

Fact Book

2013-2014

**A Snapshot of NACC based on
Current and Historical Data**



**Northeast Alabama Community College
Rainsville, Alabama**

*Northeast Alabama
Community College*

Fact Book 2013-2014

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

Compiled Spring 2014

NONDISCRIMINATION POLICY

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

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

- Title VI of the Civil Rights Act of 1964 (race, color, national origin):
Pat Wildman, 103 Charles Pendley Administration Building
- Title IX of the Educational Amendments of 1972 (gender equity, sexual harassment):
Pat Wildman, 103 Charles Pendley Administration Building
- Titles I and V of the Americans with Disabilities Act of 1990:
Katelin Miller, 109 Student Center

ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS

Northeast Alabama Community College (NACC) 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.

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

Brad Fricks, Director
Lynde Mann, Secretary
February 2014

Office of Institutional Planning and Assessment
Northeast Alabama Community College
138 Alabama Highway 35
P.O. Box 159
Rainsville, Alabama 35986
256.228.6001 x 2330
www.nacc.edu/assessment

Contents

Introduction	1
Section I — Institutional Profile	3
Alabama Community College System Mission Statement	5
Northwest Alabama Community College Mission and Goals Statement	5
Directive Goals	6
General Education Outcomes	7
Organization	9
Accreditations	11
Facilities	13
NACC Service Area Population	15
Revenue and Expenditures	17
Enrollment and Credit Hour Production	20
Financial Aid	28
Learning Resources Center	29
Technology	31
Training for Business and Industry	33
Section II — Student Profile	37
Student Characteristics	39
Financial Aid	42
First-time Degree-seeking Freshmen	44
Developmental Course Placement	46
Enrollment in Degree and Certificate Programs	48
Retention	50
Degree and Certificate Completions	51
Collegiate Assessment of Academic Proficiency (CAAP) Results	54
Licensure Pass Rates	56
Evaluation of Instruction	59
Student Satisfaction	61
Job Placement	62
Alumni Perceptions	63
Directory of Services	65

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

Reserved

Introduction

Northeast Alabama Community College (NACC) is a public community college strategically located near Rainsville, Alabama, on the Jackson-DeKalb County line. The college began classes in September 1965 with 380 freshmen. The Fall 2013 semester saw 2,836 students enrolled in credit courses. Credit enrollment has more than doubled since Fall 2001. The institution's third president, Dr. David Campbell, was appointed in July 2001.

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

The campus currently consists of 18 buildings situated on 117 acres. The newest facility is the Mathematics, Science, and Engineering Technology Center, opening for classes in Summer 2014. The Center includes space for classrooms, laboratories, and faculty offices. In addition to the main campus, NACC offers a Salon and Spa Management program at the NACC Salon Institute in Scottsboro and machining technology and welding technology classes at the Earnest Pruett Center of Technology, also in Scottsboro. For Fall 2013 the college offered dual enrollment/dual credit classes at 12 area high schools.

NACC has a strong academic transfer program. The Statewide Articulation Reporting System (STARS) coordinates transfer among two- and four-year public colleges and universities in Alabama. STARS enhances advising to ensure a successful transfer experience for students. NACC transfer students consistently achieve success at their transfer institutions. Approximately 51% of degree students are enrolled in transfer programs.

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

The Northeast Alabama Adult Education Program provides GED, ESL, adult reading and college refresher classes for the people of DeKalb, Jackson, and Marshall Counties. The program maintains 22 instructional sites and last year served 1,950 students.

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

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

Office of Institutional Planning and Assessment
February 2014

Reserved

Section I

Institutional Profile

Reserved

Alabama Community College System Mission Statement

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

Northwest Alabama Community College Mission Statement

Mission Statement

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

Goals

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

1. An "open door" admission policy which insures nondiscriminatory educational opportunities for individuals regardless of race, color, disability, sex, religion, creed, national origin, or age.
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 counseling and 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.

Directive Goals 2011-2012 through 2013-2014

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

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

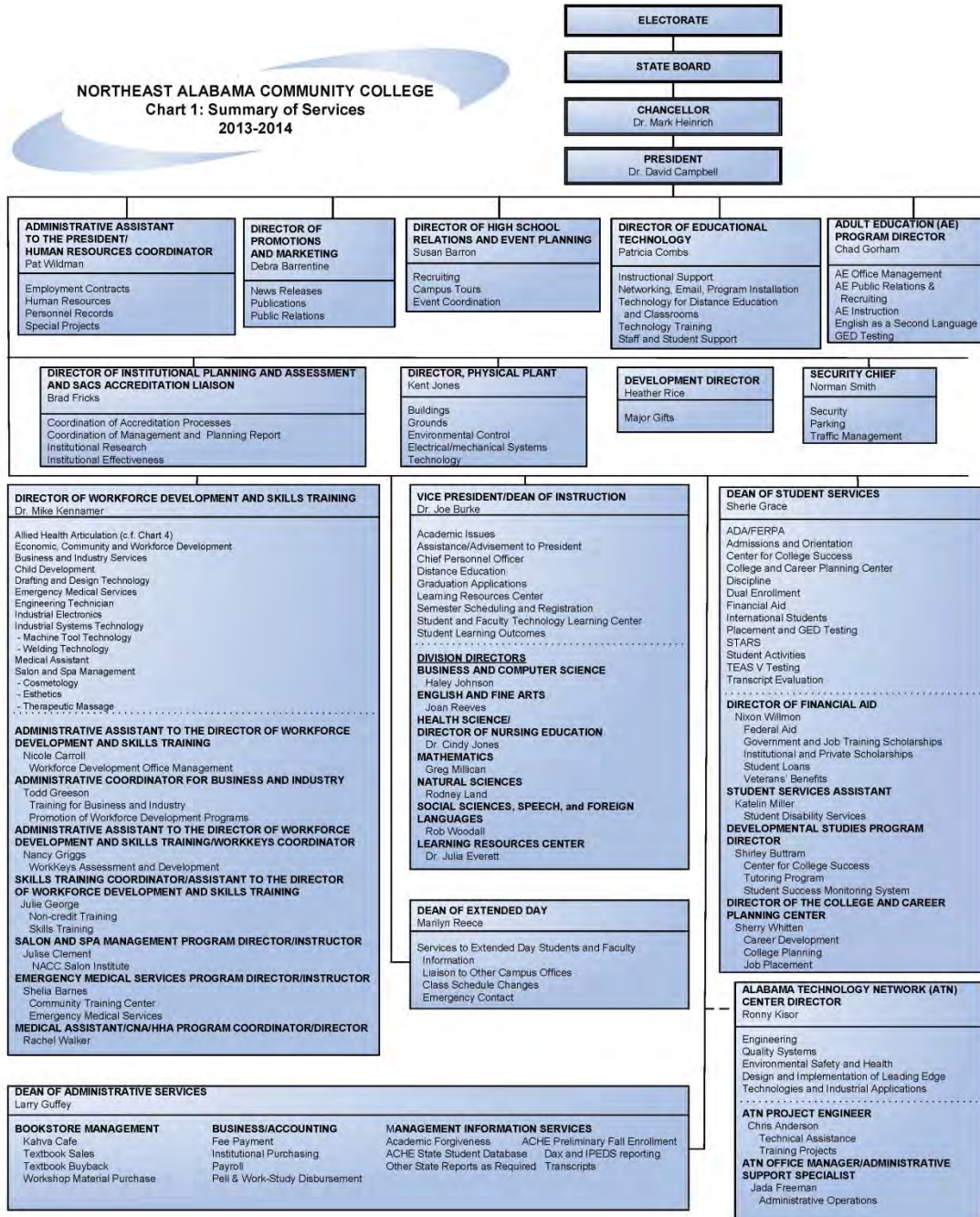
1. Incorporate the American Association of Community Colleges College Completion Challenge into the culture of the College, thereby raising the awareness of the administration, faculty, staff, and students to inform and encourage students of the need to complete their certificate and associate degree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

General Education Outcomes

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

Reserved

Organization



Primary supervisory responsibility

Communication and coordination

Updated March 5, 2014

Reserved

Institutional Accreditation

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

Program Accreditations

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

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

Reserved

Facilities

Campus Map



Legend

AX	Annex
BE	Harry Campbell Business Education Building
EN	English Building
GY	William M. Beck Health and Fine Arts Building
HE	Health Education 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

Facilities

Table 1-1

NACC Facilities		
Fall 2013		
Building	Year of Construction or Acquisition	Net Assignable Square Footage
George C. Wallace Administration Building	1965	7,849
English Building	1966	7,634
Math & Science Building	1966	9,319
Student Center	1966	12,577
Annex	1968	4,879
William M. Beck Health and Fine Arts Building	1970	45,652
Maintenance	1974	5,560
Industry Training Center	1975	5,583
Harry Campbell Business Education Building	1977	10,275
Cecil B. Word Learning Resources Center	1979	22,504
E.R. Knox Science Building	1984	6,210
Charles M. Pendley Administration Building	1994	16,861
Tom Bevill Lyceum	1994	21,856
Technology Center	2002	3,223
Health Education & Technology Center	2007	19,878
Workforce Development Building	2007	7,435
Industrial Systems Technology Center	2008	11,868
Salon Institute	N/A ¹	8,192
Mathematics, Science, and Engineering Technology Center	2014	N/A ²

¹ The Salon Institute is located in a commercial shopping center and is leased to the college. No construction date is available.

² The net assignable square footage is not yet available for the Mathematics, Science, and Engineering Technology Center.

Sources: (1) Office of Institutional Planning and Assessment. NACC Building Inventory. Fall 2013.
(2) Office of Institutional Planning and Assessment. NACC Facilities Inventory. Fall 2013.

NACC Service Area Population

Table 1-2

Annual Population Estimates DeKalb and Jackson Counties and the State of Alabama 2009 through 2013					
Area	2009	2010	2011	2012	2013
Alabama	4,707,496	4,779,736	4,802,740	4,817,722	4,833,722
DeKalb Co.	69,380	71,109	71,375	71,080	–
Jackson Co.	52,838	53,227	53,291	53,019	–

Note: The 2013 county estimates are not yet available.

Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved January 15, 2014, from <http://quickfacts.census.gov/qfd/states/01/01049.html>.
(2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved January 15, 2014, from <http://quickfacts.census.gov/qfd/states/01/01071.html>.

Table 1-3

Population of DeKalb and Jackson Counties by Race/Ethnicity Compared to Fall 2013 NACC Student Body				
Race	DeKalb County ¹	Jackson County ¹	Jackson and DeKalb Counties ¹	NACC Student Body ²
African American/Black	2.0%	3.4%	2.6%	1.8%
Asian	0.4%	0.5%	0.4%	0.7%
Native American	2.2%	1.6%	1.9%	3.8%
White	92.4%	91.9%	92.2%	87.7%
Other	3.0%	2.7%	2.8%	0.5%
Ethnicity	DeKalb County ¹	Jackson County ¹	Jackson and DeKalb Counties ¹	NACC Student Body ²
Hispanic/Latino ³	14.1%	2.6%	9.2%	5.5%

¹ County percentages are for 2012. The 2013 county estimates are not yet available.

² Includes credit students only.

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

Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved January 15, 2014, from <http://quickfacts.census.gov/qfd/states/01/01049.html>.
(2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved January 15, 2014, from <http://quickfacts.census.gov/qfd/states/01/01071.html>.
(3) University of Alabama. Center for Business and Research. *Population Estimates for Alabama, April 1, 2010 and July 1, 2012: Total and One-Dimensional Demographic Summaries (Hispanic, Race, Age and Sex) By County* Retrieved January 16, 2014, from http://cber.cba.ua.edu/edata/est_prj/AL%20County%20population%20by%20RaceAgeSex2012.pdf
(4) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

NACC Service Area Population

Table 1-4

Population of DeKalb and Jackson Counties by Gender Compared to Fall 2013 NACC Student Body			
Gender	DeKalb County¹	Jackson County¹	NACC Student Body²
Male	49.3%	49.2%	39.3%
Female	50.7%	50.8%	60.7%

¹ County percentages are for 2012. The 2013 county estimates are not yet available.

² Includes credit students only.

