NORTHEAST
MISSISSIPPI COMMUNITY COLLEGE

(click on image to view video)

Compliance Certification Document

Prepared for:
Southern Association of Colleges and Schools
Commission on Colleges

By:
Northeast Mississippi Community College
101 Cunningham Boulevard- Booneville, MS 38829
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Welcome from the President

Ricky G. Ford

(Click Image for a Welcome Message from President Ford)

Contents

COMPLIANCE CERTIFICATION

Name of Institution: Northeast Mississippi Community College

Date of Submission: March 2, 2020

Part I. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Northeast Mississippi Community College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.

2. That Northeast Mississippi Community College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews", and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Northeast Mississippi Community College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Kelli E. Hefner, Ph.D.

Signature *KEHefner*

Date: March 2, 2020

Chief Executive Officer

Name of Chief Executive Officer: Ricky G. Ford, Ph.D.

Signature *Ricky G. Ford*

Date: March 2, 2020

Part II. LIST OF SUBSTANTIVE CHANGES APPROVED SINCE THE LAST REAFFIRMATION

Approval Date	Description of Substantive Change
Approved April 19, 2019	Move more than 50% of Diesel Power Technology to Gayle Davis Hall, 2113 N. 2nd St., Booneville, MS. 38829

Part III: REQUIREMENTS

Section 1: The Principle of Integrity

Institutional integrity is essential to the purpose of higher education. Integrity functions as the basic covenant defining the relationship between the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and its member and candidate institutions. The principle serves as the foundation of a relationship in which all parties agree to deal honestly and openly with both their constituencies and with one another (Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, Third Edition: 2018).

1.1: Integrity [CR]

The institution operates with integrity in all matters.

Narrative:

(Note: This principle is not addressed by the institution in its Compliance Certification).

Section 2: Mission

2.1: Institutional Mission [CR]

The Institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with Core Requirement 2.1 because its mission is clearly defined, comprehensive, and published; it is specific to the institution, the district, and the community, and it is appropriate for an institution of higher learning. As a community college, the institution's mission, which is outlined in its purpose statement, addresses its commitment to teaching and learning, and bi-yearly the Purpose Statement Committee, appointed by the president, reviews the statement and updates it as necessary (*Report on Institutional Effectiveness Indicators* 2018-19 pg 5 Purpose Statement)

Clearly Defined

"Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree, and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

1. To provide accessible, high quality, and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions
2. To provide industry-focused career and technical education that is student-centered, comprehensive, and responsive to the employment needs of business and industry.
3. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
4. To provide developmental studies within the curriculum to strengthen the basic skills of students.
5. To offer continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment.

8

6. To provide employer-driven, industry-specific workforce education and training to businesses, industries, and individuals.
7. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction" (www.nemcc.edu-About.Purpose Statement)

Comprehensive

Northeast Mississippi Community College offers academic coursework for university transfer students as well as coursework in career and technical education that leads students directly into the workforce upon completion of their credential (certificate or degree). The mission of the institution speaks to that when it says its purpose is "to provide accessible, high quality, and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions" (www.nemcc.edu.About.Purpose Statement).

The Career and Technical Education curriculum, as well as the training offered through the Workforce Training and Economic Development Division, provide "industry-focused career and technical education that is student-centered, comprehensive, and responsive to the employment needs of business and industry." The Workforce Division offers "continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment," as well as "employer-driven, industry-specific workforce education and training to businesses, industries, and individuals" (www.nemcc.edu-About-Purpose Statement).

Because Northeast is an open-admission institution, it enrolls students who are academically underprepared, and so it provides "developmental studies within the curriculum to strengthen the basic skills of students." Regardless of the students' academic ability, as the purpose states, Northeast provides a "a program of student services that will facilitate the educational, career, personal, and social growth of students" (www.nemcc.edu-About-Purpose Statement).

Published

Northeast Mississippi Community College publishes its mission through its purpose statement through the following ways:

- Website (www.nemcc.edu.-About-Purpose Statement)
- Northeast Student Catalog (*Northeast Mississippi Community College Student Catalog 2019-2020*)
- Procedures Manual (*Northeast Mississippi Community College Procedure Manual 2019-20* pg 8)
- Strategic Planning Document (Purpose Statement, *Northeast Mississippi Community College 2018-2023 Five-Year Strategic Planning Document* pg 8)
- Report on Institutional Effectiveness Indicators (*Report on Institutional Effectiveness Indicators 2018-19* pg 5)

- Board Policy Book (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-20* pg 7-8 Purpose Statement)

Specific to Institution

The mission of Northeast Mississippi Community College is stated in the first sentence of the purpose statement, "Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties." Because of the relationship Northeast Mississippi Community College has with the counties it serve, including the boards of supervisors, business and industry partners, and economic development officers, as well as K-12 and the 4-year institutions in Mississippi, the College is able to uniquely meet the educational needs of the district-wide population, regardless of how those needs change. The goals of the purpose statement speak to how the institution will meet those needs.

Appropriate for Higher Education

Northeast Mississippi Community College awards the Associate of Arts Degree, Associate of Applied Science Degree, and Certificates. The College provides high quality and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions, per the institution's mission, which is appropriate for an institution of higher learning.

Teaching, Learning, and Public Service

Northeast Mississippi Community College is not a research institution. Instead, it focuses on quality instruction, whether in the academic classroom or through workforce training and continuing education. The College aligns its academic curriculum with the 4-year institutions of higher learning so that the Associate of Arts students have a seamless transfer when they attempt further education. It also partners with business and industry to immediately respond to their need for instruction and training, whether for Associate of Applied Sciences degrees, Certificates, or Workforce Certificates. The purpose statement declares, "Northeast responds to the needs of all who seek a college education." This speaks to the institution's mission to provide quality education to the five-county district; doing so is its service to the public. (www.nemcc.edu-About-Purpose Statement).

2.1 Supporting Documentation

- Website (www.nemcc.edu.About.Purpose Statement)
- Northeast Student Catalog (*Northeast Mississippi Community College Student Catalog 2019-2020*)
- Procedures Manual (*Northeast Mississippi Community College Procedure Manual.2019-20*.pg 8)
- Strategic Planning Document (Purpose Statement, *Northeast Mississippi Community College 2018-2023 Five-Year Strategic Planning Document*.pg 8)

10

- Report of Institutional Effectiveness Indicators (*Report on Institutional Effectiveness Indicators 2018-19*.pg 5)
- Board Policy Book (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-20* pg. 7-8 Purpose Statement)

Section 3: Basic Eligibility Standards

3.1a: Degree Granting Authority [CR]

An institution seeking to gain or maintain accredited status has degree-granting authority from the appropriate government agency or agencies.

Judgement of Compliance:

 X   Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with Core Requirement 3.1a by having degree-granting authority from the appropriate government agency and by maintaining accredited status.

Northeast Mississippi Community College has degree-granting authority from the appropriate government agency

The community/junior colleges in Mississippi were created by an act of the Mississippi Legislature as authorized in §37-29-1 of the *Mississippi Code of 1972*. In section §37-4-1 the legislature declared its policy and justifications for establishing a system of public community/junior colleges. Item "i" of this section states that, "The Associate Degree should be a definitive and accepted higher educational degree, recognized for transfer to four-year institutions and for employment and promotion in business and industry." This policy was further defined in §37-29-233 and authorizes accredited "junior" colleges to award the Associates of Arts to students who have successfully completed the freshman and sophomore years of study (*Mississippi Code of 1972* §37-29-233).

Northeast Mississippi Community College was founded in 1948 by legislative authority found in §37-29-31 (*Mississippi Code of 1972* §37-29-31). Hereafter, in this document the College will be described simply as Northeast.

Northeast reports to the Mississippi Community College Board, which serves as an advisory board to all fifteen community colleges in the state of Mississippi. Northeast is required to report changes in program offerings annually to this agency (Spring 2018 Instructional Site Approval, Summer and Fall 2019 Instructional Site Approval).

Since 1948, Northeast has offered the Associates of Arts degree to students who have completed all requirements for majors to transfer to baccalaureate degree programs and professional schools. Beginning in 1978, the College has offered the Associate of Applied Science Degree to students who completed two years of study in technical programs designed to prepare workers to

12

enter skilled professions at the technician level (*Northeast Student Catalog 2019-2020*, General Information, Growth and Development of the College).

Northeast also offers distance education courses as a part of the Mississippi Virtual Community College, or MSVCC. All distance education students, including out-of-state students, must be enrolled in one of the fifteen community colleges in the state in order to enroll in a distance education course. These students must adhere to the standard admission requirements in the respective institutional course catalog (*Northeast Student Catalog 2019-2020*, Enrollment Services, Admission; *Northeast Student Catalog 2019-2020*, eLearning).

As documented by the legislative authority given to Northeast Mississippi Community College, in accordance with the Mississippi Community College General Statutes, Northeast Mississippi Community College has degree-granting authority and is in compliance with Core Requirement 3.1a.

3.1a Supporting Documentation

- §37-29-1 of the *Mississippi Code of 1972*
- §37-4-1 of the *Mississippi Code of 1972*
- §37-29-233 of the *Mississippi Code of 1972*
- §37-29-31 of the *Mississippi Code of 1972*
- Spring 2018 Instructional Site Approval
- Summer and Fall 2019 Instructional Site Approval
- *Northeast Student Catalog 2018-2019*, General Information, Growth and Development of the College
- *Northeast Student Catalog 2018-2019*, Enrollment Services, Admission
- *Northeast Student Catalog 2018-2019*, eLearning

3.1b: Coursework for Degrees [CR]

An institution seeking to gain or maintain accredited status offers all coursework required for at least one degree program at each level at which it awards degrees.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast complies with Core Requirement 3.1b by offering the associate degree as the highest level of degree and offering all coursework for the degrees awarded by the College: Associate of Arts and Associate of Applied Science.

Northeast offers two associate degree programs: the Associate of Arts degree is awarded to students completing university parallel programs of study, and the Associate of Applied Science degree is awarded to students completing requirements in technical programs of study. The College also offers certificates in some of its technical programs. Northeast defines an educational "program of study" as a coherent sequence of courses that may lead to the student transferring coursework to a senior institution or gaining employment in a technical field (*Northeast Student Catalog 2019-2020,* Programs of Study).

Northeast offers two different university parallel programs of study, the Associate of Arts in General Studies and Associate of Arts in Nursing (BSN). Northeast also offers 29 technical programs of study leading to the Associate of Applied Science degree, and 13 certificate programs (*Northeast Student Catalog 2019-2020,* Programs of Study). The coursework for these programs of study is offered via a comprehensive course schedule, including both day and evening classes of the main campus in Booneville, Northeast at New Albany off-campus site, Northeast at Corinth off-campus site, Gayle Davis Hall off-campus site, and local area high schools, as well as online course offerings. (Board Meeting Minutes and Documents, 13 February 2018).

