
Summary Form

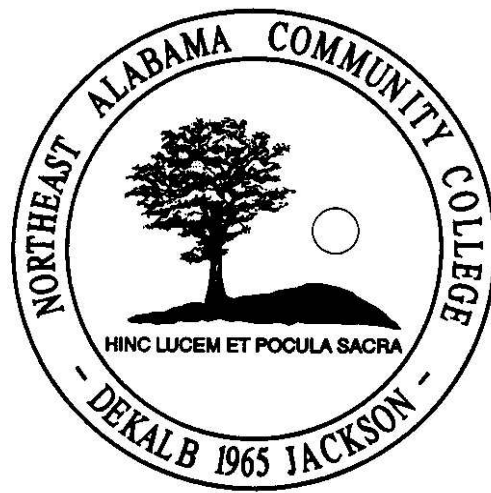
*Prepared for the
Compliance Certification Review*



*Northeast Alabama Community College
Rainsville, Alabama*

Summary Form

Prepared for the Compliance Certification Review



Northeast Alabama Community College

P.O. Box 159

Rainsville, Alabama 35986

256-228-6001 ♦ www.nacc.edu

**SUMMARY FORM
PREPARED FOR THE COMPLIANCE CERTIFICATION REVIEW**

Name of Institution *Northeast Alabama Community College*

Name, Title, Phone number, and email address of Accreditation Liaison
Martha Banks, Accreditation Liaison, (256) 228-6001 x 400, banksm@nacc.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Primary contact:

Lynde Mann, Secretary to the Director of Institutional Effectiveness and the Accreditation Liaison, (256) 228-6001 x 230, mann1@nacc.edu

Secondary contact:

Office of Educational Technology Support

Sam Dobbs, Coordinator, (256) 228-6001 x 212, dobbss@nacc.edu

Judith Lea, Computer Technician, (256) 228-6001 x 309, leaj@nacc.edu

Educational Programs

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) _____

History and Characteristics

Northeast Alabama Community College was one of the twelve junior colleges authorized by Alabama Legislative Act No. 93 in 1963. Strategically located on the Jackson-DeKalb County line, the original acreage was donated equally by the Jackson County Board of Revenue and the DeKalb County Board of Commissioners. The College began classes in September 1965 with 380 freshmen. The College enrolled 2072 students in credit classes for Fall 2003 and 397 in continuing education and special offerings for business and industry.

Originally known as Northeast Alabama State Junior College, the institution was designated a community college in 1992; in 1996 the name of the college was shortened to Northeast Alabama Community College. Now, as one of the 21 community colleges within the Alabama College System, Northeast continues to serve Jackson and DeKalb counties, along with parts of Madison, Cherokee, Marshall, and neighboring Tennessee counties. A statewide articulation system (STARS) enhances advising and transfer processes for students. The institution's third president, Dr. David Campbell, was appointed in July 2001.

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. Northeast's mission is consistent with that of the Alabama College System and with the legislative purpose for community colleges, which is "...to provide residents of this state with the opportunity to receive adequate instruction in the arts and sciences and in useful skills and trades..."

The open door admission policy and the accessibility of the college within its largely rural service area serve to draw many first-generation college students and a significant number of older students. Of the Fall 2003 credit enrollment, about 20 percent were first-time freshmen and about 10 percent were dual enrollment. About 64 percent were women. Ninety-one percent were White, six percent Native American, and one percent Black. About half were age 20 or under. Thirty-three percent were over age 25, and eight percent were over age 40.

List of Degrees

Associate in Arts (A.A.)

- Art History
- Art Studio
- Art Studio (B.F.A.)
- English (B.A.)
- General or Pre-Liberal Arts
- Music
- Theatre

Associate in Science (A.S.)

- Agricultural Economics
- Agronomy and Soils
- Animal and Dairy Science
- Architecture
- Biology
- Building Science
- Business
- Chemistry
- Clinical Laboratory Sciences/ Medical Technology

Computer Information Systems
 Art Education
 Elementary/Early Childhood Education
 Middle/High School Education: Biology
 Chemistry Education: Middle/High School
 English/Language Arts Education: Middle/High School
 General Science Education: Middle/High School
 History Education: Middle/High School
 Mathematics Education: Middle/High School
 Music Education
 Physics Education
 Social Studies Education: Middle/High School
 Spanish Education: N-12
 Special Education
 Pre-Engineering--Aerospace
 Pre-Engineering--Chemical
 Pre-Engineering--Civil
 Pre-Engineering--Computer
 Pre-Engineering--Computer Science Option
 Pre-Engineering--Electrical
 Pre-Engineering--Industrial
 Pre-Engineering--Materials
 Pre-Engineering--Mechanical
 Pre-Engineering--Optical
 Pre-Engineering--Textile Engineering Option
 Pre-Engineering--Textile Chemistry Option
 Pre-Engineering--Textile Management and Technology Option
 Forestry
 History
 Horticulture
 Mathematics
 Nuclear Medicine Technology
 Occupational Therapy
 Physics
 Political Science
 Poultry Science
 Pre-Dentistry
 Pre-Medicine
 Pre-Pharmacy
 Options:
 Auburn University Pre-Pharmacy
 Samford University Pre-Pharmacy
 Pre-Veterinary Medicine
 Pre-Wildlife Science
 Psychology
 Radiologic Sciences
 Respiratory Therapy/Cardiopulmonary Sciences
 Social Work
 Speech Pathology

Note: As stated in the Catalog, the first two years of most of the 153 A.A. and A.S. programs of study provided within the STARS program can be completed at Northeast. The catalog listings, shown above, are the programs of study found to be most used by Northeast students.