- Sources: (1) U.S. Census Bureau. *State & County QuickFacts: DeKalb County, Alabama*. Retrieved January 15, 2014, from <http://quickfacts.census.gov/qfd/states/01/01049.html>.
 (2) U.S. Census Bureau. *State & County QuickFacts: Jackson County, Alabama*. Retrieved January 15, 2014, from <http://quickfacts.census.gov/qfd/states/01/01071.html>.
 (3) Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 24, 2013.

Table 1-5

Annual Unemployment Rates DeKalb and Jackson Counties, State, and Nation 2011-2013

Region	Labor Force			Employment			Unemployment			Unemployment Rate		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
DeKalb County	29,232	28,443	27,707	25,954	25,928	25,713	3,278	2,515	1,994	11.2%	8.8%	7.2%
Jackson County	26,716	26,086	25,516	24,403	24,149	23,880	2,313	1,937	1,636	8.7%	7.4%	6.4%
Alabama*	2,190,519	2,152,933	2,150,224	1,993,977	1,987,181	2,008,995	196,542	165,752	141,229	9.0%	7.7%	6.6%
United States*	153,617,000	154,975,000	155,389,000	139,869,000	142,469,000	143,929,000	13,747,000	12,506,000	11,460,000	8.9%	8.1%	7.4%

* Not seasonally adjusted.

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

(2) The 2012 figures are preliminary.

Source: Alabama Department of Labor. *Alabama Counties 2013 Unemployment Data*. Retrieved February 6, 2014.

Revenue and Expenditures

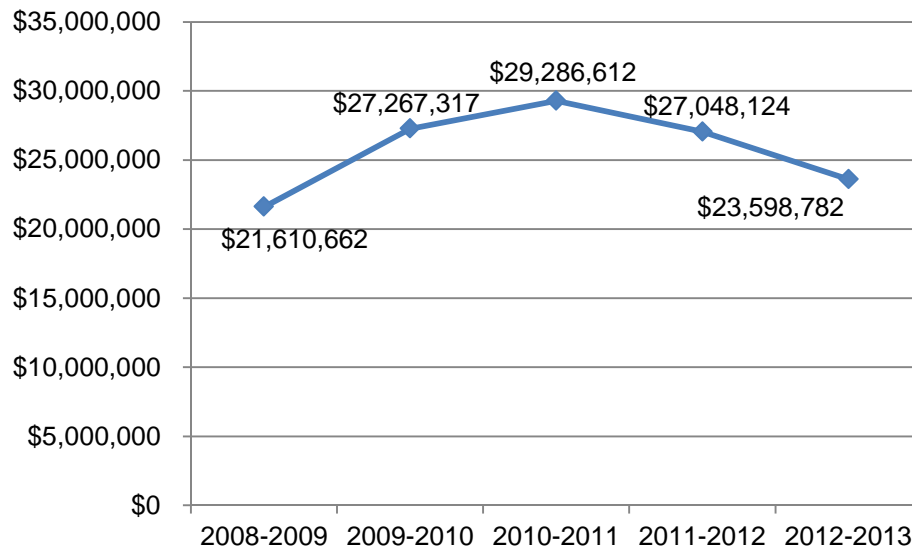
Table 1-6

NACC Revenue by Year 2008-2009 through 2012-2013	
Fiscal Year	Total Revenue
2008-2009	\$21,610,662
2009-2010	\$27,267,317
2010-2011	\$29,286,612
2011-2012	\$27,048,124
2012-2013	\$23,598,782

Source: Dean of Administrative Services. NACC Financial Statements of respective years. February 27, 2014.

Chart 1-1

Revenue by Year
2008-2009 through 2012-2013
Cf. Table 1-6



Source: Dean of Administrative Services. NACC Financial Statements of respective years. February 27, 2014.

Revenue and Expenditures

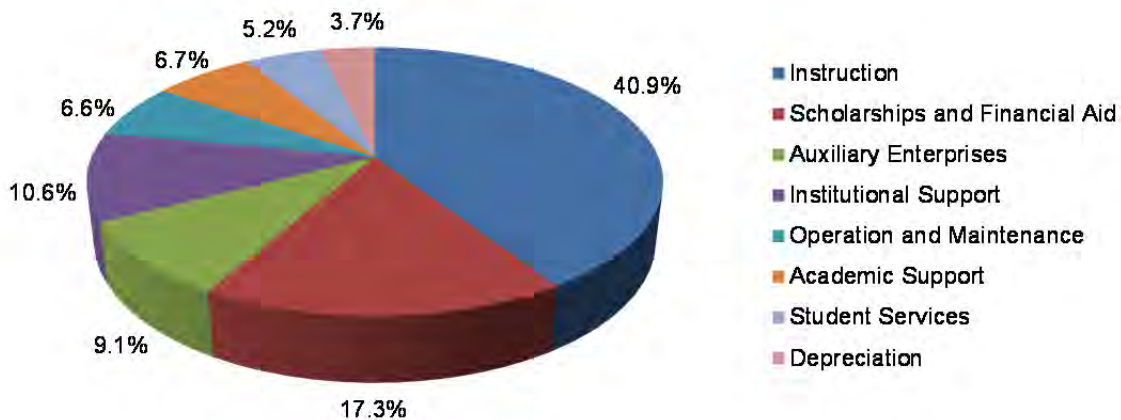
Table 1-7

Educational and General (E & G) Expenditures by Organizational Classification Fiscal Year 2012-2013		
Category	Amount	Percent
Instruction	\$9,198,222	40.9%
Scholarships and Financial Aid	\$3,887,679	17.3%
Auxiliary Enterprises	\$2,049,948	9.1%
Institutional Support	\$2,384,087	10.6%
Operation and Maintenance	\$1,473,556	6.6%
Academic Support	\$1,510,936	6.7%
Student Services	\$1,158,195	5.2%
Depreciation	\$820,038	3.7%
Total	\$22,482,661	100.0%

Source: Dean of Administrative Services. NACC Financial Statement for FY 2012-2013, "Statement of Revenues, Expenses, and Changes in Net Assets," reference Operating Expenses. February 27, 2014.

Chart 1-2

E & G Expenditures by Organizational Classification
Fiscal Year 2012-2013
Cf. Table 1-7



Source: Dean of Administrative Services. NACC Financial Statement for FY 2012-2013, "Statement of Revenues, Expenses, and Changes in Net Assets," reference Operating Expenses. February 27, 2014.

Revenue and Expenditures

Table 1-8

Instructional Expenditures as Percentage of E & G Expenditures 2008-2009 through 2012-2013			
Fiscal Year	Operating Expenses	Instructional	Percentage Instructional
2008-2009	\$20,039,599	\$7,970,986	39.8%
2009-2010	\$25,318,732	\$8,774,309	34.6%
2010-2011	\$27,759,645	\$8,988,053	32.4%
2011-2012	\$25,282,505	\$9,072,008	35.9%
2012-2013	\$22,482,661	\$9,198,222	40.9%

Source: Dean of Administrative Services. NACC Financial Statements of FY 2008-2009 through 2012-2013. February 27, 2014.

Table 1-9

E & G Expenditures per Full-Time Student Equivalent (FTE) 2008-2009 through 2012-2013			
Fiscal Year	Operating Expenses	FTE	E & G per FTE
2008-2009	\$20,039,599	4,686	\$4,276
2009-2010	\$25,318,732	5,932	\$4,268
2010-2011	\$27,759,645	5,811	\$4,777
2011-2012	\$25,282,505	5,171	\$4,889
2012-2013	\$22,482,661	4,820	\$4,664

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

Source: Dean of Administrative Services. NACC Financial Statements of FY 2008-2009 through 2012-2013. February 27, 2014.

Table 1-10

Workforce Development, Skills Training, and Technical Support Funds Expended 2010-2011 through 2012-2013			
Source of Funds	Amount Spent		
	FY 2010-2011	FY 2011-2012	FY 2012-2013
Technology Fees	\$580,534	\$506,466	\$508,598
Perkins Grant Funds	\$193,323	\$182,772	\$194,745
Total	\$773,857	\$689,238	\$703,343

Source: Dean of Administrative Services. February 27, 2014.

Enrollment and Credit Hour Production

Table 1-11

Credit Enrollment		
Fall 2004 through Fall 2013		
Term	Headcount	FTE
Fall 2004-2005	2,015	1,366
Spring	1,982	1,311
Summer	1,178	597
Fall 2005-2006	2,247	1,480
Spring	2,123	1,423
Summer	1,215	625
Fall 2006-2007	2,314	1,555
Spring	2,238	1,516
Summer	1,283	675
Fall 2007-2008	2,513	1,681
Spring	2,388	1,586
Summer	1,363	704
Fall 2008-2009	2,800	1,898
Spring	2,730	1,866
Summer	1,691	914
Fall 2009-2010	3,370	2,357
Spring	3,256	2,291
Summer	2,102	1,282
Fall 2010-2011	3,439	2,385
Spring	3,252	2,247
Summer	1,937	1,178
Fall 2011-2012	3,298	2,218
Spring	2,988	2,043
Summer	1,633	910
Fall 2012-2013	3,143	2,087
Spring	2,843	1,944
Summer	1,447	786
Fall 2013-2014	2,836	1,865

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

- Sources: (1) Spring 2013 and Summer 2013 Information: Office of Management Information Services. February 27, 2014.
 (2) Fall 2013 Information: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Enrollment and Credit Hour Production

Table 1-12

Class Sections and Enrollment Fall Terms 2011-2013									
Schedule	No. Sections			Enrollments			Average Enrollment Per Section		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Day, Campus	288	263	256	5,165	4,977	4,661	17.9	18.9	18.2
Extended Day, Campus	148	128	107	1,890	1,718	1,101	12.8	13.4	10.3
Dual Enrollment Off-Campus Sites	54	52	50	591	498	587	10.9	9.6	11.7
Distance Education	95	99	105	2,506	2,485	2,403	26.4	25.1	22.9
Off-Campus Sites (excluding Dual Enrollment)	34	37	27	256	354	242	7.5	9.6	9.0
Other (Special Scheduling) [†]	29	20	16	403	128	100	13.9	6.4	6.3
All	648	599	561	10,811	10,160	9,094	16.7	17.0	16.2

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

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Enrollment and Credit Hour Production

Table 1-13

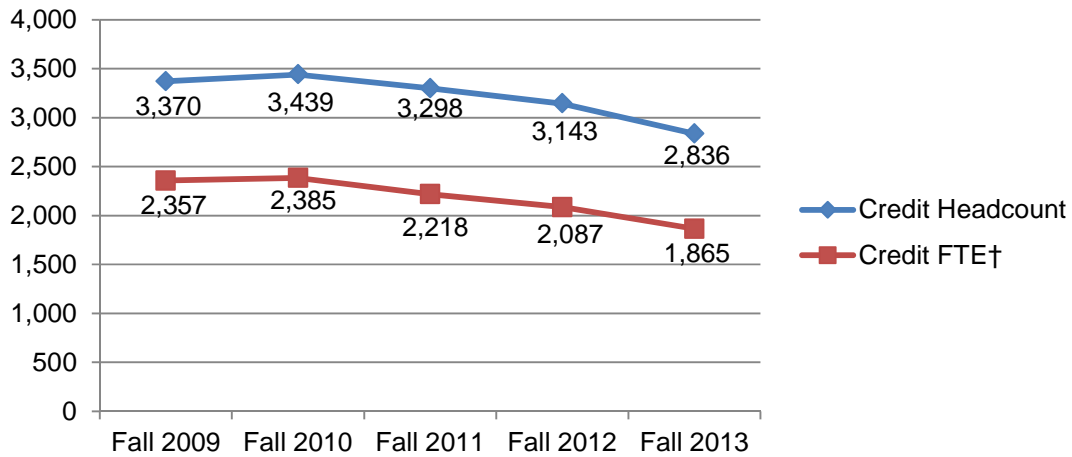
Credit Headcount and FTE [†]					
Fall Terms 2009 through 2013					
Item	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Full-Time Students	1,967	2,010	1,806	1,666	1,451
Part-Time Students	1,403	1,429	1,492	1,477	1,385
Credit Headcount	3,370	3,439	3,298	3,143	2,836
Credit FTE [†]	2,357	2,385	2,218	2,087	1,865
Credit Hours Produced	35,348	35,777	33,269	31,310	27,978