The course offering at the Northeast at Corinth off-campus site comprises 100% of work toward the A.A. in General Studies (SACSCOC Approval Letter, NE at Corinth, 5 January 2010). Northeast at New Albany off-campus site is fully accredited to offer a technical certificate in Licensed Practical Nursing, and its course offerings are being expanded each semester (SACSCOC Approval Letter, NE at New Albany, 27 September 2006).

Northeast also offers dual-credit and dual-admission courses to its students. Dual-credit courses are those courses taught in local high schools by qualified faculty which award both secondary and post-secondary credit. Dual-admission courses are those courses taught to high school students for post-secondary credit only (*Northeast Student Catalog 2019-2020,* Enrollment Services, Dual Credit and Dual Admission). Faculty teaching both dual-credit and dual-

14

enrollment sections are held to the same faculty credential standards as traditional faculty. Dual credit instructors are considered adjunct faculty and are assigned a mentor who is a full-time faculty member who teaches that same subject on the main campus. In addition, Northeast also monitors their Canvas courses, textbooks, syllabi, grading, and annual faculty evaluations (Dual Enrollment Information 2018-2019, pp. 20-30).

A third off-campus site was approved on April 19, 2019. Gayle Davis Hall offers an A.A.S and Certificate in Diesel Power Technology. Coursework began being offered in Fall of 2019. This off-campus site was updated with state-of-the-art equipment and classroom space. (SACSCOC Approval Letter, Gayle Davis Hall, 12 April 2019).

Northeast Mississippi Community College is an active participant in the Mississippi Virtual Community College (MSVCC), a consortium between the 15 community colleges within the state of Mississippi and the State Board for Community and Junior Colleges. This partnership increases the number of Internet-based courses available to Northeast students (*Northeast Student Catalog 2019-2020*, eLearning).

Through the course offerings on the main campus, the three off-campus sites, dual-credit and dual-admission courses, and MSVCC (SACSCOC Correspondence, MSVCC, 9 July 2004), Northeast Mississippi Community College demonstrates control of all aspects of its educational programs and provides instruction for all coursework required for its degrees (MSVCC agreement memo- 25 July 2005).

Because Northeast offers associate degree programs, which is the only level at which it awards degrees and offers all course work for its programs, Northeast is in compliance with Core Requirement 3.1b.

3.1b Supporting Documentation

- *Northeast Student Catalog 2019-2020*, Programs of Study
- Board Meeting Minutes and Documents, 13 February 2018
- SACSCOC Approval Letter, NE at Corinth, 5 January 2010
- SACSCOC Approval Letter, NE at New Albany, 27 September 2006
- *Northeast Student Catalog 2019-2020*, Enrollment Services, Dual Credit and Dual Admission
- Dual Enrollment Information 2018-2019, pp. 20-30
- SACSCOC Approval Letter, Gayle Davis Hall, 19 April 2019
- *Northeast Student Catalog 2019-2020*, eLearning
- SACSCOC Correspondence MSVCC, 9 July 2004
- MSVCC agreement, 25 July 2005

3.1.c: Continuous Operation [CR]

An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs.

Judgement of Compliance:

_ X _ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast complies with Core Requirement 3.1c as it has been in continuous operation since 1948. The Fall 2018 Enrollment is included in the narrative below.

Northeast Mississippi Community College was founded in 1948 by legislative authority found in §37-29-31. The *Mississippi Code of 1972* §37-29-233 authorizes accredited "junior" colleges to award the Associates of Arts to students who have successfully completed the freshman and sophomore years of study. A department of career and technical education was developed in the fall of 1965 to provide educational opportunities for persons to qualify for employment in various career and technical areas. Beginning in 1978, the College offered the Associate of Applied Science degree to students who completed two years of study in technical programs designed to prepare workers to enter skilled professions at the technician level (*Northeast Student Catalog* 2018-2019, General Information, Growth and Development of the College). Since its inception, the College has been in continuous operation with students enrolled in associate degree and/or career certificate programs.

In the fall semester of 2018, Northeast listed 31 associate-degree areas of study and 13 career certificate programs (*Northeast Student Catalog 2018-2019,* Programs of Study). Student enrollment in the fall of 2018 was 2,800 full-time and 801 part-time students on the main campus (Northeast Beginning Enrollment Fact Sheet Fall 2018), 77 full-time and 9 part-time students at the Northeast at New Albany off-campus site (NE at New Albany Fact Sheet Fall 2018), and 53 full-time and 26 part-time students at the Northeast at Corinth off-campus site (NE at Corinth Fact Sheet Fall 2018). The number of students enrolled in each degree program/certificate is detailed below (Northeast Beginning Enrollment Fact Sheet Fall 2018).

- Academic: 2,700 students
- Technical: 816 students
- Vocational (career): 85 students

Data reported to and maintained by the Office of Planning and Research through Enrollment Fact Sheet reports document that Northeast is in operation and has students enrolled in degree programs. Therefore, the College in in compliance with Core Requirement 3.1c.

3.1c Supporting Documentation

- *Northeast Student Catalog 2018-2019*, General Information, Growth and Development of the College
- *Northeast Student Catalog 2018-2019*, Programs of Study
- Northeast Beginning Enrollment Fact Sheet Revised Fall 2018
- NE at New Albany Fact Sheet Fall 2018
- NE at Corinth Fact Sheet Fall 2018
- *Mississippi Code of 1972* §37-29-233
- *Mississippi Code of 1972* §37-29-31

17

Section 4: Governing Board

4.1: Governing Board Characteristics [CR]

The institution has a governing board of at least five members that:
a. is the legal body with specific authority over the institution.
b. exercises fiduciary oversight of the institution.
c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
d. is not controlled by a minority of board members or by organizations or institutions separate from it.
e. is not presided over by the chief executive officer of the institution.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

The institution's governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institutional mission. Integral to strong governance is the absence of undue influence from external sources.

The board of trustees of Northeast Mississippi Community College consists of 15 members — six members from Prentiss County; two each from Alcorn, Tippah, Tishomingo, and Union counties with one member elected at-large by the board of trustees itself (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*.pg. 19, Number of Board Members).

4.1a — Legal Body

Per LEGAL REF.: MISSISSIPPI CODE 1972, Title 37, Chapter 29, Trustees are considered officers of the state with governing authority only when the board is in formal session. "The State Constitution and the section of law pertaining to junior/community colleges 37-29-1 et. seq. apply to Board members of junior/community college districts" (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020* pg.18, Individual Member Legal Status).

4.1b — Fiduciary Oversight

Per the *Board of Trustees Policy Book,* "The Board shall prepare annually a budget which shall contain a detailed estimate of the revenues and expenses anticipated for the ensuing year for general operation and maintenance and which shall set forth the reasonable requirements for

anticipated needs for capital outlays for land, building, initial equipment for new beginnings and major repairs, a reasonable accumulation for such purposes being hereby expressly authorized" (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*.pg. 15-16, Formal Board Action).

4.1c — Free of any contractual, employment, personal, or familial financial interest in the institution

Each member of the board of trustees is expected to remain free of contract employment and personal or familial interests in the College, as per the Board Policy, "Board Statement of Ethics" (*Board of Trustees Policy Book 2019-2020* pg.18). Trustees are considered public officials, and *Mississippi Code of 1972 §25-4-101, §25-4-25, and §25-4-27* prohibit public officials from realizing personal gain as a result of holding public trust, requiring trustees to submit an annual *Statement of Economic Interest* and designating appropriate penalties to those who fail to comply (*Mississippi Code of 1972 §25-4-101, §25-4-25, and §25-4-27*). All Northeast Mississippi Community College Trustees comply with the law and policy. Their *Statements of Economic Interest* are on file with the recording secretary of the board of trustees.

4.1d — Not Controlled by a minority of board members or by organizations or institutions separate from it

The board of trustees for Northeast Mississippi Community College is not controlled by a minority of its members or by organizations or institutions separate from it because the Board Policy requires that all college business be considered in formal meetings that are open to the public, per the 2019-2020 *Board of Trustees' Policy Book* (pg.13). This aligns with the Mississippi Open Meetings Act (Mississippi Code § 25-41-5). In addition, a quorum of eight members is required for the Board to conduct business. The Chairman of the Board presides, and in his/her absence, the Vice-Chairman or Secretary. Formal business is conducted under *Robert's Rules of Order* (*Board of Trustees Policy Book 2019-2020,* Quorum of the Board pg. 13).

4.1e — Board is not presided over by the Chief Executive Officer

"State law requires that the board of trustees appoint a president who will be executive head of the college" (*Board of Trustees Policy Book 2019-2020,* College President Legal Status pg.20). "The president shall, on advice and counsel of the chairman of the board, be responsible for developing an agenda for regular Board meetings"; however, he does not preside over the board. That is the responsibility of the chairman of the board. As the chair, along with presiding at all meetings, he appoints special committees, signs all necessary legal instruments approved by the board, calls special meetings, and votes when a tie breaker is needed" (*Board of Trustees Policy Book 2019-2020,* Duties of the Board Chairman pg.14).

4.1 Supporting Documentation

- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020* pg. 19, Number of Board Members

4.1: Governing Board Characteristics [CR]

- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020* pg. 18-19, Individual Member Legal Status
- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020* pg. 15-16, Formal Board Action
- *Mississippi Code of 1972 §25-4-101*
- *Mississippi Code of 1972 §25-4-25*
- *Mississippi Code of 1972 §25-4-27*
- *Board of Trustees Policy Book 2019-2020* Quorum of the Board pg 13
- *Mississippi Code of 1972 § 25-41-5*
- *Board of Trustees Policy Book 2019-2020* College President Legal Status pg.20
- *Board of Trustees Policy Book 2019-2020* Duties of the Board Chairman pg.14

4.2.a: Mission Review

The governing board ensures the regular review of the institution's mission.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:
Northeast Mississippi Community College reviews its purpose statement, which defines the mission of the institution, every two years, prior to the Strategic Planning Council (*Northeast Mississippi Community College Procedures Manual 2019-2020, Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*). Once the committee, which is representative of the College with faculty, staff, and administrators, meets, reviews, and possibly revises the purpose statement, the revisions are submitted to the president for review and then to the Board for their approval. "The president appointed a purpose committee in July 2018, and the committee met and revised the purpose statement in August 2018" (*Report on Institutional Effectiveness Indicators Book 2018-19*.pg.5; Email.14 August 2018.Purpose Statement Revision; Email, August 27, 2018, Purpose Statement Committee's recommendation; Board of Trustees Meeting Minutes, September 18, 2018, Purpose statement approved).

