until December 2021 to pass.
 Data Compiled Jan-Dec for Graduation Year.

Table II-L

Medical Assistant Certification Pass Rates			
Certified Clinical Medical Assistant			
2013-2014 through 2019-2020			
Academic Year	Number Tested	Number Passing	Pass Rate
2013-2014	19	17	89.5%
2014-2015	35	32	91.0%
2015-2016	26	21	80.7%
2016-2017	19	16	84.2%
2017-2018	17	16	94.1%
2018-2019	20	20	100.0%
2019-2020	17	16	94.1%

Source: MAT Program Director, April, 2021.

Table II-M

Medical Assistant Certification Pass Rates			
Certified Phlebotomy Technician			
2013-2014 through 2019-2020			
Academic Year	Number Tested	Number Passing	Pass Rate
2013-2014	18	16	88.9%
2014-2015	24	23	96.0%
2015-2016	26	26	100.0%
2016-2017	14	12	85.7%
2017-2018	13	13	100.0%
2018-2019	34	31	91.1%
2019-2020	17	14	82.3%

Source: MAT Program Director, April, 2021.

Table II-N

Medical Assistant Certification Pass Rates			
Certified EKG Technician			
2015-2016 through 2019-2020			
Academic Year	Number Tested	Number Passing	Pass Rate
2015-2016	2	2	100.0%
2016-2017	5	5	100.0%
2017-2018	1	1	100.0%
2018-2019	0	NA	NA
2019-2020	10	8	80.0%

Source: MAT Program Director, April, 2021.

Table II-N

Medical Assistant Certification Pass Rates Certified Coding Associate (AHIMA) 2016-2020			
Academic Year	Number Tested	Number Passing	Pass Rate
2016-2017	2	1	50.0%
2017-2018	0	NA	NA
2018-2019	1	1	100.0%
2019-2020	0	NA	NA

Source: MAT Program Director, April, 2021.

Table II-O

Medical Assistant Certification Pass Rates Certified Patient Care Technician/Assistant 2019-2020			
Academic Year	Number Tested	Number Passing	Pass Rate
2019-2020	4	4	100.0%

Source: MAT Program Director, April, 2021.

Table II-P

National Interstate Council of State Boards of Cosmetology Exams Pass Rates of NACC Cosmetology Certificate Completers 2008-2009 through 2018-2019			
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%
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%
2017-2018	19	19	100%
2018-2019	19	19	100%
*2019-2020			

Note: The National Interstate Council Exam is the exam for Alabama Board of Cosmetology licensure.

Source: Cosmetology Division Director, April 21, 2021.

*2019-2020 testing is incomplete due to Covid-19.

NON-DISCRIMINATION 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 Dudley, Director
Olivia Dodd, Assistant
April 2021

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Northeast Alabama Community College
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256.228.6001 x 2330
<https://www.nacc.edu/about-nacc/college-offices/institutional-planning-and-assessment>

Directory of Services

Table 2-AF
256.228.6001 • 256.638.4418

Position/Service	Name	Ext.	Email
President	Dr. David Campbell	2243	campbelld@nacc.edu
Vice President/Dean of Instruction (Interim)	Chad Gorham	2320	gorhamchad@nacc.edu
Accreditation Liaison	Brad Dudley	2330	dudleyb@nacc.edu
Administrative Services	Rodney Bone, Dean	2313	bonerj@nacc.edu
Adult Education	Jon Alan Pope, Director	2253	popej@nacc.edu
Advising	TBA	2245	
Alabama Technology Network Center	Ronny Kisor, Director	2265	rkisor@atn.org
Bookstore (Textbooks, Etc.)	Gail Gross, Manager	2287	grossg@nacc.edu
College and Career Planning Center	Sherry Whitten, Director	2315	whittens@nacc.edu
Development	Heather Rice, Director	2301	riceh@nacc.edu
Developmental Studies	Juliah Sanford, Director	2257	sanfordj@nacc.edu
Distance Education	Chad Gorham, Director	2294	gorhamchad@nacc.edu
Educational Technology Support	Patricia Falk, Director	2212	falkp@nacc.edu
Event Planning	Chasley Brown, Director	2248	brownc@nacc.edu
Extended Day	Chad Gorham, Director	2294	gorhamchad@nacc.edu
Financial Aid	Kip Williamson, Director	2203	williamsonkip@nacc.edu
High School Relations and Recruiting	Andrea Okwu, Coordinator	2258	okwua@nacc.edu
Human Resources	Lynde Mann, Director	2230	mannl@nacc.edu
Institutional Planning and Assessment	Brad Dudley, Director	2330	dudleyb@nacc.edu
Learning Resources Center	Dr. Julia Everett, Director	2226	everettj@nacc.edu
Nursing	Dr. Myrna Williamson, Director	2316	williamsonm@nacc.edu
Physical Plant	Kent Jones, Director	2244	jonesk@nacc.edu
Promotions and Marketing	Meg Nippers, Director	2210	nippersm@nacc.edu
Police	Van McAlpin, Chief	2249	mcalpinv@nacc.edu
Student Services	Sherie Grace, Dean	2325	graces@nacc.edu
Technology Learning Center	Judith Lea, Director	2309	leaj@nacc.edu
Theatre	Kayleigh Smith, Director	2318	smithk@nacc.edu
Workforce Development	Dr. Mike Kennamer, Dean	2291	kennamer@nacc.edu

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