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Chart 1-3

Credit Headcount and FTE
Fall Terms 2009 through 2013
Cf. Table 1-13



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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Enrollment and Credit Hour Production

Table 1-14

Credit Hour Production by Area Academic Years 2010-2011 through 2012-2013

Area	Enrollments			Credit Hours Produced		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Air Conditioning and Refrigeration	-	22	-	-	66	-
Art	390	331	308	1,170	993	924
Astronomy	25	31	28	100	124	112
Basic Study Skills	20	19	21	60	19	21
Biology	2,210	1,881	1,806	8,840	7,524	7,224
Business	1,036	1,031	1,013	3,108	3,093	3,039
Chemistry	307	301	304	1,228	1,204	1,216
Child Development	321	269	313	867	743	852
Computer Information	1,607	1,338	1,302	4,821	4,014	3,906
Cosmetology	478	413	361	1,434	1,239	1,083
Criminal Justice	466	461	445	1,398	1,383	1,335
Drafting and Design Technology	448	334	388	1,339	985	1,137
Economics	438	388	363	1,314	1,164	1,089
Emergency Medical Paramedic	213	73	1	617	217	2
Emergency Medical Services	494	570	522	896	1,174	1,160
Engineering	-	60	13	-	180	39
Engineering Technology	-	35	65	-	105	195
English	3,155	2,855	2,485	9,451	8,565	7,455
Geography	58	34	39	174	102	117
Health	110	55	60	330	165	180
Health Sciences	16	18	-	48	54	-
History	1,477	1,190	1,179	4,431	3,570	3,537
Home Economics	77	77	62	231	231	186
Humanities	4	-	-	4	-	-
Interdisciplinary Studies	13	8	-	13	8	-
Industrial Electronics Technology	626	604	403	2,226	1,812	1,180
Industrial Systems Technology	432	365	451	1,344	1,095	1,353
Machine Tool Technology	110	141	154	426	453	540
Mass Communications	20	16	8	40	32	16
Massage Therapy	-	79	97	-	185	235
Math	3,590	3,354	2,907	11,006	10,277	8,945
Medical Assistant	1,232	1,120	1,004	3,670	3,307	2,904
Music	449	413	415	1,077	1,003	954
Nursing	952	965	954	4,229	4,315	4,317
Nursing Assistant and Home Health Care	11	7	8	44	28	32
Office Administration	674	533	425	2,022	1,599	1,275
Physical Education	70	44	29	86	70	53
Philosophy	358	286	274	1,074	858	822
Physical Science	273	276	254	1,092	1,104	1,016
Physics	107	97	98	428	388	392
Political Science	171	74	86	513	222	258
Paralegal	129	165	88	387	495	264
Psychology	1,783	1,512	1,412	5,349	4,536	4,236
Reading	69	78	39	207	234	117
Religion	596	508	411	1,788	1,524	1,233
Salon and Spa Management	-	11	66	-	33	198
Sociology	218	159	161	654	477	483
Spanish	160	125	69	636	493	268
Speech	1,050	825	876	3,150	2,475	2,628
Theatre	579	489	529	1,696	1,423	1,538
Welding	294	293	335	882	879	1,005
Work Keys	418	442	400	1,254	1,326	1,200
Total	27,734	24,775	23,031	87,154	77,565	72,271

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Enrollment and Credit Hour Production

Table 1-15

		Credit Hour Production (CHP) Patterns					
		Fall Terms 2011 through 2013					
		Fall 2011		Fall 2012		Fall 2013	
		CHP: 33,269		CHP:31,310		CHP:27,978	
		CHP	%	CHP	%	CHP	%
Student Course Load	Full-Time	23,446	70.5%	21,688	69.3%	19,126	68.4%
	Part-Time	9,823	29.5%	9,622	30.7%	8,852	31.6%
Student Classification	Freshman	20,849	62.7%	19,490	62.2%	17,697	63.3%
	Sophomore	12,420	37.3%	11,820	37.8%	10,281	36.7%
Course Classification	Transfer	24,261	72.9%	23,124	73.9%	20,385	72.9%
	Career/Technical	6,884	20.7%	6,428	20.5%	6,021	21.5%
	Developmental	2,124	6.4%	1,758	5.6%	1,572	5.6%
Course Delivery	Traditional	25,797	77.5%	24,167	77.2%	21,090	75.4%
	Distance Education	7,472	22.5%	7,143	22.8%	6,888	24.6%
Location	NACC Campus	22,510	67.7%	21,228	67.8%	18,440	65.9%
	Off-Campus Sites	2,616	7.9%	2,617	8.4%	2,561	9.2%
	• NACC Salon Institute	615	1.8%	842	2.7%	590	2.1%
	• Ernest Pruet Center of Technology	177	0.5%	246	0.8%	156	0.6%
	• Dual Enrollment High School Sites	1,824	5.5%	1,529	4.9%	1,815	6.5%
	Other [†]	671	2.0%	322	1.0%	89	0.3%

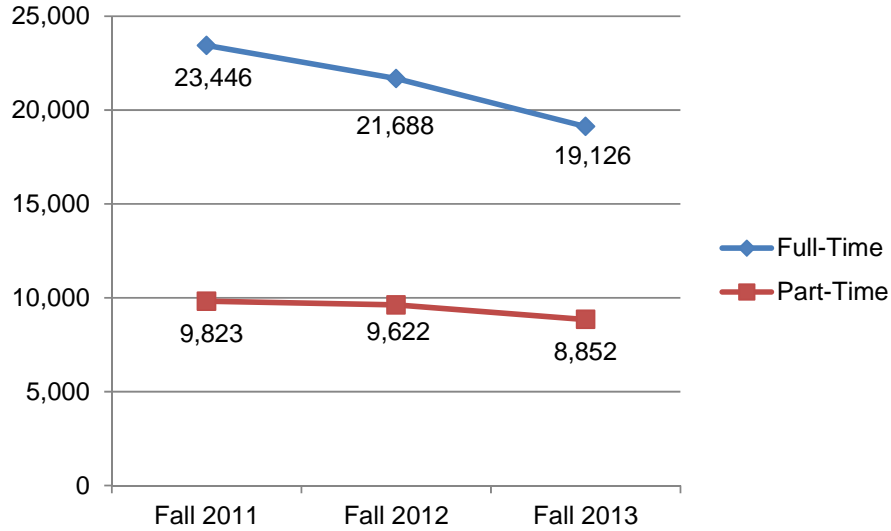
[†]Includes directed studies, internships, special topic studies, supervised experiences, and preceptorships.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Enrollment and Credit Hour Production

Chart 1-4

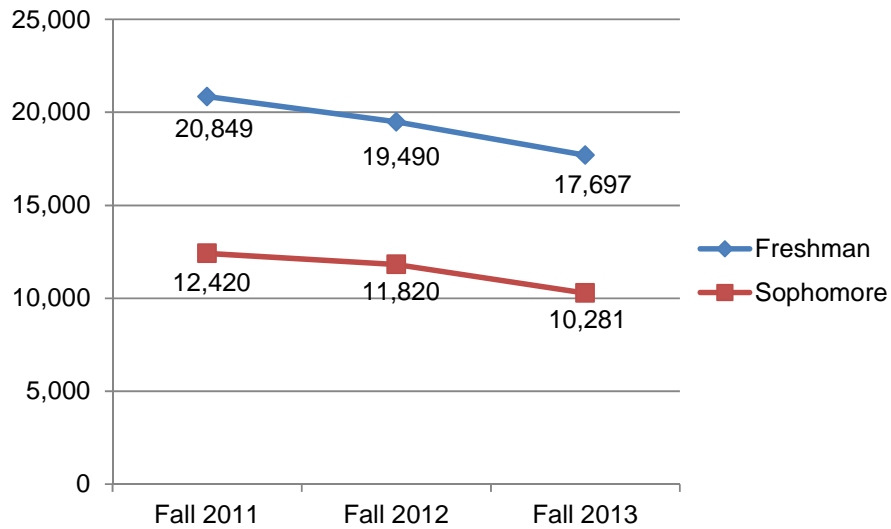
Credit Hour Production Patterns of Full-Time and Part-Time Students
Fall Terms 2011 through 2013
Cf. Table 1-15



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Chart 1-5

Credit Hour Production Patterns of Freshmen and Sophomores
Fall Terms 2011 through 2013
Cf. Table 1-15

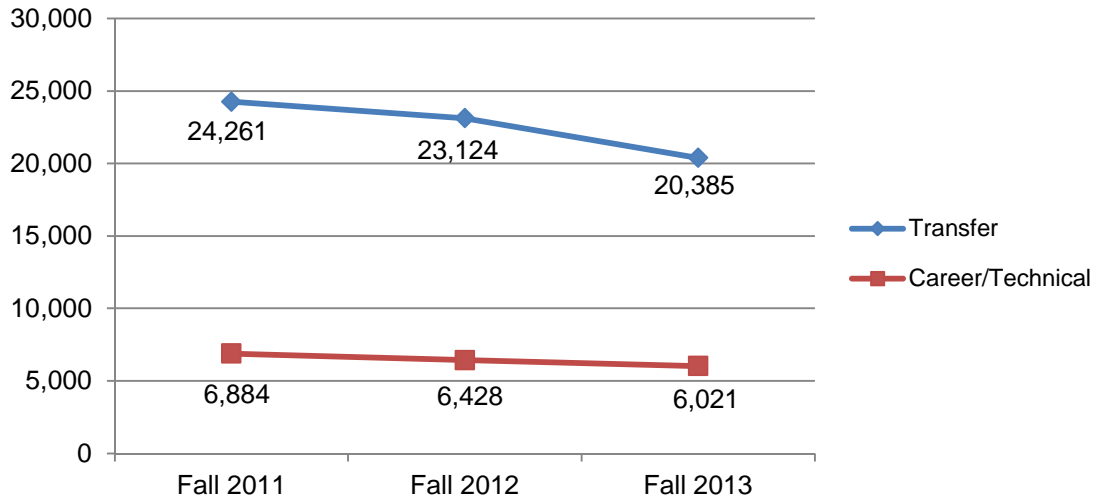


Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Enrollment and Credit Hour Production

Chart 1-6

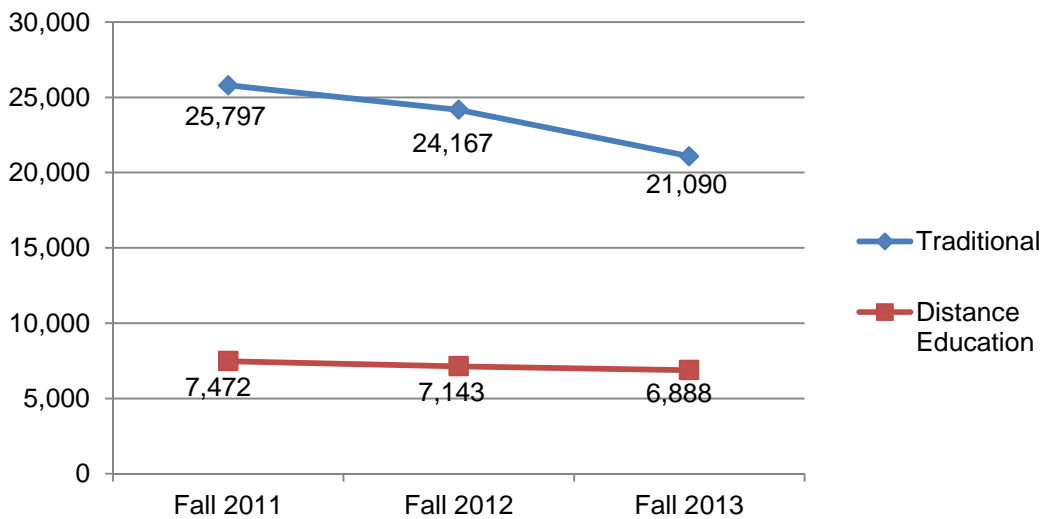
Credit Hour Production Patterns of Transfer and Career/Technical Students
Fall Terms 2011 through 2013
Cf. Table 1-15