The board of trustees at Northeast Mississippi Community College maintains the College's mission by approving and adopting policies. It defines a policy as, "A written statement endorsed by the board of trustees that establishes a direction or standard that the administration is expected to support by developing appropriate procedures," which are defined as, "a written process or method that reflects a direct policy of the board of trustees or the established mission of the college" (*Board of Trustees Policy Book 2019-2020*, Definition of Policy and Procedure pg.15).

Because the board of trustees approves the purpose statement bi-annually, and they approve any policy and procedure submitted for consideration by the president, the board ensures that actions taken by the College are in alignment with the mission.

4.2a Supporting Documentation
- *Northeast Mississippi Community College Procedures Manual 2019-2020*
- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*
- *Report on Institutional Effectiveness Indicators Book 2018-19* pg. 5
- Email.14 August 2018.Purpose Statement Revision
- Email.27 August 2018.Purpose Statement Committee's recommendation
- Board of Trustees Meeting Minutes.11 September 2018.Purpose statement approved
- *Board of Trustees Policy Book 2019-2020*.Definition of Policy and Procedure.pg.15

4.2.b: Board/Administrative Distinction

The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

While the Board defines policy as "A written statement endorsed by the board of trustees that establishes a direction or standard that the administration is expected to support by developing appropriate procedures," it defines procedure as "A written process or method that reflects a direct policy of the Board of Trustees or the established mission of the college." (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*, p.15). It is the responsibility of the administration, faculty, and staff to implement policy.

Per the *Board of Trustees Policy Book*, "It is through the development and adoption of written policies that the Board shall exercise its leadership in the operation of the College; it is through study and evaluation of reports concerning the execution of its written policies that the Board shall exercise its control over college operation. It is the Board's intention that its written policies serve as guides for the discretionary action of those to whom it delegates authority and as a source of information and guidance for all persons who are interested in, and affected by, the College. Once the board of trustees approves policies, the administration and faculty are to implement the policies within the broad framework established by the Board" (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*, pg.17)

4.2b Supporting Documentation
- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*, p.15
- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020*, pg.17

4.2.c: CEO Evaluation/Selection

The governing board selects and regularly evaluates the institution's chief executive officer.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

State law, Legal Ref.: 37-29-6, requires that the board of trustees appoint a president who will be the executive head of the College (*Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020* pg.20, College President's Legal Status). Current president, Dr. Ricky G. Ford, was approved by the board of trustees as Northeast Mississippi Community College's tenth Chief Executive Officer on April 21, 2015, and after his last evaluation, the Evaluation Committee extended Pres. Ford's appointment to the legal limit, which is four years (Board of Trustees Minutes. April 21, 2015; Approval of Ricky Ford As President, Board of Trustees Minutes. June 12, 2018; President's Bi-Annual Evaluation).

Per the *Board of Trustees Policy Book*, the president of Northeast Mississippi Community College will be evaluated every two years. President Ricky Ford completed a self-evaluation and was evaluated by the full Board of Trustees in 2018 (pg.22). He is scheduled to be evaluated in the spring of 2020 (Self-Evaluation. Pres Ricky Ford, Spring 2018; Evaluation of the Chief Executive Officer, Ricky G. Ford; Board Overall Results; Evaluation Committee Minutes June 12, 2018; 2019-2020 Five Year Strategic Planning Document-Surveys to be Collected 2019).

4.2c Supporting Documentation
- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020* pg. 20, College President's Legal Status
- Board of Trustees Minutes April 21, 2015
- Board of Trustees Minutes June 12, 2018
- *Northeast Mississippi Community College Board of Trustees Policy Book 2019-2020* pg 22, Evaluation of the College President
- Self-Evaluation. Pres Ricky Ford
- Evaluation Committee Minutes June 12, 2018
- Spring 2018 — *Evaluation of the Chief Executive Officer, Ricky G. Ford* — Board Overall Results
- 2019-2020 Five Year Strategic Planning Document-Surveys to be Collected 2019

4.2.d: Conflict of Interest

The governing board defines and addresses potential conflict of interest for its members.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

The Board Statement of Ethics outlines the behavior that is expected of all Board members. When a Board member accepts the appointment, he/she agrees to the eleven items outlined in this statement, including, "Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal gain; Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under the applicable law" (*Board of Trustees Policy Book 2019-2020,* Board Statement of Ethics pg.18). Should the Board, through due process, decide that the conflict of interest is egregious enough to warrant dismissal, a 2/3 vote is required to recommend that the member be dismissed; however, it is ultimately up to the authority who appointed the trustee to the Board (*Board of Trustees Policy Book 2019-2020,* Removal of Board Members pg.24).

4.2d Supporting Documentation

- *Board of Trustees Policy Book 2019-2020,* Board Statement of Ethics pg.18
- *Board of Trustees Policy Book 2019-2020,* Removal of Board Members pg.24

24

4.2.e: Board Dismissal

The governing board has appropriate and fair processes for the dismissal of a board member.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Per the *Board of Trustees Policy Book*, a member of the board may be recommended for dismissal for willful neglect of duty, conviction of a felony as prescribed in MS Code Annotated 25-5-1, or adjudicated by proper authority to be mentally incompetent. A member may also be recommended for dismissal by going through due process. This six-step process begins when there is a written complaint filed with the Chairman of the Board and/or any officer of the Board. The following individuals may submit a complaint: member of the Board, employee of the College, or member of the public from the College's service area. Within 10 days of receipt of the complaint, the Board Chairman or designated officer will notify the subject trustee in writing of the charges. Within five days of filing notice with the trustee, the Board Chairman or designated officer will appoint and convene a Hearing Committee (five to seven trustees) to hear evidence from the complainant and from the trustee. The Hearing Committee will file a report of their findings along with their recommendation of action with the full board at the next regular meeting. The Board may recommend the removal of a trustee upon a vote of a least 2/3 of the Board recommending removal; however, the Chairman of the Board or designated officer can only communicate the recommendation of the Board to the authority which has placed the trustee on the Board. It is that body who may dismiss the board member. Although this policy is in place, Northeast Mississippi Community College has not had to dismiss a member of the board of trustees (*Board of Trustees Policy Book 2019-2020,* Removal of Board Members pg.24).

4.2e Supporting Documentation

- MS Code Annotated 25-5-1
- *Board of Trustees Policy Book 2019-2020*, Removal of Board Members pg.24

4.2.f: External influence

The governing board protects the institution from undue influence by external persons or bodies.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Per the *2019-2020 Board of Trustees Policy Book*, "It is policy of the Board to consider all college business at formal meetings of the Board and to avoid individual commitment through personal interviews or prejudices of their individual decisions when matters finally come before the Board for settlement. "The board individually and collectively rejects undue pressure from political, religious, or other external bodies, and it protects the administration from similar pressures" (*Board of Trustees Policy Book 2019-2020,* Formal Board Action pg.15-16). This includes preparing a budget with detailed estimates of revenues and expenses for the ensuing year for general operation and maintenance, considering the recommendations of the president in all matters that pertain to the welfare of the campus, acting as a court of final appeal, interpreting the needs of the community and the requirements of the college, consulting with the president regarding recommendations for the activities of the College, appraising the effectiveness with which the campus is achieving its purpose, appraising the efficiency of the campus and its value to the community, and keeping the public informed of the progress and needs of the College *(Board of Trustees Policy Book 2019-2020,* Formal Board Action pg.15-16).

Because no action takes place unless in a formal meeting, the Board must have a quorum for the transaction of business, and all official meetings are open to the public at all times unless declared in executive session, Northeast Mississippi Community College is in compliance with 4.2.f and its Board protects the institution from undue influence by external persons or bodies (*Board of Trustees Policy Book 2019-2020,* Quorum of the Board pg.13).

4.2f Supporting Documentation

- *Board of Trustees Policy Book 2019-2020,* Formal Board Action pg.15-16
- *Board of Trustees Policy Book 2019-2020,* Quorum of the Board pg.13

4.2.g: Board Self-Evaluation

The governing board defines and regularly evaluates its responsibilities and expectations.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College's board of trustees completes a self-evaluation bi-annually, per the *Board of Trustees Policy Book*. This evaluation is on alternating years from the Chief Executive Officer's evaluation (*Board of Trustees Policy Book 2019-2020,* Board Self Evaluation pg.18). The board completed a self-evaluation during the 2018-19 school year. The board chairman appointed a committee of board members, and the SACSCOC liaison and vice president for Planning and Research served as the recording secretary. Fourteen of the fifteen members anonymously completed the survey, and the results were submitted to the Board for discussion (Board of Trustees Self-evaluation committee minutes, November 13, 2018; Board of Trustees Self-evaluation Results -2019). The board will complete another self-assessment in the Spring of 2021.

4.2g Supporting Documentation

- *Board of Trustees Policy Book 2019-2020*, Board Self Evaluation pg.18
- Board of Trustees Self-evaluation committee minutes, November 13, 2018
- Board of Trustees Self-evaluation Results – 2019

4.3: Multi-level Governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College's governing board retains sole legal authority and operating control; the College is not part of a multi-level governing system.

28

Section 5: Administration and Organization

5.1: Chief Executive Officer [CR]

The institution has a chief executive officer whose primary responsibility is to the institution.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with Core Requirement 5.1 by vesting the College's chief executive officer with ultimate responsibility for priorities and initiatives at the institution.

Northeast Mississippi Community College's president is Dr. Ricky G. Ford, who has served since July 1, 2015 (Board of Trustees minutes, April 21, 2015). Since 1981, Dr. Ford has served in the following positions at Northeast: recruiter; head women's basketball coach; instructor of health, physical education, and recreational sciences; athletic director; dean of students; and executive vice president (Dr. Ricky G. Ford, Resume).

The president is responsible for the daily management of the College affairs by implementing and enforcing the policies set forth by the board of trustees. The president serves as chief executive officer of the college by providing direction and oversight to the faculty and staff (*Board of Trustees Policy Book 2018-2019*, pp. 20-21; Job description, President). The president does not hold any position other than that of institutional chief executive officer.

The president of Northeast Mississippi Community College serves as the chief executive officer, is not employed outside of the College, and attends to all specific duties outlined in the president's job description; therefore, Northeast is compliant with Core Requirement 5.1.