Associate in Applied Science Degree

- Business Technology: Banking and Finance Option
- Business Technology: Management and Supervision Option
- Computer Information Systems: Network/Software Option
- Computer Information Systems: Programming Option
- Drafting and Design Technology
- Emergency Medical Services
 - Concentration options:
 - Paramedic
 - Industrial Safety
 - Rescue Technology
- Emergency Medical Services: Management Option
- Industrial Electronics Technology
- Office Administration
 - Options:
 - Medical Office Assistant Option
 - Paralegal Option
- Nursing

Locations and Distance Education

Northeast has only one campus, located at Rainsville, Alabama. Distance learning via Internet has progressed from three courses in Fall 2002 to 16 in Spring 2004. Online courses have been offered in business, computer science, emergency medical services, English, history, mathematics, music, psychology, and sociology. No one program of study is achieved primarily via distance, but over time enough courses will be offered that a student could conceivably complete more than half of a program of study via distance. The majority of students taking online courses reside in the college service area; an occasional distance enrollee is found to have an address near a neighboring community college or an Alabama university.

Distance learning at Northeast Alabama Community College was approved by the Commission on Colleges as a substantive change effective October 6, 2003.

Accreditation

The following accreditations are in effect:

Program	Degree Level	Accrediting Agency	Last Review
Associate Degree	A.A. A.S., A.A.S.	Commission on Colleges of the Southern Association of Colleges and Schools	1994
Emergency Medical Services	A.A.S. & Certificate	Ala Dept of Public Health	2000

Paramedic	A.A.S. & Certificate	Commission on Accreditation of Allied Health Education Programs	2001
Nursing	A.A.S.	National League for Nursing Accrediting Commission	2000
		Alabama Board of Nursing	Oct 2002

The Commission on Colleges is the gatekeeper for federal funds.

No sanctions have been applied and no negative actions have been taken by any of the accrediting bodies during the past two years. Note: The Alabama Board of Nursing provided a deficiency notice in January 2003 for failure to meet the 75-percent pass rate required on the NCLEX-RN (licensure exam for registered nursing), and directed that the deficiency be corrected within 12 months. A letter from the Board dated February 5, 2004, confirms that the standard was met with the Fiscal Year 2003 NCLEX-RN results (pass rate of 93 percent) and commends the program for correcting the NCLEX deficiency within the fiscal year.

Relationship to the U.S. Department of Education

There have been no limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. The institution is not on reimbursement or any other exceptional status in regard to federal or state financial aid.

Quality Enhancement Plan, Executive Summary

Promoting the Academic Success of Students in Developmental Courses

A primary aspect of the mission of Northeast Alabama Community College is to provide accessible quality educational opportunities for the people of Alabama. For many, the provision of Goal Five of the Mission and Goals Statement is essential to accessibility: "Developmental education which assists individuals who need to improve their basic learning skills and supports individuals lacking college preparatory backgrounds."

The area of developmental studies has been one of growing concern to both administration and faculty. Although the college has in place a strong developmental curriculum and offers support services, far too many developmental students demonstrate overall low academic performance. As indicated in the Fall 2002 *Statistical Profile*, a substantial number of first-time students require one or more developmental courses in written composition, reading, or math. Information presented by the Director of Institutional Effectiveness to the Institutional Management and Planning (IMP) Committee on May 8, 2003, and published in *Information on Fulfillment of the Mission, May 2003*, indicates that few students are successful beyond the developmental level. In view of these indicators, the IMP Committee included the following as one of the institution's directive goals for the 2003-2004/2005-2006 Institutional Management Plan: "*Throughout the NACC educational program, emphasis should be placed on assisting marginally prepared students in becoming academically successful.*"

When the QEP Planning Council was exploring topics during May 2003, much consideration was given to the report of low success rates of developmental students. The topic which emerged was that of establishing a program for the promotion of the success of students in developmental studies. This topic was overwhelmingly approved by the NACC constituency as follows: NACC Advisory Board: 100 percent of respondents; Administration, Full-time Faculty, Full-time Staff: 97 percent; Students: 98 percent. When the QEP Development Committee was appointed on July 16, 2003, it was given the following directive by the QEP Planning Council:

The development of a program to coordinate developmental studies on the Northeast campus, including the following:

- *Identification of academically at-risk students*
- *Development of an "early alert" system to assist students experiencing difficulty in any courses, developmental or mainstream*
- *Assistance to instructors of developmental courses, i.e. workshops, conferences, research information*
- *Communication with instructors of mainstream courses*
- *Coordination of the tutoring program*
- *Student advisement*
 - *Identification of learning styles*
 - *Goal setting*
 - *Schedule planning*
 - *Career exploration and counseling*
- *Personal counseling*

The work of this committee is currently in progress. The ultimate objective of the QEP endeavor is to establish procedures that will result in overall academic success on the part of students who require developmental instruction.