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Chart 1-7

Credit Hour Production Patterns by Course Delivery
Fall Terms 2011 through 2013
Cf. Table 1-15



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

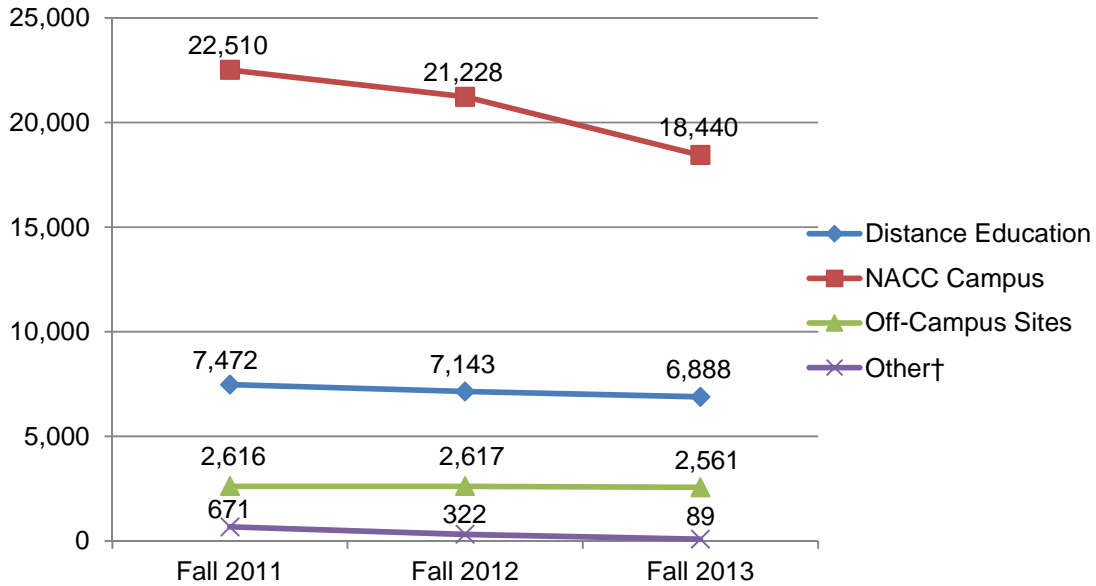
Enrollment and Credit Hour Production

Chart 1-8

Credit Hour Production Patterns by Location

Fall Terms 2011 through 2013

Cf. Table 1-15



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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 15, 2014.

Financial Aid

Table 1-16

Major Financial Aid Programs 2010-2011 through 2012-2013

Financial Aid		Academic Year		
		2010-2011	2011-2012	2012-2013
Pell Grant	Recipients	2,858	2,694	2,463
	Dollars Awarded	\$11,920,195	\$9,388,854	\$8,713,032
Academic Competitiveness Grant (ACG)	Recipients	211	-	-
	Dollars Awarded	\$157,500	-	-
Alabama Student Assistance Program (ASAP)	Recipients	62	77	60
	Dollars Awarded	\$38,896	\$40,759	\$34,664
Employer sponsorships	Recipients	9	9	13
	Dollars Awarded	\$15,723	\$18,676	\$19,093
G.I. Dependents (Alabama G.I. Bill)	Recipients	32	30	25
	Dollars Awarded	\$74,236	\$81,454	\$74,638
Institutional Scholarships	Recipients	440	417	413
	Dollars Awarded	\$980,667	\$1,118,037	\$1,210,290
Knight Student Assistance Program (KSAP)	Recipients	47	72	11
	Dollars Awarded	\$27,171	\$44,425	\$6,326
Military Tuition Assistance	Recipients	5	13	7
	Dollars Awarded	\$7,638	\$20,075	\$12,054
Post-9/11 G.I. Bill	Recipients	36	45	45
	Dollars Awarded	\$77,045	\$118,799	\$123,986
Prepaid Affordable College Tuition (PACT)	Recipients	40	32	42
	Dollars Awarded	\$57,216	\$51,465	\$89,720
Private or Community Scholarships	Recipients	382	396	422
	Dollars Awarded	\$333,485	\$314,450	\$383,563
Scholarship America*	Recipients	-	20	-
	Dollars Awarded	-	10,000	-
Stafford Loans	Recipients	496	634	587
	Dollars Awarded	\$1,357,875	\$1,842,311	\$1,647,431
Supplemental Educational Opportunity Grant (SEOG)	Recipients	116	155	164
	Dollars Awarded	\$37,200	\$55,400	\$64,019
Trade Adjustment Assistance (TAA)	Recipients	284	186	105
	Dollars Awarded	\$1,074,925	\$857,223	\$378,332
VA Rehabilitation	Recipients	11	11	6
	Dollars Awarded	\$31,573	\$41,279	\$19,009
Vocational Rehabilitation	Recipients	5	6	5
	Dollars Awarded	\$7,196	\$10,434	\$7,857
Work Study	Recipients	36	44	46
	Dollars Awarded	\$80,265	\$94,819	\$93,913
Workforce Development Grant	Recipients	96	117	149
	Dollars Awarded	\$105,177	\$142,223	\$181,738
Workforce Investment Act (WIA)	Recipients	309	321	291
	Dollars Awarded	\$1,142,257	\$1,138,250	\$1,079,533

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

Learning Resources Center

Table 1-17

Resources	
Fall 2013	
Books, Periodicals, eBooks, and Audiovisual Materials	
Print Volumes/Books	63,180
Electronic Books	47,079
Print Periodical Subscriptions	110
Online Subscriptions to Databases Through the AVL	49
Other Online Subscriptions	2
Audiovisual Materials	902
Media and Networking Resources	
Library Management Network	Consortium of five North Alabama library systems
Database and Internet Connections	Twenty-four work stations with access to the internet, electronic databases, Microsoft Word, PowerPoint, Publisher, and Excel
Online Resources	Auto-Graphics Verso® integrated library system, Alabama Virtual Library's 49 databases, Newsbank's <i>America's News</i> database, and EBSCO's Discovery Service™
Room 101	LCD projector, DVD player, VCR, SMARTBoard podium, computer, ELMO, surround sound speaker system, seating for 30
Room 102	LCD projector, DVD player, VCR, SMARTBoard podium, computer, ELMO, seating for 25
Other Technology	Eight laptops for circulation by NACC personnel, six LCD projectors available for circulation by NACC personnel and many other items

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

Source: NACC Learning Resources Center. January 31, 2014.

Learning Resources Center

Table 1-18

Use of Library Services and Materials 2010-2011 through 2012-2013					
Year	Book and eBook Circulation	Orientation Sessions Taught	On-Site Computer Usage	Database Usage No. of Sessions	Full-Text Requests
2010-2011	9,111	95	32,241	13,970*	–
2011-2012	9,443	99	25,951	58,233*	31,061*
2012-2013	9,774	95	19,158	195,970*	106,828*

*In March 2012, NACC purchased EBSCO's *Discovery Service™*, which allows users to enter a single search term and simultaneously search the NACC catalog and databases. As a result, usage statistics have increased since this single search performed through *EDS™* reports as multiple searches and/or sessions to the database companies. Even though a user may only perform one search with *EDS™*, the statistics show numerous searches, sessions, and/or full-text requests.

Source: NACC Learning Resources Center. January 31, 2014.

Table 1-19

Student Evaluation of Campus Services and Facilities: Learning Resources Center Percentage of Respondents who Indicate "Very Satisfactory" or "Satisfactory" Spring 2011 through Spring 2013			
Category	Spring 2011	Spring 2012	Spring 2013
Library Collection	98.1%	98.2%	97.9%
Library Faculty and Staff	98.6%	99.0%	98.6%
Library Services	99.0%	99.6%	99.4%
Electronic Information Access	98.8%	99.6%	99.4%

Source: NACC Office of Institutional Planning and Assessment. *Student Evaluation of Campus Services and Facilities*. Spring 2011 through Spring 2013.

Technology

Table 1-20

Technology Improvements Fall 2013 through Spring 2014	
Improvements	Resources
Installation of Veeam Backup Software/Server	Tech Fee
Installation of IST Lab & Network Printer	Tech Fee
Upgraded Memory of Virtual Desktop Server	Tech Fee
Upgrade of 40 Faculty/Staff Computers	Tech Fee
New Multifunction Printer/Scanner for President's Office	Tech Fee
Expansion of Mass Storage	Tech Fee
Installation of NEW GED Lab (17 Desktops & 8 Cameras)	Adult Education
Installation of Print Server	Tech Fee
Projects Pending	Resources
Installation of 17 Smart Classrooms	Building Fund
Addition of 11 Security Cameras	Building Fund
Installation/Upgrade of NEW Thin Client Lab (48 Thin Clients)	Building Fund
Installation of Xirrus Wireless Access Points & Arrays	Building Fund
Installation of Network Switch Upgrades	Building Fund

Source: NACC Office of Educational Technology Support. January 30, 2014.

Technology

Table 1-21

Computer Laboratories		
Spring 2014		
Location	Laboratory Name	Student Workstations
Cecil B. Word Learning Resources Center (Library)	Learning Resources Center	23
	Spanish Lab	6
Charles M. Pendley Administration Building	Computer Information Systems Lab	32
	Computer Information Systems Lab	27
	Computer Information Systems Lab/Networking/Computer Repair Lab	14
	Workforce Development Lab	18
English Building	Writing Lab	30
Harry Campbell Business Education Building	Office Administration Lab	26
	Office Administration/Online Testing Lab	35
	Business Lab	6
	Technology Learning Center	27
Health Education Building	Nursing Lab	30
	Emergency Medical Services/General Use Lab	30
Industrial Systems Technology Building	Industrial Systems Technology Lab	20
Math and Science Building	General Math and Science Lab	20
Student Center	COMPASS Testing Lab	21
Technology Center	Drafting and Design Technology Lab A	20
	Drafting and Design Technology Lab B	20
William M. Beck Health and Fine Arts Building	Mathematics Lab (Alpha)	35
	Mathematics Lab (Beta)	33
George C. Wallace Administration Building	College and Career Planning Center	9
Workforce Development Building	WorkKeys Testing Lab/Online Class Lab	27
Total Student Workstations		509

Office of Education Technology Support, January 23, 2014

Source: NACC Office of Educational Technology Support. January 30, 2014.