5.1 Supporting Documentation

- Board of Trustees minutes, April 21, 2015
- Dr. Ricky G. Ford, Resume
- *Board of Trustees Policy Book 2018-2019*, pp. 20-21
- Job description, President

29

5.2.a: CEO Control

The chief executive officer has ultimate responsibility for and exercises appropriate control over the institution's educational, administrative, and fiscal programs and services.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

The president, as chief executive officer, oversees key academic and administrative officers and decision makers. Northeast's organizational charts define the college hierarchy and place the president as the person ultimately responsible for control over all functions of the college (Northeast Organizational Chart). The executive vice president, vice president of marketing and community relations, and vice president of institutional advancement and foundation officer report directly to the president; the executive vice president oversees the rest of the president's cabinet which is comprised of the vice president of Instruction, vice president of Student Services, vice president of Finance, vice president of Planning and Research and SACSCOC accreditation liaison, vice president of Public Information, and vice president of Workforce Training and Economic Development (Northeast Organizational Chart). These key academic and administrative officers manage directors and division heads. All directors, division heads, chief of police, vice presidents, the executive vice president, and the president, serve on the administrative council. This administrative leadership meeting convenes monthly on the first Wednesday (Administrative Council minutes, May 2, 2018). The administrative council votes on planning proposals which are then voted on at meetings of the president's cabinet. The president ultimately signs and approves any and all changes to the organization approved by the administrative council not requiring board of trustees approval, such as the clarification to the language of faculty evaluation in the *Procedures Manual* (Planning proposal example-Clarification to Language of Faculty Evaluation- December 19, 2019).

Because both policies and practice demonstrate that the president of the College has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services, Northeast is compliant with Standard 5.2.a.

5.2a Supporting Documentation

- Northeast Organizational Chart
- Administrative Council minutes, May 2, 2018
- Planning proposal example-Clarification to Language of Faculty Evaluation- December 19, 2019

5.2.b: Control of Intercollegiate Athletics

The chief executive officer has ultimate responsibility for and exercises appropriate control over the institution's intercollegiate athletics program.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

The president, as CEO, has ultimate responsibility for and exercises appropriate control over the institution's intercollegiate athletics program. Northeast is in full compliance with this standard. The College's organizational chart clearly shows the president has ultimate responsibility of Northeast athletics via a chain of command: president, executive vice president, vice president of student services, and athletic director. The specific duties of the president related to intercollegiate athletics are to be responsible for the athletic program, to develop a balanced program of athletics, and to provide for the needs of all students who attend Northeast (*Board of Trustees Policy Book 2019-2020*, 21, Item P; *Northeast Procedures Manual 2019-2020, Appendix N*).

The president's office has ultimate oversight of intercollegiate athletics through delegation of authority over athletics to the executive vice president, vice president of Student Services, athletic director, and the coaching staff for implementation of each sport's recruiting efforts, scholarship programs, operational budgets, fundraising efforts, purchasing of equipment and supplies, student eligibility requirements, and student-athletes' academic success (*Board of Trustees Policy Book, 2019-2020*, 21, Item P). The coaching staff, under the athletic director's supervision, are responsible for the daily coaching responsibilities and recruiting efforts in their individual sports. The athletic director has oversight of the operational budgets for the various intercollegiate athletic programs and the purchasing of equipment and supplies. The athletic director is also responsible for approving athletic travel, certifying student eligibility, and ensuring that the coaching staff follows all local, state, and national regulations concerning athletics. The vice president of Student Services assists the athletic director and the coaching staff in monitoring the academic progress and eligibility of student athletes and the athletic scholarship program. The executive vice president provides additional oversight of the athletic program and the college's athletic facilities, through the authorization of the president.

The Mississippi Association of Community Colleges Conference (MACCC- formerly MACJC- name changed 01/20) is comprised of four college presidents, one athletic director, one chief academic officer, and one vice president of Students divided between the north and south regions of the state, with the boundary being United States Highway 82. The athletic council ensures that the National Junior College Athletic Association (NJCAA) rules are met and sets policy and procedures for Mississippi (*MACJC Handbook, 2018, p.6*). Northeast's president, vice president of student services, and the athletic director ensure the college complies both MACCC and NJCAA rules and regulations. Compliance requires Northeast to file several reports with the MACCC and the NJCAA. In 2019, Northeast began reporting in the Mississippi Athletics Management System (MAMS)

31

(Screenshot-MAMS- Financial Aid; Screenshot-MAMS- Athletic Count; Screenshot- MAMS- Scholarships). The NJCAA Letter of Intent, MACCC Financial Aid Report, and the Eligibility Form report document compliance with all MACCC and NJCAA rules and regulations (National Letter of Intent screenshot from NJCAA; Letter of Intent Template from MAMS; MACCC Financial Aid Report; Eligibility Form- Basketball 2019). During president's cabinet meetings, a report is periodically made to the president regarding athletics. In addition, the president reviews the athletic budget.

Because the president, as CEO, has the ultimate responsibility for and exercises appropriate control over the institution's intercollegiate athletics program, Northeast is in full compliance with standard 5.2b.

5.2b Supporting Documentation

- *Board of Trustees Policy Book 2019-2020*, p.21- Item P
- *Northeast Procedures Manual 2019-2020*, Appendix N
- *MACJC Handbook*, 2018, p.6
- Screenshot-MAMS- Financial Aid
- Screenshot-MAMS- Athletic Count
- Screenshot- MAMS- Scholarships
- National Letter of Intent example
- MACCC Financial Aid Report
- Eligibility Form- Basketball 2019
- National Letter of Intent screenshot from NJCAA
- Letter of Intent Template from MAMS

5.2.c: Control of Fund-raising Activities

The institution's chief executive officer has ultimate responsibility for priorities and initiatives that advance its board-approved purpose and goals. The chief executive officer oversees an organizational structure that includes key academic and administrative officers and decision makers with credentials appropriate to their respective responsibilities.

The chief executive officer has ultimate responsibility for and exercises appropriate control over the institution's fund-raising activities.

Judgement of Compliance:

_X_ Compliant _____Non-Compliant _____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with Standard 5.2.c because the president has ultimate responsibility for all fiscal matters, including oversight of the institution's fundraising activities that are exclusive of the institution-related foundation (Northeast Mississippi Community College Development Foundation, Inc.).

Northeast Mississippi Community College's president has ultimate responsibility for and exercises appropriate control over the institution's fundraising activities. The president has the authority to manage and direct all affairs of the College under policies and regulations established by the board of trustees. On page 20 and 21 of the *Board of Trustees Policy Book,* the president controls the institution's fund-raising activities as described in the duties of the president (*Board of Trustees Policy Book 2019-2020,* pg. 20-21). Northeast does not participate in any fund-raising activities exclusive of the Northeast Development Foundation except for student organization accounts. Any fundraising for intercollegiate athletics is handled through the Northeast Development Foundation. The president serves on the board of directors of the Northeast Mississippi Community College Development Foundation and Alumni Association (Board of Directors Northeast Mississippi Community College, screenshot).

Northeast's president delegates oversight of student organization fund-raising activities to the associate vice president of Student Services. All college-approved organizations and/or clubs submit formal requests on fund raising project request forms found in the shared drive (Fund Raising Project Request). The forms are submitted and signed by the club president, club faculty/staff advisor, and the associate vice president of Student Services. The associate vice president of Student Services approves the fund-raising activity and notifies the club advisor (Fund Raising Forms Completed). All funds raised by a club are accounted for through deposit in a local bank with the club advisor's signature being required. Club advisors are responsible for this process. Accounting records are maintained by the club.

Approval for all fund-raising activities must be secured through the vice president of Student Services prior to initiating any activity (*Northeast Procedures Manual 2019-2020,* p.85). All college-approved student organizations along with the club advisor are listed in the Student

Catalog (*Northeast Student Catalog 2019-2020*, Clubs & Organizations, screenshot). All active clubs are approved by the vice president of Student Services.

The president or the president's designee controls the institution's fundraising activities exclusive of the institution-related Foundation, ensuring these activities are monitored and align with the College's purpose and goals; therefore, Northeast complies Standard 5.2.c.

5.2c Supporting Documentation

- *Board of Trustees Policy Book 2019-2020*, p. 20-21
- Board of Directors Northeast Mississippi Community College, screenshot
- Fund Raising Project Request
- Fund Raising Forms Completed
- *Northeast Procedures Manual 2019-2020*, p. 8
- *Northeast Procedures Manual 2019-2020*, p. 85
- *Northeast Student Catalog 2019-2020*, Clubs & Organizations, screenshot

5.3: Institution-related Entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

a. the legal authority and operating control of the institution is clearly defined with respect to that entity.

b. the relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.

c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with Standard 5.3 by enforcing a structured relationship with the Northeast Mississippi Community College Development Foundation, Inc., a 501(c)(3) nonprofit corporation which exists for the sole purpose of providing support for programs and activities which enhance the quality of education and expand the educational opportunities for students enrolled at Northeast.

a. the legal authority and operating control of the institution is clearly defined with respect to that entity.

The legal authority and operating control of the institution is clearly defined with respect to the Northeast Mississippi Community College Development Foundation, which was reorganized in February 2000 (Board of Trustees Minutes, March 21, 2000). The *Policies and Procedures Manual* for the Foundation describes the entity as a "non-profit corporation[…] working to strengthen the College through its private fundraising efforts" and fulfilling the College's goal of "providing human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction" (*Northeast Mississippi Community College Development Foundation Policies and Procedures Manual 2019-2020*, p.4; Screenshot, *Northeast Student Catalog 2019-2020*). The Foundation has a self-sustaining board of directors charged with the responsibility of managing and directing the activities of the Foundation through their executive director. The Board of directors is composed of twenty individuals, including five trustees from the Northeast Mississippi Community College board of trustees, the chairperson of the Employee Enhancement Fund Committee, the Student Government Association president, the Alumni Association president, five county directors and seven members selected by the board at large. This diversity gives the board of directors separate and independent decision-making authority (*Northeast Mississippi Community College Development Foundation Policies and Procedures Manual 2019-2020*, p.3).

         5.3: Institution-related Entities

The methods and procedures detailed in the *Policies and Procedures Manual* of the Northeast Development Foundation accurately describe the relationship between the College and the Foundation and protects the College from liability that might result from the activities conducted by the Foundation. The manual also details procedures for solicitation of funds, designation of endowments, and booster club donations (*Northeast Development Foundation Policies and Procedures Manual 2019-2020)*.

The Foundation provides funds to support Northeast through student scholarships, faculty and staff development, support of academic and other programs, and facility and equipment upgrades. During the past five years, the Foundation has provided the following funds in direct support of Northeast Mississippi Community College.

Direct Support to Northeast by the Northeast Development Foundation					
	FY15	**FY 16**	**FY 17**	**FY 18**	**FY 19**
Scholarships	$385,000.00	$455,000.00	$464,000.00	$581,000.00	$599,000.00
Institutional Support	$260,000.00	$286,000.00	$294,000.00	$277,000.00	$277,000.00
Capital Improvements	$243,000.00	$220,000.00	$235,000.00	$272,000.00	$357,000.00
Athletics/ Fine Arts	$176,000.00	$292,000.00	$229,000.00	$224,000.00	$227,000.00
FY Totals	$1,064,000.00	$1,253,000.00	$1,222,000.00	$1,354,000.00	$1,460,000.00

b. the relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.