Training for Business and Industry

Table 1-22

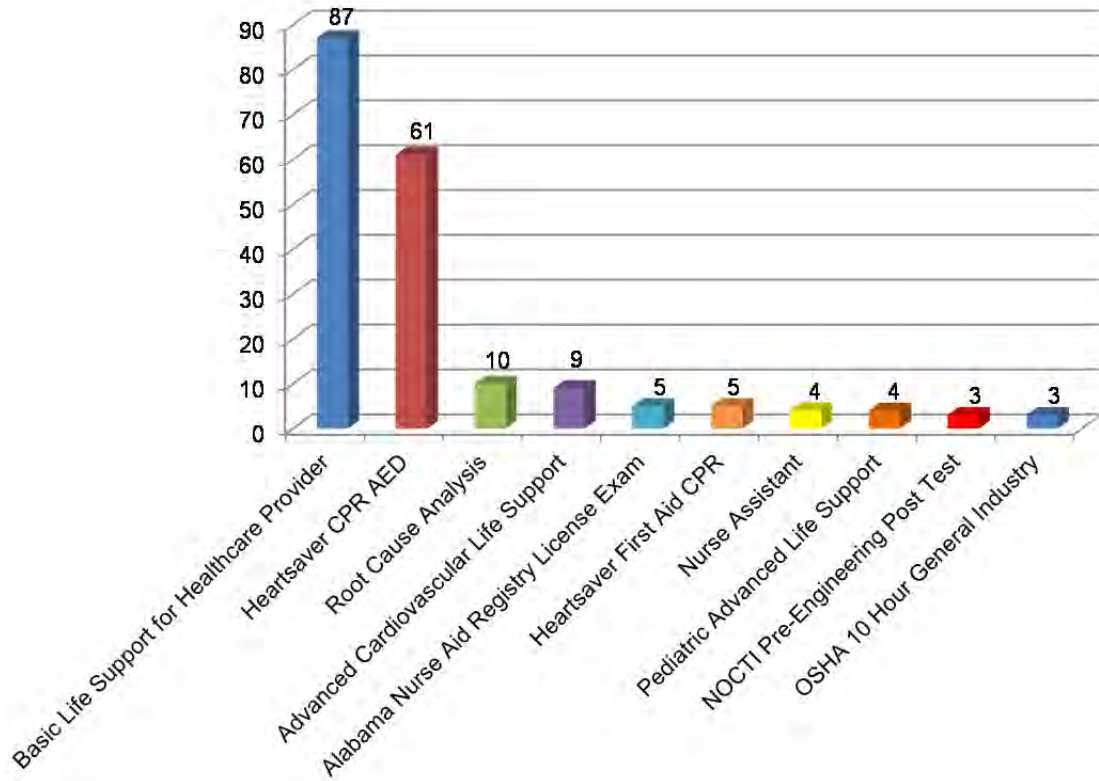
Training for Business and Industry Course Offerings Calendar Year 2013	
Course	Course
5S-Workplace Organization	Lean Principles & 5S
6S-Workplace Organization	Master Your Digital SLR Camera
Advanced Cardiovascular Life Support	Math for Healthcare
Advanced Stroke Life Support	Measurement Systems Analysis
Alabama Nurse Aid Registry License Exam	Medical Terminology
American Management Association Successful Project Management	Medical Terminology: A Word Association Approach
APQP/PPAP Training	Microsoft Excel
AS9003 Overview	Microsoft Excel 2010 Basics-Intermediate
AS9100 Awareness Overview	Multi-Lead Medic
AS9100 Internal Auditor	NACC Human Resources and Manufacturing Conference
Basic Life Support for Healthcare Provider	NFPA 70E
Basic Life Support Instructor Course	NOCTI Pre-Engineering Post Test
Become a Veterinary Assistant	NOCTI Pre-Engineering Pre-Test
BEST Robotics Kick-Off	Nurse Assistant
Certified Flight Plan Paramedic/Registered Nurse Exam Review	OSHA 10 Hour General Industry
Children Can Cope with Divorce	Overview of FMEA/APQP/PPAP
Core Tools Auditing Refresher	Overview of SPC
Design of Experiments	Paraprofessional Business Writing
Easy C Programming	Paraprofessional Locating Information
EKG Technician	Paraprofessional Math
Electronics Technician Association - DC Basic Exam	Paraprofessional Reading for Information
Electronics Technician Association - AC Exam	Pediatric Advanced Life Support
Electronics Technician Association - Analog Exam	Personal Profiles
Electronics Technician Association - Comprehensive Exam	Pharmacy Technician
Electronics Technician Association - Digital Exam	Phlebotomy Technician
Environmental and Safety Conference	Plus 50 Computer Course
Failure Mode and Effects Analysis	Process Based Internal Auditing
Farm Safety Day & Air Evac Landing Training	QuickBooks for Beginners
Fiber Optics Tech- Basic/Testing & Maintenance/ Specialist Splicing	Ready To Work
First Aide Training	Root Cause Analysis
First Aide & CPR	Soldering and Electrical Connections
Forklift Train the Trainer	SolidWorks
Geometric Dimensioning and Tolerancing	Spanish for Healthcare
Global Harmonization	Speed Spanish
Heartsaver CPR AED	Starting a Pet Sitting Business
Heartsaver CPR in Schools	STEM Experience Manufacturing Camp
Heartsaver First Aide CPR	STEM Experience Robotics Camp
Industrial Maintenance Workshop-Basic Electrical	TS 16949 Internal Auditing
ISO 9001 Overview	TS 16949 Overview
Leadership Skills I	Veterinary Assistant III: Practical Skills
Lean Concepts	What's New in Microsoft Office 2010
Lean Principles	Work Keys Assessments

Source: Office of Workforce Development and Skills Training. February 6, 2014.

Training for Business and Industry

Chart 1-9

**Training for Business and Industry (TBI)
Most Frequent Course Offerings**
Calendar Year 2013
Cf. Table 1-22



Training for Business and Industry

Table 1-23

Number of TBI Activities by Industry Served Calendar Year 2013	
Industry	No. of Activities
Aerospace/Aviation Repair, Maintenance Overhaul	3
Agriculture, Food, and Natural Resources	3
Architecture and Construction	1
Arts, Audio/Video Technology and Communications	2
Business, Management, and Administration	7
Education and Training	54
Finance	1
Health Science	112
Human Services	38
Law, Public Safety, Corrections, and Security	16
Manufacturing	57
Marketing, Sales, and Service	5
Science, Technology, Engineering, and Mathematics	2
Transportation, Distribution, and Logistics	2
Work Keys Assessment	1
Totals	304

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

Source: Office of Workforce Development and Skills Training. February 6, 2014.

Training for Business and Industry

Table 1-24

Number of TBI Activities by Types of Service		
Calendar Year 2013		
Type of Service	Number of Activities	Number of Individuals Served
Customized Job-specific Skill Training	100	1,238
Employee or Job-seeker Industry Specific Training	4	10
Employee or Job-seeker WorkKeys CRC	1	7
Job-specific Skill Training (other than customized)	14	199
Pre-employment/Basic Skill Training	9	69
Skill Certification Assessment	165	1,635
Third Party Computer Based/Online Job-specific Skill Training	11	16
Totals	304	3,174

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

Source: Office of Workforce Development and Skills Training. February 6, 2014.

Section II

Student Profile

Reserved

Student Characteristics

Table 2-1

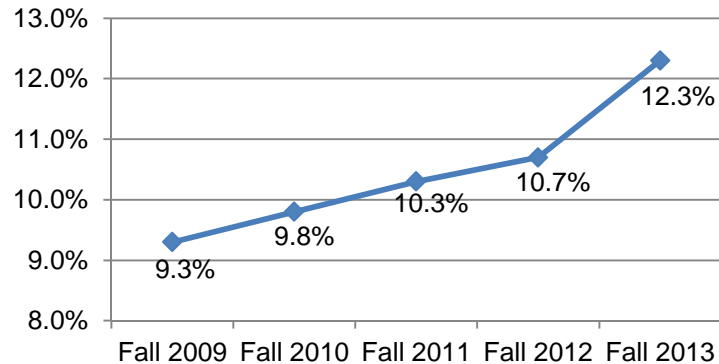
Student Diversity: Race/Ethnicity[†]										
Fall Terms 2009 through 2013										
Race/Ethnicity	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
African American/Black	91	2.7%	78	2.3%	91	2.7%	78	2.3%	52	1.8%
Asian	7	0.2%	11	0.3%	7	0.2%	11	0.3%	19	0.7%
Hispanic/Latino	85	2.5%	111	3.2%	85	2.5%	111	3.2%	156	5.5%
Native American	122	3.6%	126	3.7%	122	3.6%	126	3.7%	107	3.8%
White	3,055	90.7%	3,102	90.2%	3,055	90.7%	3,102	90.2%	2,488	87.7%
Other	8	0.2%	11	0.3%	8	0.2%	11	0.3%	14	0.5%
Not Reported	2	0.1%	-	-	2	0.1%	-	-	-	-
Total	3,370	100.0%	3,439	100.0%	3,370	100.0%	3,439	100.0%	2,836	100.0%

[†] Includes credit students only.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

Chart 2-1

Student Diversity: Percentage of Non-White Students
Fall Terms 2009 through 2013
Cf. Table 2-1



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

Student Characteristics

Table 2-2

Credit Students by Gender and Race/Ethnicity				
Fall 2013				
Race/Ethnicity	Male	Female	Total	
			No.	Percent
African American/Black	22	30	52	1.8%
Asian	5	14	19	0.7%
Hispanic/Latino	52	104	156	5.5%
Native American	45	62	107	3.8%
White	983	1,505	2,488	87.7%
Other	8	6	14	0.5%
Total	1,115	1,721	2,836	100.0%

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

Student Characteristics

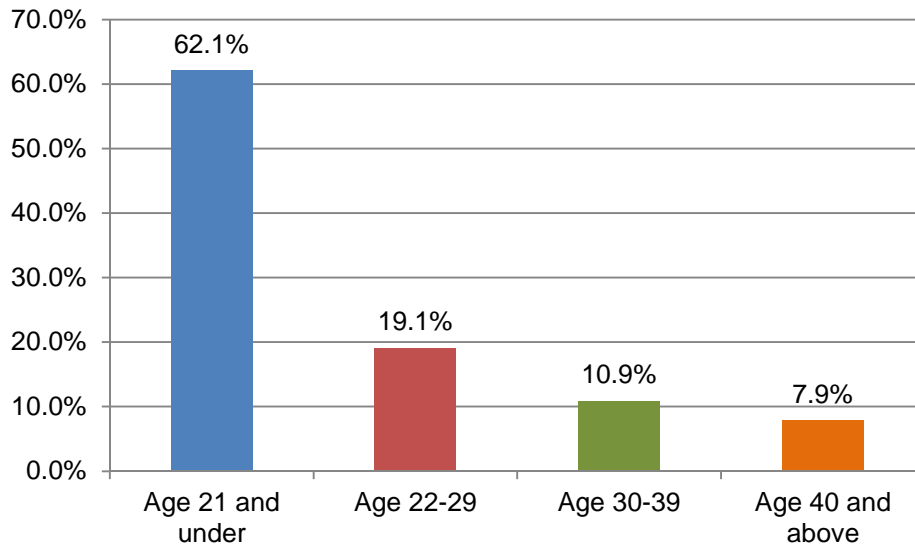
Table 2-3

Credit Students by Age Fall 2013		
Age	Total	Percent
Under 18	328	11.6%
18-19	868	30.6%
20-21	566	20.0%
22-24	292	10.3%
25-29	250	8.8%
30-34	165	5.8%
35-39	144	5.1%
40-49	156	5.5%
50-64	64	2.3%
65 and Over	3	0.1%
Total	2,836	100.0%

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

Chart 2-2

Credit Students by Age
Fall 2013
Cf. Table 2-3



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

Financial Aid

Table 2-4

Need-Based Financial Aid Awards				
Fall 2013				
Type Aid	No. Awards	Percentage of Enrollment¹	Average Award²	Amount Disbursed
Alabama Student Assistance Program (ASAP)	13	0.5%	\$433	\$5,631
Pell	1,607	56.7%	\$2,097	\$3,370,348
Stafford Loans	360	12.7%	\$1,812	\$652,244
Supplemental Educational Opportunity Grant (SEOG)	38	1.3%	\$474	\$18,018
Work Study	34	1.2%	\$920	\$31,284
Total	2,052	-	-	\$4,077,525

¹ Percentages are based on a total credit headcount of 2,836.

² Rounded to the nearest dollar.

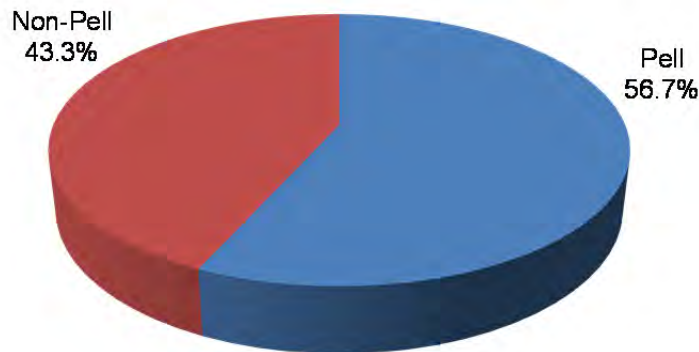
Note: Includes duplications of students receiving more than one type of need-based financial aid.

Sources: (1) Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 15, 2014.
(2) Work Study Information: Office of Financial Aid. January 21, 2014.

Chart 2-3

Pell Grant Awards for Credit Enrollment

Fall 2013
Cf. Table 2-4



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 15, 2014.