The relationship between the College and the Foundation is defined in a written agreement finalized by the respective boards on May 13, 2008. The agreement specifies how each will cooperate in a separate and independent environment. The agreement calls upon the Foundation to "plan all fundraising activities in a manner consistent with the mission and goals of the college and in close cooperation with the president of the College." The Foundation keeps a set of records that accurately details the receipts and expenditures of the organization. These records are independently audited annually (Memorandum of Agreement between Northeast Mississippi Community College and Northeast Mississippi Community College Development Foundation, Inc., May 13, 2008).

c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Northeast's chief executive officer, the president, controls any fund-raising activities of the institution. The board of trustees in its *Board Policy Book 2019-2020* grants the president the authority to delegate the day-to-day responsibility to others: "The president may delegate

36

authority and responsibilities for directing specific areas of operations of the college to other employees of the college, but the final authority and responsibility is to be retained by him/her" (*Board of Trustees Policy Book 2019-2020,* p. 20-21). The college's organizational charts clearly show the president having final authority over the vice president of Institutional Advancement and executive director of the Northeast Development Foundation (Northeast Organizational Chart).

Since Northeast and the Northeast Mississippi Community College Foundation, Inc., the College's independent but institution-related foundation, conduct an external audit, have a formal Agreement that describes the relationship between the College and Foundation as well as any liabilities associated with the relationship, and have clearly defined fundraising responsibilities, the College is in compliance with Standard 5.3. Through senior level administration and communication between administration and the Foundation board of directors, the College president ensures that the Foundation supports the mission of the College in all activities.

5.3 Supporting Documentation

- Board of Trustees Minutes – March 21, 2000
- *Northeast Mississippi Community College Development Foundation Policies and Procedures Manual 2019-2020*, p.4
- Screenshot of *Northeast Student Catalog 2019-2020*
- *Northeast Mississippi Community College Development Foundation Policies and Procedures Manual 2019-2020*, p.3
- Memorandum of Agreement between Northeast Mississippi Community College and Northeast Mississippi Community College Development Foundation, Inc., May 13, 2008
- *Board of Trustees Policy Book 2019-2020*, pp.20-21
- Northeast Organizational Chart

5.4: Qualified Administrative/Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with Standard 5.4 by employing and regularly evaluating administrative and academic officers with the appropriate experience and qualifications to lead the institution. The College considers its administrative and academic officers to be the vice presidents and directors, as well as the academic division heads assigned to the vice president of Instruction. These officers possess the appropriate credentials and experience for their respective areas of responsibility. The College has an established Recruitment/Application/Hiring Policy and Employee Performance Evaluation Policy approved by the board of trustees. Each policy has related procedures, which are disseminated and implemented across the College. These documents are included in the Procedures Manual available online and in the human resources office (*Northeast Procedures Manual 2019-2020 – HR*).

The Northeast Mississippi Community College board of trustees selects and employs the president of the college, who serves as the chief executive officer. The board of trustees, through its policies, assigns the president with specific duties to select and employ non-instructional staff, including administrative and academic officers. The "Duties of the President of the College" items l and q specifically address these duties as follows:

l. The president may delegate authority and responsibilities for directing specific areas of operations of the college to other employees of the college, but the final authority and responsibility is to be retained by him/her.

q. In accordance with the state law, the president shall be responsible for employing, terminating, and working schedules of all college personnel, and using sound judgment in their selection. Such employment shall be in accordance with budget allocations (*Board of Trustees Policy Book 2019-2020*, pg. 20-21).

The *Northeast Procedures Manual 2019-2020* includes the organizational charts that define the reporting responsibilities of those to whom the president has delegated non-instructional duties (*Northeast Procedures Manual 2019-2020,* Appendix N).

The president's Cabinet aids the president in reaching decisions that are best for the institution. Along with the president and his administrative assistant, the president's Cabinet is comprised of:

- Executive Vice President
- Vice President of Finance
- Vice President of Instruction
- Vice President of Student Services
- Vice President of Marketing & Community Relations
- Vice President of Institutional Advancement
- Vice President of Workforce Training and Economic Development
- Vice President of Planning and Research
- Vice President of Public Information

The vice presidents represent eight different administrative divisions within Northeast. Each officers' qualifications and experience are summarized in the following chart. The job description for each position may be accessed by clicking on the position title, and each individual's qualifications may be accessed through his or her resume by clicking a person's name.

Name	Position	Appointment Year	Highest Degree
Craig-Ellis Sasser	Executive Vice President	2015	ABD—University of Mississippi, Higher Education
Chris Murphy	Vice President of Finance	2011	M.S.—Western Governor's University, Leadership and Management
Dr. Michelle Baragona	Vice President of Instruction	2016	Ph.D.—University of Mississippi, Secondary Science Education
Ray Scott	Vice President of Student Services	2018	M.Ed.—Mississippi State University, Physical Education
Will Kollmeyer	Vice President of Marketing & Community Relations	2017	B.A.—University of Wisconsin—Platteville, Radio and TV Broadcasting, Management Emphasis; Minor-Business Administration
Patrick Eaton	Vice President of Institutional Advancement	2000	M.B.A.—Columbia Southern University
Nadara Cole	Vice President of Workforce Training	2003	M.Ed.—Mississippi College, Education

39

	and Economic Development		
Dr. Kelli Hefner	Vice President of Planning and Research	2015	Ph.D.—Louisiana State University, Human Resource Education and Workforce Development
Tony Finch	Vice President of Public Information	2006	B.A.—University of Mississippi, Communication

Northeast Mississippi Community College's academic officers are qualified by their formal education, work experience, professional competency, and personal skills.

The executive vice president, Craig-Ellis Sasser, is responsible for the day-to-day operations of the college and supervises the divisions of Finance, Instruction, Student Services, Facility Operations, Workforce Training and Economic Development, Public Information, Planning & Research, Human Resources, Northeast at Corinth, Northeast at New Albany, as well as an administrative assistant who serves as the coordinator of travel. He was appointed to this position in 2015. Mr. Sasser has two years' experience as the associate vice president of Planning & Research and five years' experience as an English instructor in the Division of Languages and Humanities (Craig-Ellis Sasser, Resume).

The vice president of Finance, Chris Murphy, is responsible for the business operations of the college, long range planning for the division and budget coordination for college-wide operations and activities. Mr. Murphy supervises the director of purchasing, senior accountant/business manager, and bookstore manager. Prior to his 2011 appointment to his current position, Mr. Murphy practiced public accounting for 18 years (Chris Murphy, Resume).

The vice president of Instruction, Dr. Michelle Baragona, as leader of the college's instructional programs, is responsible for implementing policies and procedures related to the college's credit classes and supervises the division heads and eLearning coordinator as well as the director of Guidance & Counseling and the director of the Success Center. Through collaboration with the division heads and eLearning coordinator, Dr. Baragona is responsible for the day-to-day operations and supervision of Northeast's instructional, career, and technical programs as well as Guidance & Counseling and the Success Center. Dr. Baragona was appointed in 2016. Previously, she was division head of Mathematics & Sciences for three years and a science instructor since 2002. Dr. Baragona has a Ph.D. from the University of Mississippi. (Dr. Michelle Baragona, Curriculum Vitae).

The vice president of Student Services, Ray Scott, is responsible for the supervision of Admissions and Records, Event Planning/Housing, Chief of Police, Burgess Fitness Center, Financial Aid, and Athletics. He accepted that role in May 2018 after previously serving as a Health and Physical Education instructor for 12 years. Prior to his time in the classroom, he

40

5.4: Qualified Administrative/Academic

served as head baseball coach and worked for the Dean of Students for 15 years. (Ray Scott, Resume).

The vice president of Marketing and Community Relations, Will Kollmeyer, is responsible for developing marketing and communications strategies and plans that increase the institution's visibility, advance its brand, and articulate clear messaging to internal and external constituencies; composing correspondence, delivering presentations and other oral/written communications to meet the College's outreach needs, including hosting and producing "Tiger Talk," which is a weekly podcast that promotes all areas of our award-winning institution; representing the school and being an active participant in the community through engagement in Civic groups, City and County Chamber of Commerce, and economic development organizations; and, finally, representing the department at the senior administrative level and also provide leadership for board of trustees relations. Mr. Kollmeyer came to Northeast with years of marketing and broadcasting experience (Will Kollmeyer, Resume).

The vice president for Institutional Advancement is Patrick Eaton, who since 2000 has served as the spokesperson for the Foundation, works with business organizations, civic and social groups, and individuals who are interested in supporting or investing in projects at Northeast. Prior to joining Northeast, Mr. Eaton worked as the executive director and CEO of the Booneville Chamber of Commerce for four years (Patrick Eaton, Resume).

The vice president of Workforce Training and Economic Development, Nadara Cole, coordinates all workforce training and economic development activities at Northeast. Ms. Cole has worked in this role since 2003. Prior to that, Ms. Cole worked for eleven years as Workforce Specialist at Northeast and for six years in a Job Training Partnership Act (JTPA) Program (Nadara Cole, Resume).

The vice president of Planning and Research, Dr. Kelli Hefner, is responsible for the coordination of strategic planning, faculty-staff development, and institutional research as well as serving as the college's SACSCOC Accreditation Liaison. Dr. Hefner is also the institution's IPEDS keyholder. She has sixteen years' experience in higher education, including seven years as Dean of Academic Services at Christian Brothers University (Dr. Kelli Hefner, Resume).

The vice president of Public Information, Tony Finch, is the liaison between the college and local and regional media outlets, and he releases information to the media, participates in the development of marketing strategies for the college, advises student publications staff, and manages the college's visual design. Mr. Finch has worked in this position since 2006, and for over 18 years prior to that, he was college's Assistant Public Information Officer and Sports Information Officer (Tony Finch, Resume).

Administrative Council

Administrative Council is comprised of the president, each vice president, directors, and academic division heads. This committee guides the institutional planning process, assists in making administrative decisions, keeps the institution abreast of operational planning activities and facilitates institutional and divisional needs assessments, and implements the planning cycle

calendar in order to assist the institution in achieving its purpose and goals (*Five Year Strategic Planning Document 2019-2024,* pg.6, screenshot*).*

The job description for each position may be accessed by clicking on the position title, and the individual's qualifications may be accessed through his or her resume by clicking a person's name.

Name/Resume	Position/Job Description	Year of Appointment	Highest Degree
Amber Garner	Director of Purchasing	2016	B.S.-University of Mississippi, Accounting; minor in Management
Amber Nelms	Director of Institutional Effectiveness	2018	M.A.- University of Mississippi, Higher Education and Student Personnel
Ann Smith	Manager, Business Office and Accountant	1987	B.A.- Accounting, University of Mississippi
Ben Shappley	Director of Northeast at Corinth	2016	M.B.A.-Delta State University
Beth Byrd	Academic Division Head, Math & Science	2015	M.S.- Mississippi State University, Technology Education
Britney Whitley	Director of Student Success Center	2018	M.A.- University of Mississippi, Higher Education and Student Personnel
Chassie Kelly	Director of Enrollment Services/Registrar	2014	M.S.-Western Governors University, Management and Leadership
David Goode	Director of Northeast at New Albany	2009	B.A.-University of Mississippi, Business Administration
Glenice Stone	Library Director	2008	M.L.I.S.-Louisiana State University,

Return to Table of Contents   5.4: Qualified Administrative/Academic

			Master of Library and Information Science
Greg Smith	Director of Computer Center	1989	M.C.S.-University of Mississippi, Computer Science
Greg Windham	Director of Financial Aid	2009	M.B.A.-Delta State University
Jason Mattox	Assoc VP of CTE Instructional Programs/Business & Engineering Tech.	2016	M.B.A.-Union University
Joey Williford	Director of Counseling	2008	M.Ed.-University of Mississippi, Counselor Education
Josh Culpepper	Bookstore Manager	2015	B.S.-Western Governor's University, Business Management
Dr. Justin Treloar	Academic Division Head, Languages and Humanities	2018	Ph.D.-Mississippi State University, Food Science, Nutrition, and Health Promotion
Kent Farris	Athletic Director	2018	M.A.-University of North Alabama, Secondary Education, Physical Education emphasis
Dr. Kim Harris	eLearning Coordinator	2013	Ph.D.-Mississippi State University, Instructional Technology; minor in Community College Leadership
Mark Hatfield	Director of Maintenance & Facilities	2011	B.S.-Mississippi State University, Mechanical Engineering
Dr. Patti Cooper	Division Head, Health Sciences	2013	D.N.P.-Samford University, Nursing Administration
Phyllis Colson	Director of Continuing Education/	2001	M.B.A.-Belhaven University

5.4: Qualified Administrative/Academic

	Workforce Project Manager		
Randy Baxter	Chief of Police	2013	A.A.-Itawamba Community College, Physical Education; Mississippi Police Academy graduate; Gang school;Interdiction Investigations; Proactive Criminal Patrol; Interview and Interrogation; Drug Identification; Field Training Officer; Chief's Administration Training
Dr. Ray Harris	Academic Division Head, Fine Arts	2010	D.M.-Louisiana State University, Piano Performance; Minor-Music History and Theory
Robbie Coleman	Academic Division Head, Social, Behavioral, and Applied Sciences	2019	MAcc- University of Mississippi, Accountancy
Robert Walker	Fitness Center Director	2017	MS-Education-Mississippi State University, Exercise Science, Clinical Exercise Physiology
Rod Coggin	Assoc. VP of Student Services	2017	B.B.A.-Mississippi State University, Business Administration
Wesley Floyd	Human Resources Officer	2017	MBA- Belhaven University

Evaluation

Administrative/Non-teaching personnel are evaluated annually. The employee completes a self-evaluation. The immediate supervisor completes the Performance Evaluation of Administrative & Non-teaching Personnel form and has a conference with the employee to discuss both evaluation and instruments (*Northeast Procedures Manual 2019-2020, 27-29; Appendix D1; D2*).

Completed evaluations are kept in the executive vice president's office (example of non-teaching personnel evaluations).

Each division is evaluated by the campus community through the annual Campus Climate survey, which consists of six sections (Demographics, General Satisfaction, Communication, Administrative Services, Student Services, and Curriculum/Instruction) and a total of 115 items. The Office of Planning and Research administers this survey and compiles results. Employees mark responses ranging from "Strongly Agree" to "Strongly Disagree." This instrument was revised for Fall 2019 with logic built in to promote a more accurate collection of satisfaction results to aid all units in the institutional effectiveness process. The response rate increased from 39% in Fall 2018 to 44% in Fall 2019 (Fall 2019 Campus Climate Survey, Fall 2018 Campus Climate Survey, 2017 Campus Climate Survey).

Since the College has established policies and procedures for the employment and evaluation of academic administrators, and because all of its academic administrators meet the established standards, Northeast Mississippi Community College is in compliance with Standard 5.4.

5.4 Supporting Documentation

- *Northeast Procedures Manual 2018-2019*, Appendix N
- Five Year Strategic Planning Document 2019-2020, p.6
- *Northeast Procedures Manual 2019-2020*, pg. 27-29
- *Northeast Procedures Manual 2019-2020* Appendix D1
- *Northeast Procedures Manual 2019-2020,* Appendix D2
- Example of non-teaching personnel evaluations
- Fall 2019 Campus Climate Survey
- Fall 2018 Campus Climate Survey
- Fall 2017 Campus Climate Survey
- Organizational Chart 2019-2020

5.5: Personnel Appointment and Evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.
Judgement of Compliance:

_X_ Compliant　　　　　　　____Non-Compliant　　　　　____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with Standard 5.5 because it has an established Recruitment/Application/Hiring Policy and Employee Performance Evaluation Policy approved by the board of trustees and related procedures that are implemented across the College. These documents are included in the Policies & Procedures Manual available online and in the Human Resources Office. Northeast Mississippi Community College publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel in the *Board of Trustees Policy Book 2019-2020* and *Northeast Procedures Manual 2019-2020*. Each of these documents is available to all employees on the college's website (screenshot of Publications page on website).

Appointment and Employment

The appointment and employment of non-faculty staff are defined and published in Section 300 of the *Board of Trustees Policy Book 2019-2020*:

> The College is committed to fill positions with the most qualified persons available. New or vacant job positions will be posted when appropriate at all appropriate College sites as well as at external sites. Consistent with this commitment, the College attempts to promote qualified employees from within the College.
>
> The board directs the president of the college to develop procedures to fulfill the intent of this policy. In order to assure that appropriate credentials and experience are considered in the selection and hiring of future faculty and staff, the board of trustees charges Northeast's president to develop procedures for verifying credentials, verifying experience, and other background checks on future employees as necessary to assure qualified faculty and staff (*Board of Trustees Policy Book 2019-2020*, p. 41).

Within the *Northeast Procedures Manual 2019-2020*, and consistent with the statement above, the College publishes procedures regarding the appointment and employment of non-faculty personnel. Northeast maintains a centralized applicant file within the Human Resources office. When a vacancy occurs, applications in the active file, which are less than 1 year old, are reviewed. The position may be advertised through Mississippi and regional universities, community colleges, and in regional and/or local newspapers for possible candidates, and openings are announced on the college's web site at nemcc.edu. A selection committee comprised of the divisional vice president and other selected personnel determines the applicants to be interviewed. The divisional vice president chairs the selection process. The selection committee chair recommends finalists to the president, who then determines the final selection

and employs the individual (*Northeast Procedures Manual 2019-2020,* pg. 31; sample of committee recommendation to the president; sample of president's memo to employ).

Further, according to page 36 of the *Northeast Procedures Manual 2019-2020:*

> The College is committed to fill positions with the most qualified persons available. Consistent with this commitment, the College attempts to promote qualified employees from within the College. Credentials and experience may be verified, and background checks may be completed on new hires. Employees are required to be employed in their current position for a minimum of one year before requesting a transfer or applying for a position in another department on campus. The College may transfer employees to a new position within the College as warranted to ensure the best operation of the College. All employees of the college, with the exception of Federal and Northeast work-study students, must be a minimum of 18 years of age (*Northeast Procedures Manual 2019-2020*, pg. 36; Background Checks Redacted; *Board of Trustees Policy Book 2019-2020*, 41).

Northeast is an equal opportunity employer and publishes its policy regarding equal employment in the *Northeast Procedures Manual 2019-2020* (*Northeast Procedures Manual 2019-2020* p. 34). In addition, the college publishes its Section 504 Coordinator and its Title IX Coordinator's information in the *Northeast Procedures Manual 2019-2020* (*Northeast Procedures Manual 2019-2020* p. 34).

Non-faculty personnel are employed by contracts or salary agreements. The supervisor with the approval of the president arranges the working hours. Salaries are based on education, assignment, and years of service.

Evaluation of Non-Faculty Personnel

According to the *Northeast Procedures Manual 2019-2020,* non-faculty personnel are be evaluated annually by the employee's immediate supervisor as well as a self-evaluation completed by the employee. After a discussion of both instruments, the employee and supervisor agree on a development plan for improving performance, if such a plan is appropriate. (*Northeast Procedures Manual 2019-2020* p. 28; Appendix D1; Appendix D2*)* Non-faculty personnel evaluations are kept on file in the executive vice president's office, including both the evaluation instrument completed by the supervisor and the self-evaluation completed by the employee (Non-Teaching Personnel Evals Redacted).

Northeast publishes a Recruitment/Application/Hiring Policy and Employee Performance Evaluation Policy and follows the procedures established for those policies to ensure that all non-faculty employees are appointed/employed and evaluated in a consistent manner that involves multiple levels of oversight. Thus, the College is in compliance with Standard 5.5.

5.5 Supporting Documentation

- *Board of Trustees Policy Book 2019-2020*
- *Northeast Procedures Manual 2019-2020*
- screenshot of Publications page on website

47

- *Board of Trustees Policy Book 2019-2020*, pg.41
- *Northeast Procedures Manual 2019-2020*, p. 31
- sample of committee recommendation to the president
- sample of president's memo to employ
- sample of pre-employment background check
- *Northeast Procedures Manual 2019-2020*, pg. 34
- *Northeast Procedures Manual 2019-2020*, pg. 28
- *Northeast Procedures Manual 2019-2020*, Appendix D1
- *Northeast Procedures Manual 2019-2020*, Appendix D2
- Background Checks Redacted
- Non-Teaching Personnel Evals Redacted

Section 6: Faculty

Qualified, effective faculty members are essential to carry out the purpose of the institution and to ensure the quality and integrity of its academic program. Northeast Mississippi Community College values the input and participation of its faculty in the approval of educational programs. Because student learning is at the center of Northeast's purpose and educational degrees, the faculty are charged with directing this learning through overseeing and coordinating educational programming to ensure that each contains the essential curricular components, has appropriate content, embraces the use of varied pedagogy within the classroom, and maintains currency within each of their respective disciplines.