Financial Aid

Table 2-5

Scholarship Awards Fall 2013				
Classification	No. Awards	Percentage of Enrollment ¹	Average Award	Amount Disbursed
Employer	10	0.4%	\$1,208	\$12,082
Institutional ²	293	10.3%	\$1,694	\$496,213
Private	340	12.0%	\$677	\$230,335
Total	643	—	—	\$738,630

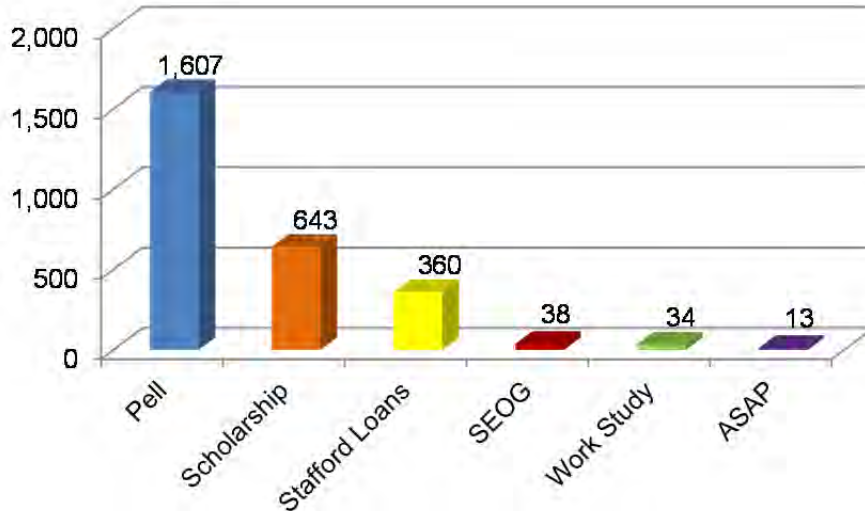
¹Percentages are based on a total credit headcount of 2,836.

²Institutional scholarships are tuition waivers awarded by NACC.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 15, 2014.

Chart 2-4

All Financial Aid Awards for Credit Enrollment
Fall 2013
Cf. Tables 2-4, 2-5



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

Sources: (1) Office of Institutional Planning and Assessment. NACC ACCESS/400 database reports. January 15, 2014.

(2) Work Study Information: Office of Financial Aid. January 21, 2014.

First-Time Degree-Seeking Freshmen

Table 2-6

Origin of First-Time Freshmen [†]						
Fall Terms 2011-2013						
High Schools	Fall 2011		Fall 2012		Fall 2013	
	Enrollees		Enrollees		Enrollees	
	Number	Percentage	Number	Percentage	Number	Percentage
Cedar Bluff	1	0.2%	0	0.0%	2	0.4%
Collinsville	7	1.1%	5	0.8%	6	1.1%
Crossville	9	1.4%	16	2.7%	3	0.6%
Fort Payne	64	10.0%	66	10.9%	12	2.2%
Fyffe	29	4.5%	21	3.5%	81	15.1%
Gaylesville	4	0.6%	0	0.0%	31	5.8%
Geraldine	4	0.6%	9	1.5%	3	0.6%
Ider	35	5.5%	26	4.3%	9	1.7%
Kate Duncan Smith DAR	19	3.0%	16	2.7%	24	4.5%
New Hope	2	0.3%	1	0.2%	2	0.4%
North Jackson	28	4.4%	20	3.3%	18	3.4%
North Sand Mountain	23	3.6%	23	3.8%	30	5.6%
Paint Rock Valley	1	0.2%	2	0.3%	1	0.2%
Pisgah	30	4.7%	41	6.8%	31	5.8%
Plainview	50	7.8%	50	8.3%	40	7.5%
Sand Rock	2	0.3%	7	1.2%	1	0.2%
Scottsboro	66	10.3%	48	8.0%	63	11.8%
Section	15	2.3%	31	5.1%	14	2.6%
Skyline	14	2.2%	19	3.2%	11	2.1%
Sylvania	40	6.2%	36	6.0%	27	5.0%
Valley Head	15	2.3%	8	1.3%	6	1.1%
Woodville	10	1.6%	7	1.2%	15	2.8%
Out-of-area or private	63	9.8%	77	12.8%	48	9.0%
GED	110	17.2%	74	12.3%	57	10.7%
Total Freshmen	641	100.0%	603	100.0%	535	100.0%

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

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

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

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

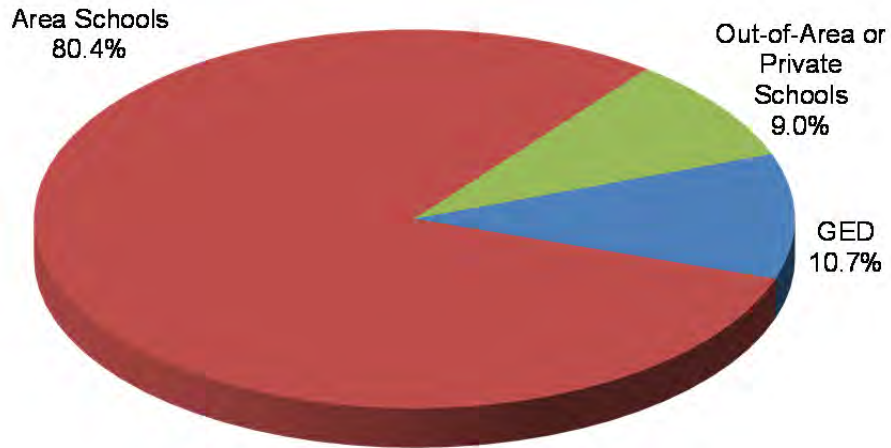
Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 13, 2014.

First-Time Degree-Seeking Freshmen

Chart 2-5

Graduating High Schools of First-Time Freshmen

Fall 2013
Cf. Table 2-6



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 13, 2014.

Developmental Course Placement

Table 2-7

Placement of First-Time Freshmen		
Fall 2013		
Description/Placement	Number	Percentage of First-Time Freshmen
First-Time Freshmen [†]	535	100.0%
Developmental Writing (ENG 092 or 093)	112	20.9%
Developmental Math (MTH 090 or 098)	321	60.0%
Developmental Reading (RDG 083)	18	3.4%
Total placing in one or more developmental courses	337	63.0%

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 13, 2014.

Table 2-8

First-Time Freshmen Placing in at Least One Developmental Course by High School Group			
Fall 2013			
High School Group	Number of Freshmen	Number Placing in Developmental	Percentage Placing in Developmental
Area schools [†]	425	248	58.4%
GED	57	53	93.0%
Out-of-area or private	53	36	67.9%
Total	535	337	63.0%

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

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 13, 2014.

Developmental Course Placement

Table 2-9

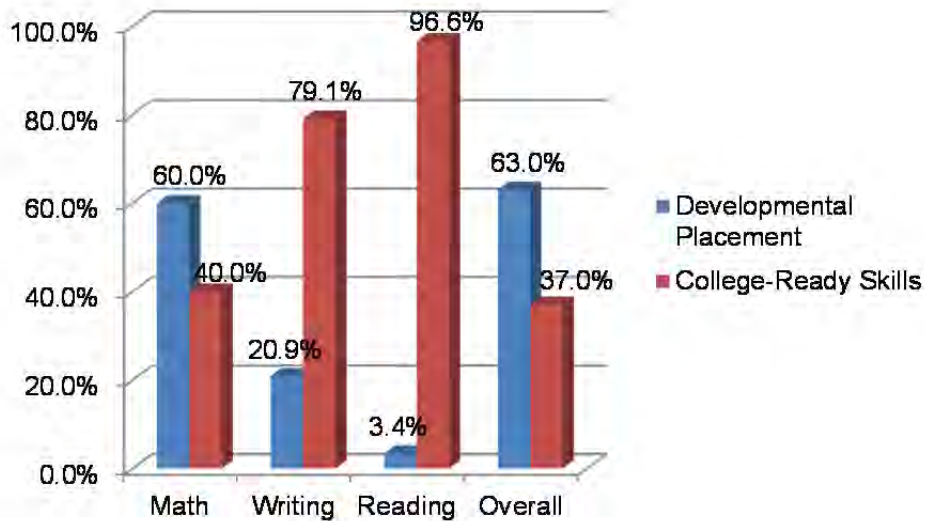
First-Time Freshmen Placing in at Least One Developmental Course by Age Fall 2013			
Age Group	Number of Freshmen	Number Placing in Developmental	Percentage Placing in Developmental
19 or under	422	238	56.4%
20-21	39	30	76.9%
22-24	18	18	100.0%
25-29	21	18	87.5%
30-34	7	7	100.0%
35-39	8	7	87.5%
40-49	16	15	93.8%
50 or over	4	4	100.0%
Total	535	337	63.0%

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 13, 2014.

Chart 2-6

Placement of First-Time Freshmen
Fall 2013
Cf. Table 2-7



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 13, 2014.

Enrollment in Degree and Certificate Programs

Table 2-10

Student Enrollment by Program Fall 2011 through Fall 2013			
Program	Enrollment		
	Fall 2011	Fall 2012	Fall 2013
Associate in Arts	475	445	362
Associate in Science	1,170	1,117	1,096
Associate in Applied Science, Certificates, Short-Term Certificates	1,247	1,189	920
- Business Management and Business Supervision	91	113	93
- Child Development	44	47	31
- Cosmetology (Certificate)	64	—	—
- Computer Information Systems	80	82	69
- Criminal Justice	79	84	66
- Drafting and Design Technology	41	45	43
- Emergency Medical Services	55	38	46
- Engineering Technician	39	50	30
- Industrial Electronics Technology	78	60	37
- Industrial Systems Technology	136	139	114
- Medical Assistant	162	135	116
- Nursing	152	151	107
- Practical Nursing (Certificate)	54	53	23
- Office Administration	172	121	91
- Salon and Spa Management*	—	71	54

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

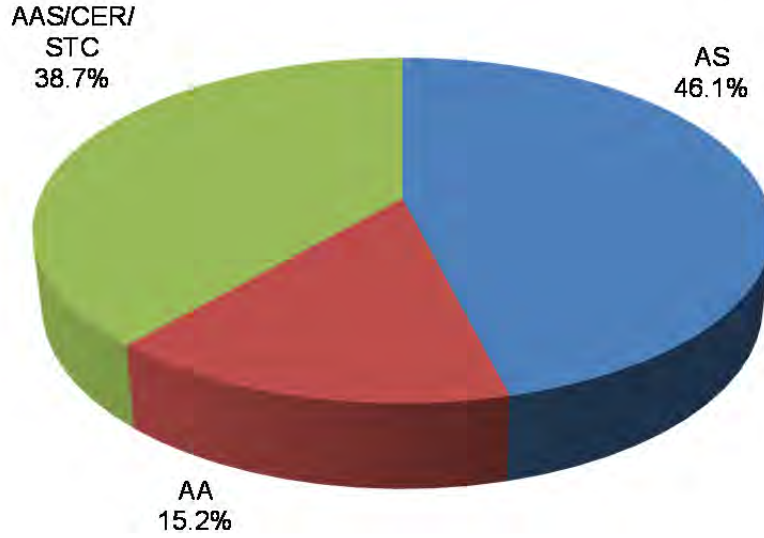
Enrollment in Degree and Certificate Programs

Chart 2-7

Student Enrollment by Degree/Certificate Program

Fall 2013

Cf. Table 2-10



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database report. January 16, 2014.