Achievement of the institution's purpose with respect to teaching, learning, and service requires a team of full-time, qualified faculty to provide the direction and oversight necessary to the academic programs. Due to this significant role, Northeast places high regard to its effective system of evaluation in place to take into account the institution's obligations to foster intellectual freedom of faculty to teach and serve students.

6.1: Full-time Faculty [CR]

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

The College employs an adequate number of full-time faculty members to support the mission of the institution and to ensure the quality and integrity of its academic programs. The academic credentials and qualifications of all full-time, part-time, and adjunct faculty, as well as faculty weekly work schedules, which include teaching, office hours, college-related activities, and student support activities, directly support Purpose Statement, goal g, which states that the institution's role and scope is "to provide human resources, financial resources, institutional resources, and physical facilities necessary to offer quality instruction" (Purpose Statement, Goal 7, *Northeast Procedures Manual 2019-2020, p. 8*).

Definition of Terms

- Full-time teaching faculty are employed by annual contracts. The length of the contract (9-12 month) depends on the subject matter taught and the source of funding for the salaries. Salaries are based on academic preparation and teaching experience (Definition of Faculty, *Northeast Procedures Manual 2019-20, p. 36*).
- Part-time faculty are employed by salary agreements. The agreements are issued for each semester and normally are limited to 6-8 credit hours or 2 courses (Definition of Faculty,

49

Northeast Procedures Manual 2019-20, p. 36). The term part-time faculty is used for substitute instructors who fill in for a full-time instructor for part of a semester.
- Adjunct Faculty are instructors hired to work one semester or less and assigned less than half the normal teaching load. Adjunct faculty are appointed each semester subject to overall class enrollments (Definition of Adjunct Faculty, *Northeast Procedures Manual 2019-20,* p. 32).

Full-time staff employed by Northeast are used as adjunct faculty, as long as instruction does not interfere with their full-time staff assignments. Division chairs and program directors are classified as faculty and are assigned teaching responsibilities with a reduced instructional load as part of their responsibilities, and they are held to the same overload restrictions as full-time faculty, which is a total of 4 overload courses during the fall and spring semesters (Academic Division Head Job Description 2018).

Responsibilities of Full-time Faculty

The College utilizes a four-day instructional week (Monday through Thursday). Fridays are reserved for advising events, division, faculty, and standing committee meetings, and professional development offerings (Instructional Week and Fridays, *Northeast Board of Trustees Policy Book 2019-20,* p. 45; Instructional Week and Fridays, *Northeast Procedures Manual 2019-20,* p. 60; Professional Development Calendar, 2018-2019).

Responsibilities of full-time faculty are comprised of three major elements: teaching load, office hours, and related instructional/student services activities. Full-time faculty are expected to be accountable from 8:00 am until 3:00 pm Monday through Thursday. Friday duties include workshops, in-service, departmental meetings, and college registration-advising (Responsibilities of Faculty, *Northeast Procedures Manual 2019-20,* p. 46-47 and p. 80).

Teaching Load

The teaching load for academic faculty is based on a minimum of fifteen semester hours of academic instruction for the spring and fall semesters. These fifteen semester hours may be assigned per semester in either day, evening, or online instruction at any location within the Northeast Mississippi Community College district. The teaching load for technical faculty is based on twenty contact hours per regular semester or the number of hours required to teach the program curriculum. The teaching load for career faculty is based on the number of contact hours required to teach the program curriculum (Responsibilities of Faculty, *Northeast Procedures Manual 2019-2020,* p. 80). It is the practice of Northeast that full-time or part-time faculty may not teach more than four overload courses over the fall and spring semesters; this may be as a three/one split, two/two split, or one/three split (Faculty Overload, *Northeast Board of Trustees Policy Book 2019-2020,* p. 23; Technical Faculty Office Door Schedule; Academic Faculty Door Schedule).

Office Hours

All faculty members schedule at least one hour per weekday for office hours. The faculty member post the office hours and is expected to meet those hours. Additionally, faculty

members must schedule time for student conferences and academic advising (Responsibilities of Faculty, *Northeast Procedures Manual 2019-2020,* p. 80).

Related Instructional/Student Services Activity

The College uses a four-day instructional week, reserving Fridays for related instructional/student services activities. This time is designed to provide the flexibility that is inherent in the faculty role. Included in this time may be class preparation, grading, advising, meetings, professional development, or sponsoring student activities (Responsibilities of Faculty, *Northeast Procedures Manual 2019-2020, p. 80*). Northeast schedules a "Priority Registration Day" on a Friday during each fall and spring semester; faculty advisors meet with advisees to plan instructional schedules for the next semester (Advising, *Northeast Procedures Manual 2019-2020,* p. 46-47*; Fall Priority Registration Reminder Email; Spring Registration Reminder Email; Advising Postcard; Math and Science Division Meeting Minutes with Priority Registration November 7, 2018*).

Faculty also participate in institutional decision-making by serving on committees and submitting planning proposals that recommend operational changes. In addition, faculty determine the breadth, depth, scope, and nature of the curricular and course content (Non-teaching Assignments of Faculty, *Northeast Procedures Manual* 2019-2020, p. 46-47).

Adequate Number of Full-time Faculty

Northeast Mississippi Community College employs an adequate number of full-time faculty to support its mission and to ensure the quality and the integrity of its educational programs at all site locations. A full-time vice president of Instruction oversees all credit courses and programs of study leading to the Associate of Arts degree, the Associate of Applied Science degree, and certificates. The College offers both university parallel programs and career and technical programs. There are six instructional divisions; four offer university parallel programs of study, and two offer career and technical programs of study. In addition, an associate vice president of career and technical programs oversees instruction in the career and technical programs. Each instructional division has an academic division head (*Northeast Student Catalog 2018-2019,* Divisions).

The full-time equivalent (FTE) per full-time faculty member for the College falls within the norm for community colleges in the state of Mississippi. There are fifteen community colleges in Northeast's comparison group, including Northeast. Based on IPEDS Data Center Unduplicated FTE and Full-Time Instructional Faculty Reports for 2016-17, the average FTE per full-time faculty for all community colleges in Mississippi is 27.14, with a range of 20.74 to 41.12. Northeast has 25.36 FTE per full-time faculty member.

Table 6.1.1 IPEDS Unduplicated FTE and Full-Time Faculty Counts 2016-17

Institution Name	Unduplicated FTE	Full-time Faculty	FTE/FT Faculty
Coahoma Community College	1981	60	33.02

Copiah-Lincoln Community College	2900	103	28.16
East Central Community College	2237	82	27.28
East Mississippi Community College	4276	104	41.12
Hinds Community College	9871	414	23.84
Holmes Community College	4904	144	34.06
Itawamba Community College	4848	177	27.39
Jones County Junior College	4593	131	35.06
Meridian Community College	2682	133	20.17
Mississippi Delta Community College	2321	102	22.75
Mississippi Gulf Coast Community College	7782	297	26.20
Northeast Mississippi Community College	**3069**	**121**	**25.36**
Northwest Mississippi Community College	6524	220	29.65
Pearl River Community College	3941	190	20.74
Southwest Mississippi Community College	1791	70	25.59
Total	63,720	2348	27.14

Evaluation of Need for Full-Time Faculty

Northeast evaluates the need for full-time faculty by various means. Enrollment and credit hour trends are studied for the main campus, the off-campus sites, eLearning, and dual enrollment (*Northeast Beginning Enrollment Fact Sheet Fall 2018; Northeast at Corinth Student Profile Fall 2018; Northeast at New Albany Student Profile Fall 2018; eLearning Student Profile Fall 2018*).

Northeast also carefully studies the number of sections taught by full-time, part-time, adjunct, and dual credit faculty. Many of the classes taught by staff are designated as part of the job description for the staff position. For example, counselors teach the Learning and Life Skills courses, while coaches and the fitness center director teach the Sports Theory and Fitness Center classes. Dual credit faculty are defined as high school instructors teaching a dual enrollment class in the high school setting.

The following tables detail the numbers of sections taught by faculty type for full-time, part-time, staff, and dual credit for Spring and Fall 2019.

Table 6.1.2 Number of sections taught by each faculty type

Semester	Faculty Type					
	Full Time	**Staff**	**Part Time**	**Adjunct**	**Dual Credit**	**Total**
Spring 2019						
Number of instructors	116	18	0	26	7	167
Number of sections	713	39	0	46	12	810

Fall 2019						
Number of instructors	121	17	0	20	5	163
Number of sections	858	35	0	42	12	953
Average sections/faculty	6.62	2.11	0	1.91	2.00	

Table 6.1.3a Number of Semester credit hours taught by each faculty member in Fine Arts.

Fine Arts Faculty Loads				
Instructor	**Status**	**Discipline/Program**	**Spring 2019 load (SCH)**	**Fall 2019 load (SCH)**
Anderson, Terry	FT	Art	22	19
Donegan, Jenna	FT	Art	21	16
Shinn, Melody	FT	Art	18	19
Harris, Conwell	FT	Division Head/Music	14	12
Beghtol, Jason	FT	Music	11	14
Dunn, Christopher	FT	Music	23	22
Langley, Amy	FT	Music	22	22
Leeke, Claire	FT	Music	19	21
Mattox, Amanda	FT	Music	17	20
Mitchell, Bryan	FT	Music	22	21
Schager, Christopher	FT	Speech/Theatre	15	16

Table 6.1.3b Number of Semester credit hours taught by each faculty member in Humanities and Languages

Humanities and Languages Faculty Loads				
Instructor	Status	Discipline/Program	**Spring 2019 Load (SCH)**	**Fall 2019 load (SCH)**
Treloar, Justin	FT	Division Head/Speech	9	10
Burns, Lynn	FT	English	9	16
Gambill, Tina	FT	English	15	22
Garvin, Amanda	FT	English	18	22
Goodson, Molly	FT	English	12	12
Gross, Allison	Dual and ADJ	English	6	6 adjunct, 6 dual enroll

53

6.1: Full-time Faculty [CR]

Gregg, Stephanie	ADJ	English	3	6
King, Mary	FT	English		3
Kramer, Marjorie	FT	English	21	22
Mattox, Lorie	FT	English	21	22
Miller, Candace	FT	English	21	22
Moore, Brittany	FT	English	21	22
Sasser, Paige	FT	English	18	22
Shipman, Michael	ADJ	English	6	6
Taylor, Sarah	Dual	English	3	6
Tice, Jeannie	FT	English	22	22
Tucker, Morgan	FT	English	18	22
Upchurch, Elizabeth	FT	English	18	22
White, Rebecca	Dual	English		3
White, Sara	Dual	English	6	6
Zemek, Kristen	Dual	English		6
Sasser, Craig-Ellis	Staff	Executive VP/English		6
Baker, SanJuana	ADJ	Modern Foreign Language	3	
Fisher, Roxana	ADJ	Modern Foreign Language	6	3
Tuttle, Jeffrey	FT	Modern Foreign Language	15	22
Blansett, Tara	FT	Speech	21	22
Johnston, Carley	ADJ	Speech	6	3
Russell, Belinda	ADJ	Speech	6	3
Stone, William	FT	Speech/Philosophy	24	19