Retention

Table 2-11

Retention of First-Time Degree-Seeking Freshmen Returning for a Second Year at the Same Institution: NACC and All Alabama Community College System (ACCS) Institutions Cohorts Fall 2009-2011			
Fall 2009 Cohort Students		Cohort Students Still Enrolled at same Institution Fall 2010 or Completing a Degree	
Fall 2009	Total	Total	Total Percentage
Total all ACCS	22,460	11,581	51.6%
NACC	973	559	57.5%
Fall 2010 Cohort Students		Cohort Students Still Enrolled at same Institution Fall 2011 or Completing a Degree	
Fall 2010	Total	Total	Total Percentage
Total all ACCS	22,068	10,925	49.5%
NACC	805	444	55.2%
Fall 2011 Cohort Students		Cohort Students Still Enrolled at same Institution Fall 2012 or Completing a Degree	
Fall 2011	Total	Total	Total Percentage
Total all ACCS	21,005	10,018	47.7%
NACC	774	441	57.0%

Source: Alabama Commission on Higher Education. *Retention Report of First-Time Degree-Seeking Freshmen Student Year: Alabama Public Two Year Colleges Initially Enrolled Fall Term 2010*. Retrieved February 27, 2014, from http://www.ache.alabama.gov/Abstract1213/Student-DB/FA12_RetBasic_04Mar13.pdf

Degree and Certificate Completions

Table 2-12

Completions by Award, Race/Ethnicity, and Gender Academic Years 2010-2011 through 2012-2013 [†]														
2010-2011														
Race/Ethnicity	Degrees						Certificates				Total		Percentage of Total	
	AA		AS		AAS		CER		STC		M	F	M	F
	M	F	M	F	M	F	M	F	M	F				
African American/Black	-	-	1	2	-	10	1	1	-	5	2	18	0.2%	2.2%
Asian	-	-	1	-	-	-	-	-	-	-	1	-	0.1%	-
Hispanic/Latino	1	-	2	1	2	3	1	3	5	3	11	10	1.3%	1.2%
Native American	-	-	1	4	4	6	4	1	3	5	12	16	1.4%	1.9%
White	8	16	45	84	123	188	71	73	72	78	319	439	38.4%	52.8%
Total M/F	9	16	50	92	129	209	77	78	80	91	345	486	41.5%	58.5%
Total Completions	25		142		338		155		171		831		100.0%	
2011-2012														
Race/Ethnicity	Degrees						Certificates				Total		Percentage of Total	
	AA		AS		AAS		CER		STC		M	F	M	F
	M	F	M	F	M	F	M	F	M	F				
African American/Black	1	-	-	3	1	7	-	-	1	5	3	15	0.4%	1.9%
Asian	1	-	-	-	-	1	-	1	-	-	1	2	0.1%	0.3%
Hispanic/Latino	-	1	1	3	5	7	-	3	2	6	8	20	1.0%	2.5%
Native American	1	2	1	6	4	5	3	-	1	4	10	17	1.3%	2.1%
White	16	23	52	96	88	173	36	48	86	93	278	433	35.1%	54.6%
Other	-	-	-	-	2	1	-	1	2	-	4	2	0.5%	0.3%
Total M/F	19	26	54	108	100	194	39	53	92	108	304	489	38.3%	61.7%
Total Completions	45		162		294		92		200		793		100.0%	
2012-2013														
Race/Ethnicity	Degrees						Certificates				Total		Percentage of Total	
	AA		AS		AAS		CER		STC		M	F	M	F
	M	F	M	F	M	F	M	F	M	F				
African American/Black	-	-	-	1	1	4	-	2	-	-	1	7	0.1%	0.9%
Asian	-	-	-	-	-	2	-	-	-	-	-	2	0.3%	0.3%
Hispanic/Latino	-	2	3	8	2	3	-	1	-	2	5	6	0.6%	2.0%
Native American	-	1	4	1	4	7	2	4	1	4	11	17	1.4%	2.1%
White	10	13	50	83	117	187	45	47	75	105	297	435	37.2%	54.4%
Other	-	-	1	-	2	1	1	1	1	1	5	3	0.6%	0.4%
Total M/F	10	16	58	93	126	204	48	55	77	112	319	480	39.9%	60.1%
Total Completions	26		151		330		103		189		799		100.0%	

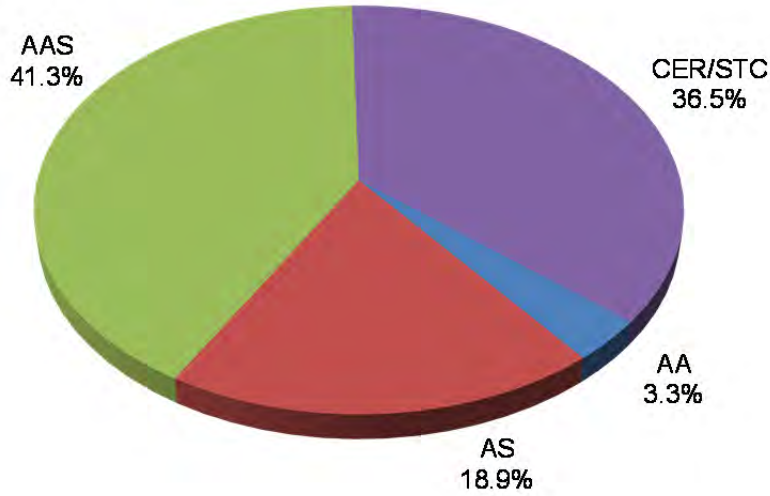
[†]This table includes duplications as to the number of completers: a number of students received more than one type of award.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. January 15, 2014.

Degree and Certificate Completions

Chart 2-8

Award Percentages by Type
Academic Year 2012-2013
Cf. Table 2-12



Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. January 15, 2014.

Degree and Certificate Completions

Table 2-13

Completions by Award and Age Range Academic Years 2010-2011 through 2012-2013 [†]							
2010-2011							
Age Group	AA	AS	AAS	CER	STC	All Completions	Percentage of Total
Under age 25	18	83	60	43	51	255	30.7%
Ages 25-39	3	42	133	54	58	290	34.9%
Age 40 or over	4	17	145	58	62	286	34.4%
Total	25	142	338	155	171	831	100.0%
2011-2012							
Age Group	AA	AS	AAS	CER	STC	All Completions	Percentage of Total
Under age 25	28	97	72	23	64	284	35.8%
Ages 25-39	10	42	107	43	74	276	34.8%
Age 40 or over	7	23	115	26	62	233	29.4%
Total	45	162	294	92	200	793	100.0%
2012-2013							
Age Group	AA	AS	AAS	CER	STC	All Completions	Percentage of Total
Under age 25	16	104	103	42	77	342	42.8%
Ages 25-39	7	34	117	31	68	257	32.2%
Age 40 or over	3	13	110	30	44	200	25.0%
Total	26	151	330	103	189	799	100.0%

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

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. January 22, 2014.

Collegiate Assessment of Academic Proficiency (CAAP)

Table 2-14

Student Performance on the Collegiate Assessment of Academic Proficiency (CAAP) Compared to Performance of Other Public Two-Year College Students 2004 – 2013							
Year	Topic	Mean	NACC		Public Two-year Colleges		
			S.D.	Number	Mean	S.D.	Number
2004	Reading	61.1	4.6	127	60.6	4.8	26,647
2004	Critical Thinking	60.9	5.4	127	60.5	5.5	20,299
2005	Science	59.1	3.4	63	59.0	4.1	17,675
2005	Writing Skills	63.7	4.6	63	62.3	4.7	27,875
2006	Mathematics	56.8	4.3	103	56.1	3.6	28,577
2006	Reading	60.6	4.8	103	60.4	5.5	29,097
2007	Critical Thinking	59.8	5.2	57	60.9	5.4	21,114
2007	Writing Skills	61.5	4.6	57	62.2	4.8	27,905
2008	Reading	60.8	5.0	128	60.5	5.4	29,911
2008	Science	59.3	3.9	128	59.2	4.1	18,849
2009	Mathematics	60.2	3.8	100	56.2	3.6	29,274
2009	Writing Skills	63.1	5.1	109	62.0	4.8	28,236
2010	Critical Thinking	62.6	4.5	147	60.7	5.4	26,816
2010	Reading	60.9	4.9	130	60.4	5.5	25,633
2011	Science	60.0	4.0	111	59.1	4.1	17,133
2011	Writing Skills	63.4	4.6	143	61.8	4.9	25,721
2012	Mathematics	58.6	3.2	138	56.2	3.5	28,323
2012	Reading	61.9	4.8	89	60.2	5.5	20,391
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

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

Source: NACC *Information on Fulfillment of the Mission 2012-2013*. July 2013. P. 41.

Collegiate Assessment of Academic Proficiency (CAAP)

Table 2-15

Northeast Alabama Community College Collegiate Assessment of Academic Proficiency (CAAP) 2004 – 2013			
Critical Thinking			
Year	NACC Mean	National Mean	Difference
2004	60.9	60.5	+0.4
2007	59.8	60.9	-1.1
2010	62.6	60.7	+1.9
2013	62.7	60.6	+2.1
Mathematics			
Year	NACC Mean	National Mean	Difference
2006	56.8	56.1	+0.7
2009	60.2	56.2	+4.0
2012	58.6	56.2	+2.4
Reading			
Year	NACC Mean	National Mean	Difference
2004	61.1	60.6	+0.5
2006	60.6	60.4	+0.2
2008	60.8	60.5	+0.3
2010	60.9	60.4	+0.5
2012	61.9	60.2	+1.7
Science			
Year	NACC Mean	National Mean	Difference
2005	59.1	59.0	+0.1
2008	59.3	59.2	+0.1
2011	60.0	59.1	+0.9
Writing Skills			
Year	NACC Mean	National Mean	Difference
2005	63.7	62.3	+1.4
2007	61.5	62.2	-0.7
2009	63.1	62.0	+1.1
2011	63.4	61.8	+1.6
2013	63.7	61.5	+2.2

Source: NACC *Information on Fulfillment of the Mission 2012-2013*. July 2013. p. 41.

Licensure Pass Rates

Table 2-16

NCLEX-RN Pass Rates of NACC Nursing Students Compared to State and National Averages 2004 through 2013			
Year	NACC Average	State Average	National Average
2004	97.1	85.5	85.4
2005	95.0	87.0	87.0
2006	97.7	89.2	88.1
2007	91.8	87.5	85.7
2008	85.7	88.3	86.7
2009	95.9	89.6	88.2
2010	87.9	85.5	87.6
2011	89.6	88.1	87.8
2012	84.8	89.7	90.2
2013	70.3	84.4	84.3

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

Sources: NACC Health Science Division. January 21, 2014.

Table 2-17

NCLEX-PN Pass Rates of NACC Nursing Students Compared to State and National Averages 2005 through 2013			
Year	NACC Average	State Average	National Average
2005	100.0	88.0	89.0
2006	100.0	88.5	88.2
2007	100.0	92.0	85.9
2008	100.0	95.3	86.0
2009	100.0	94.8	85.2
2010	97.0	95.0	86.8
2011	85.0	94.7	86.0
2012	83.3	90.7	84.0
2013	96.0	91.3	84.7

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

Sources: NACC Health Science Division. January 21, 2014.

Licensure Pass Rates

Table 2-18

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

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

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

Source: Office of Emergency Medical Services Program. January 23, 2014.

Table 2-19

National Registry of Emergency Medical Technicians NACC EMT Certification Pass Rates 2003-2004 through 2012-2013						
Graduation Year	No. of Graduates	Number Tested	First Time Pass	Subsequent Pass	Total Pass	Percent Pass
2003-2004	17	17	15	1	16	94%
2004-2005	11	10	9	0	9	90%
2005-2006	18	18	17	0	17	94%
2006-2007	20	19	14	2	16	84%
2007-2008	13	12	7	3	10	83%
2008-2009	60	41	23	6	29	71%
2009-2010	31	26	21	2	23	88%
2010-2011	14	13	9	1	10	77%
2011-2012	25	19	13	4	17 [†]	89%
2012-2013	26	24	22	1	23 ^{††}	96%

[†] Spring 2012 completers have until May 2014 to pass the National Registry of Emergency Medical Technicians Exam.

^{††} Spring 2013 completers have until May 2015 to pass the National Registry of Emergency Medical Technicians Exam.

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

Source: Office of Emergency Medical Services Program. January 7, 2014.

Licensure Pass Rates

Table 2-20

National Registry of Emergency Medical Technicians NACC Advanced EMT Certification Pass Rates 2011-2012 through 2012-2013						
Graduation Year	No. of Graduates	Number Tested	First Time Pass	Subsequent Pass	Total Pass	Percent Pass
2011-2012	23	23	13	7	20 [†]	87%
2012-2013	18	18	14	2	16 ^{††}	89%

[†]2011-2012 completers have until May 2014 to pass the National Registry of Emergency Medical Technicians Exam.

^{††}2012-2013 completers have until May 2015 to pass the National Registry of Emergency Medical Technicians Exam

Source: Office of Emergency Medical Services Program. January 7, 2014.

Table 2-21

National Interstate Council of State Boards of Cosmetology Exam Pass Rates of NACC Cosmetology Certificate Completers 2008-2009 through 2012-2013			
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%

Notes: (1) The National Interstate Council Exam is the exam for Alabama Board of Cosmetology licensure.

(2) Program implemented fall 2006. First licensure testing: AY 2008-2009.

Source: Office of Workforce Development and Skills Training. January 31, 2014.

Table 2-22

Medical Assistant Licensure Pass Rates Pass Rates of NACC Medical Assistant Program Completers 2010-2011 through 2012-2013						
Academic Year	Certified Clinical Medical Assistant			Certified Phlebotomy Technician		
	Number Tested	Number Passing	Pass Rate	Number Tested	Number Passing	Pass Rate
2010-2011	1	1	100%	–	–	–
2011-2012	37	35	95%	36	34	94%
2012-2013	30	25	83%	34	31	91%

Source: Office of Workforce Development and Skills Training. January 31, 2014.

Evaluation of Instruction

Table 2-23

Student Evaluation of Instruction Summary Report for Fall 2013 Traditional Courses				
Evaluation Item	Strongly Agree	Agree	Disagree	Strongly Disagree
The instructor clearly defined the course objectives, course assignments, grading policy, and all course activities at the beginning of the semester.	79.4%	17.6%	1.9%	1.1%
The instructor meets class at the scheduled or agreed-upon time.	79.5%	17.8%	1.4%	1.3%
The instructor uses class time effectively.	74.5%	21.1%	3.1%	1.4%
The instructor demonstrates knowledge of the subject.	81.6%	15.7%	1.6%	1.1%
The instructor is consistently well prepared for class.	75.4%	20.4%	2.8%	1.4%
The instructor maintains a positive attitude about teaching the subject.	80.9%	16.4%	1.7%	0.9%
The instructor presents course material in a clear, organized manner.	72.3%	21.1%	4.0%	2.6%
The instructor returns graded assignments and examinations in a timely manner.	72.1%	22.4%	3.2%	2.3%
The instructor encourages student participation in class.	75.5%	21.4%	2.3%	0.9%
The instructor treats students with respect.	79.9%	17.0%	1.8%	1.3%
The instructor demonstrates a willingness to help students outside of class.	74.3%	21.7%	2.8%	1.1%
Overall, the instructor teaches this course effectively.	76.2%	18.8%	3.0%	2.0%

Source: Office of Institutional Planning and Assessment. *Fall 2013 Evaluation of Instruction. Summary Report: Traditional Courses*. January 14, 2014.

Evaluation of Instruction

Table 2-24

Student Evaluation of Instruction Summary Report for Fall 2013 Distance Education Courses				
Evaluation Item	Strongly Agree	Agree	Disagree	Strongly Disagree
The instructor clearly defined the course objectives, course assignments, grading policy, and all course activities at the beginning of the semester.	76.5%	21.2%	2.0%	0.3%
The instructor clearly explains and organizes course material and presents material in a manner that facilitates effective use of the student's study time.	73.2%	23.3%	2.6%	1.0%
The instructor prominently posts all deadlines in announcements, emails, or other communication methods.	75.0%	21.6%	2.7%	0.7%
The instructor demonstrates knowledge of the subject.	73.0%	24.7%	2.0%	0.4%
The instructor presents the material with appropriate interest and enthusiasm.	68.9%	27.5%	2.9%	0.7%
The instructor treats students with respect.	76.0%	21.8%	1.8%	0.4%
The instructor demonstrates willingness to help students beyond the given online presentation.	71.4%	22.5%	5.1%	1.0%
The instructor evaluates assignments and examinations in a timely manner.	69.8%	25.0%	3.4%	1.9%
The instructor replies to my emails within one business day (except when he/she has announced that he/she will not be available).	69.0%	24.3%	5.2%	1.4%
The instructor makes use of the online tools available, such as the discussion board, online chat, and virtual classroom.	67.5%	25.6%	5.5%	1.3%
Overall, the instructor teaches and administers this course effectively.	72.2%	23.5%	3.3%	1.1%

Source: Office of Institutional Planning and Assessment. *Fall 2013 Evaluation of Instruction. Summary Report: Traditional Courses.* January 14, 2014.

Student Satisfaction

Table 2-25

Student Evaluation of Campus Services and Facilities			
Percentage of respondents who indicated satisfaction with services and facilities			
Spring 2011 through Spring 2013			
Category	Spring 2011	Spring 2012	Spring 2013
Admissions Process	98.9%	99.1%	98.7%
Orientation	96.1%	97.2%	98.5%
Registration Process	93.3%	95.3%	97.3%
Academic Support Services	96.9%	96.8%	98.0%
Financial Aid	92.8%	92.8%	92.8%
Transfer Advisor	95.2%	94.7%	93.4%
College and Career Planning Center	97.1%	96.9%	97.0%
Student Activities	95.8%	94.9%	94.4%
Bookstore Services	95.1%	93.9%	94.3%
Business Office Services	98.4%	99.0%	98.7%
Quality of Classrooms	89.0%	90.4%	88.8%
Quality of Laboratories	90.7%	92.0%	90.4%
Campus Security	97.2%	97.1%	96.3%
Campus Appearance	99.2%	99.1%	97.8%
Campus Maintenance	95.7%	96.0%	96.1%

Source: Office of Institutional Planning and Assessment. *Student Evaluation of Campus Services and Facilities*. Spring Semesters 2011 through 2013.

Table 2-26

Evaluation of Academic Advising			
Percentage of respondents who indicated satisfaction with the statement			
“Overall, I am satisfied with the quality of...”			
Current Status	Fall 2011	Spring 2013[†]	Spring 2014
Assistance I have received from my academic advisor	93.8%	95.2%	94.2%
Advisement assistance I have received at NACC	95.0%	96.0%	98.2%

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

Source: Office of Institutional Planning and Assessment. *Evaluation of Academic Advising Summary Report*. Fall 2011 and Spring 2013 and 2014.

Job Placement

Table 2-27

Job Placement									
AAS and Certificate Completers Employed First Quarter following Completion									
as Reported by the Alabama Department of Industrial Relations									
Summer 2009 through Spring 2012									
Program	Completers Summer 2009 through Spring 2010			Completers Summer 2010 through Spring 2011			Completers Summer 2011 through Spring 2012		
	No.	Employed	%	No.	Employed	%	No.	Employed	%
Business	12	10	83%	19	14	74%	10	7	70%
Child Development	28	11	39%	23	19	83%	12	12	100%
Computer Science	8	4	50%	11	8	73%	12	6	50%
Cosmetology	10	3	30%	27	26	96%	17	16	94%
Criminal Justice	1	—	—	27	16	59%	22	19	86%
Drafting and Design Technology	14	12	86%	25	23	92%	9	7	78%
Emergency Medical	55	18	33%	32	28	88%	29	27	93%
Industrial Electronics	57	25	44%	42	34	81%	30	24	80%
Industrial Maintenance	4	1	25%	9	9	100%	15	15	100%
Machine Tool Technology	12	1	8%	5	5	100%	5	4	80%
Medical Assistant	43	14	33%	54	49	91%	62	50	81%
Office Administration	15	4	27%	34	24	71%	44	29	66%
Practical Nursing	14	14	100%	34	34	100%	24	24	100%
Registered Nursing	59	39	66%	58	58	100%	51	48	94%
Welding Technology	15	1	7%	17	15	88%	13	11	85%
Total	347	157	45%	415	362	87%	355	299	84%

Source: Office of Workforce Development and Skills Training. Alabama Department of Industrial Relations Employment Retention Data Reports, 2009-2010 through 2011-2012. January 31, 2014.

Table 2-28

Job Placement		
Associate Degree and Practical Nursing Completers		
Employed Six Months following Completion		
2005 - 2013		
Completion Year	AAS - RN Employed*	PN Employed*
2005	97%	100%
2006	100%	100%
2007	100%	95%
2008	91%	95%
2009	90%	100%
2010	93%	88%
2011	91%	83%
2012	92%	81%
2013	95%	92%

*The employed percentages are based upon the number of completers who had passed the NCLEX-RN or the NCLEX-PN.

Source: NACC Health Science Division. January 21, 2014.

Alumni Perceptions

The NACC Alumni Survey is administered annually during the summer semester to graduates of the preceding academic year. The 2013 survey was administered to the 2011-2012 graduates and certificate completers. Approximately 14% of eligible alumni responded and included AA, AS, and AAS graduates as well as Practical Nursing and Cosmetology certificate completers.

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

Table 2-29

2013 Alumni Survey

AA, AS, AAS and Certificate Completers

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

Response	Respondents	Percent
Yes	74	98.7%
No	1	1.3%
Total	75	100.0%

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

Status	Respondents	Percent
Enrolled in a senior institution	24	32.0%
Enrolled at NACC for further coursework	6	8.0%
Enrolled in another two-year institution	2	2.7%
Working, not in college, but considering further education in the future	24	32.0%
Working, no plans to continue education	10	13.3%
Not working, not in college, but considering further education in the future	7	9.3%
Not working, no plans to continue education	2	2.7%
Total	75	100.0%

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

Current job location	Respondents	Percent
Cherokee County	1	1.9%
DeKalb County	23	44.2%
Etowah County	4	7.7%
Jackson County	16	30.8%
Madison County	4	7.7%
Marshall County	5	9.6%
In another Alabama county	3	5.8%
Out of state	4	7.7%
Total	52	-

Note: One respondent indicated employment in two locations.

Alumni Perceptions

Table 2-29, continued

2013 Alumni Survey

AAS and Certificate Completers

4. What is your current status?

Current Status	Respondents	Percent
Employed full or part time in a job related to training at NACC	23	52.3%
Employed full or part time in a job not related to training at NACC	3	6.8%
Employed full or part time in a job not related to training, but seeking employment in field	7	15.9%
Unemployed, seeking employment	8	18.2%
Unemployed, not seeking employment	–	–
Full-time student and not currently employed	3	6.8%
Total	44	100.0%

Source: Office of Institutional Planning and Assessment. *NACC 2013 Alumni Survey of 2011-2012 Degree and Certificate Recipients Report*. June 2013.

Directory of Services

256.228.6001 • 256.638.4418

Position/Service	Name	Ext.	Email
President	Dr. David Campbell	2243	campbelld@nacc.edu
Vice President/Dean of Instruction	Dr. Joe Burke	2320	burkej@nacc.edu
Accreditation Liaison	Brad Fricks	2330	fricksb@nacc.edu
Administrative Services	Larry Guffey, Dean	2313	ldguffey@nacc.edu
Adult Education	Chad Gorham, Director	2294	gorhamchad@nacc.edu
Alabama Technology Network Center	Ronny Kisor, Director	2265	rkisor@atn.org
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	Shirley Buttram, Director	2257	buttrams@nacc.edu
Educational Technology Support	Patricia Combs, Director	2212	combsp@nacc.edu
Event Planning	Susan Barron, Director	2248	barrons@nacc.edu
Extended Day	Marilyn Reece, Dean	2253	reecem@nacc.edu
Financial Aid	Nixon Willmon, Director	2203	willmonn@nacc.edu
High School Relations	Susan Barron, Director	2248	barrons@nacc.edu
Human Resources	Pat Wildman, Coordinator	2243	wildmanp@nacc.edu
Institutional Planning and Assessment	Brad Fricks, Director	2330	fricksb@nacc.edu
Learning Resources Center	Dr. Julia Everett, Director	2226	everettj@nacc.edu
Nursing	Dr. Cindy Jones, Director	2316	jonesc@nacc.edu
Physical Plant	Kent Jones, Director	2244	jonesk@nacc.edu
Promotions and Marketing	Debra Barrentine, Director	2210	barrentined@nacc.edu
Security	Norman Smith, Chief	2249	smithn@nacc.edu
Student and Faculty Technology Learning Center	Judith Lea, Director	2309	leaj@nacc.edu
Student Services	Sherie Grace, Dean	2325	graces@nacc.edu
Theatre	Mark Webb, Director	2318	webbm@nacc.edu
Workforce Development	Dr. Mike Kenamer, Director	2291	kennamerm@nacc.edu

www.nacc.edu

Reserved