Table 6.1.3c - Number of Semester credit hours taught by each faculty member in Social, Behavioral, and Applied Sciences

Social, Behavioral, and Applied Sciences Faculty Loads				
Instructor	**Status**	**Discipline/Program**	**Spring 2019 Load (SCH)**	**Fall 2019 Load (SCH)**
Coleman, Robbie	FT	Division Head/Accounting	21	7
Scott, Shane	FT	Criminal Justice	21	22
Mattox, Jason	Staff	Division Head/Business Administration	6	4
Falkner, Carla	FT	Division Head/History	9	
Yarber, John	FT	Economics/Business Administration	21	22
Ford, Sandra	ADJ	Family Consumer Science	3	3

54

Moore, Chasity	FT	Family Consumer Science	22	22
Jones, Mary	FT	Health, Physical Education, and Recreation	22	22
Treloar, Leigh	Staff	Health, Physical Education, and Recreation		6
Bailey, Telisha	ADJ	History	6	
Grisham, Joffre	ADJ	History	6	3
Kramer, Morgan	FT	History	15	16
Moore, Bobby	ADJ	History	9	3
Shelton, Billy	ADJ	History	6	6
Summerford, Corey	ADJ	History	6	3
Smith, David	FT	History/Geography	21	22
Bowlin, William	FT	History/Political Science	21	22
White, Kristi	Dual	History	3	
Freeman, Regena	ADJ	Psychology	6	3
Lindley, Kristi	FT	Psychology	6	6
Moore, Stephanie	FT	Psychology	21	22
Pannell, Laura	ADJ	Psychology	6	3
Perrigo, Tabitha	FT	Psychology	21	22
Pollard, Emily	FT	Psychology	21	22
Ketchum, Elizabeth	FT	Psychology		10
McAnally, Tonya	ADJ	Social Work	3	3
Hill, James	FT	Sociology	21	22
Scott, Wendy	ADJ	Sociology	6	3
Stevens, Lisa	FT	Sociology	21	22
Bowlin, Sallye	FT	Accounting/Business Administration		16
McKay, Tabitha	Staff	Business Administration	3	

Table 6.1.3d - Number of Semester credit hours taught by each faculty member in Mathematics and Sciences

Mathematics and Sciences Division Faculty Loads				
Instructor	**Full Time or Part Time**	**Discipline/Program**	**Spring 2019 Load (SCH)**	**Fall 2019 Load (SCH)**
Benjamin, Carlena	FT	Biology	12	13
Crain, Carey	ADJ	Biology	4	
Dye, Justin	Dual	Biology	4	
Freese, Stephanie	FT	Biology	16	
Hilliard, Dawn	FT	Biology	16	20

55

6.1: Full-time Faculty [CR]

Name	Status	Department		
Hisaw, Chandra	FT	Biology		22
Hodges, Janet	ADJ	Biology	8	8
Hughes, Rocky	FT	Biology	20	21
Hurley, Robert	FT	Biology	20	22
Jones, Randy	ADJ	Biology	4	
Jordan, Cody	ADJ	Biology	4	4
Little, John	FT	Biology	20	22
Smith, Beth	Dual	Biology		4
Smith, Shawna	FT	Biology	21	21
Strickland, Jonathan	Dual and ADJ	Biology	8 adjunct, 4 dual enroll	4
Tyer, Summer	ADJ	Biology		4
Cozort, James	FT	Chemistry	4	5
Miller, Jason	FT	Chemistry	20	20
Byrd, Elizabeth	FT	Division Head/Computer Science	9	10
Gentry, Dorenda	ADJ	Computer Science	6	6
Harris, Kimberley	Staff	Computer Science	6	3
Hill, Thomas	FT	Computer Science	20	20
Mott, Angela	FT	Computer Science	21	22
Beckman, Mary	FT	Mathematics	21	22
Childress, Noel	FT	Mathematics	21	22
Donahue, Rebekah	Dual	Mathematics	6	6
Hastings, Jennifer	FT	Mathematics	12	12
Knight, Alesha	Dual	Mathematics	9	
Marolt-Alred, Amy	FT	Mathematics	15	22
Mathis, Andrea	FT	Mathematics	18	22
Norris, Misty	FT	Mathematics	21	22
Pannell, Sandra	ADJ	Mathematics	3	
Presley, David	ADJ	Mathematics	3	
Thompson, Helen	FT	Mathematics	18	22
Walker, Melanie	FT	Mathematics	18	22
Wanner, Bonnie	FT	Mathematics	21	22
Willcoxon, Danielle	FT	Mathematics	3	6
Burks, Amy	FT	Physical Science	22	20
Messer, John	FT	Physical Science	20	20
Nock, Allen	FT	Physical Science	20	20
Owen, Betty	ADJ	Physical Science	8	8
Baragona, Michelle	Staff	VP of Instruction/Biology	10	8

56

Table 6.1.3e - Number of Semester credit hours taught by each faculty member in Business and Engineering Technology

Instructor	Status	Discipline/Program	Spring 2019 Total Credit Hours	Fall 2019 Total Credit Hours
Hardin, Gregory	FT	Automotive Repair and Automotive Service Technology	19	16
Palmer, Jerry	FT	Automotive Repair and Automotive Service Technology	15	17
Elliott, Rebecca	FT	Business Office Technology	18	19
White, Crystal	FT	Business Office Technology	21	22
Carpenter, Kyle	ADJ	Career Technical Education	3	3
Moore, Stewart	FT	Civil Engineering Technology	23	20
Mitchell, Randy	FT	Collision Repair Technology	12	16
Gaillard, Raymond	FT	Construction Engineering Technology	18	
Boren, Joseph	FT	Construction Engineering Technology		19
Cramer, Ginger	FT	Culinary Technology	20	20
Alexander, Jonathan	FT	Diesel Power Technology	20	21
Melson, Jeffrey	FT	Drafting Design and 3D Modeling	27	22
Newell, Jenniffer	FT	Early Childhood Development Technology	32	29
Sandlin, Matthew	FT	Electrical Technology	18	13
Bullard, Russell	FT	Heating and Air Conditioning Technology	24	23
Grissom, Barbara	FT	Hospitality Management Technology	17	17
DeVaughn, Derek	FT	Industrial Maintenance Technology	18	21
Hardin, Anthony	Staff	Industrial Maintenance Technology	8	8
Smith, Mason	FT	Industrial Maintenance Technology	27	22
Jackson, Nicholas	FT	Information Systems Technology	21	25
Lewis, Natasha	FT	Information Systems Technology	18	19

6.1: Full-time Faculty [CR]

Lowrey, Janelle	FT	Paralegal Technology	15	16
Lovelace, Stevie	FT	Precision Manufacturing and Machining Technology	19	20
Snowden, Michael	FT	Precision Manufacturing and Machining Technology	13	13

Table 6.1.3f - Number of Semester credit hours taught by each faculty member in Health Sciences.

Health Sciences Faculty Loads				
Instructor	**Status**	**Discipline/Program**	**Spring 2019 Load (SCH)**	**Fall 2019 Load (SCH)**
Alexander, Nick	FT	Program Director/ Dental Hygiene	2	8
Davidson, Julie	FT	Dental Hygiene	9	5
Fowler, Carrie	FT	Dental Hygiene		10
Lindsey, Tiffany	FT	Dental Hygiene	9	7
Shoffner, Camille	FT	Dental Hygiene	18	18
Hopkins, Vickie	FT	Program Director- Medical Assisting Technology	23	21
Goolsby, Shannon	FT	Program Director- Medical Laboratory Technology	11	14
Singleton, Rosalyn	FT	Medical Laboratory Technology	16	12
Barron, Tracey	FT	Nursing (ADN)	6	6
Beals, Jeane	FT	Program Director- Nursing (ADN)		1
Bowling, Kimberly	FT	Nursing (ADN)	6	7
Byars, Catherine	FT	Nursing (ADN)	4	1
Cartwright, Carmen	FT	Nursing (ADN)		1
Church, Kristy	FT	Nursing (ADN)	6	19
Cooper, Patti	FT	Division Head- Nursing (ADN)	4	5
Dawson, Elizabeth	FT	Nursing (ADN)	18	1
Fondren, Emily	FT	Nursing (ADN)	19	20
Forsman, Mindy	FT	Nursing (AND)		1
Hamlin, Melinda	FT	Nursing (ADN)		20
Hazel-Lambert, Debra	FT	Nursing (ADN)	3	5
Hill, Donna	FT	Nursing (ADN)	1	3
Kirk, Heather	FT	Nursing (ADN)	2	3

Miller, Whitney	FT	Nursing (ADN)	1	3
Morgan, Melissa	FT	Nursing (ADN)	18	4
Reece, Kristi	FT	Nursing (ADN)	18	26
Sullivan, Amanda	FT	Nursing (ADN)	6	4
Crump, Felicia	FT	Practical Nursing	6	6
Dempsey, Kristi	FT	Practical Nursing	16	7
Sloan, William	FT	Practical Nursing	16	5
Davis, Jennifer	FT	Program Director- Radiologic (Medical) Technology	16	15
Harrelson, Hope	FT	Radiologic (Medical) Technology	16	21
Prince, Beverly	FT	Program Director- Respiratory Care Technology	15	14
Shelburne, John	FT	Respiratory Care Technology	12	15

Table 6.1.3g - Number of Semester credit hours taught by each faculty member in Miscellaneous categories

Instructor	Status	Discipline/Program	Spring 2019 Load (SCH)	Fall 2019 Load (SCH)
Davis, Greg	Staff	Coach/Health, Physical Education, and Recreation	6	2
Harrelson, Richard	Staff	Coach/Health, Physical Education, and Recreation	3	5
Long, Jerry	Staff	Coach/Health, Physical Education, and Recreation	2	5
Mayes, Brenda	Staff	Coach/Health, Physical Education, and Recreation	2	2
Wright, Cord	Staff	Coach/Health, Physical Education, and Recreation	2	5
Sacran, Louis	Staff	Counselor/Learning Life Skills	4	
Stewart, Leigh Ann	Staff	Counselor/Learning Life Skills	2	2
Tynes, Karrye	Staff	Counselor/Learning Life Skills	5	8
Williford, Joey	Staff	Counselor/Learning Life Skills	6	6
Cobb, Carrie	Staff	Counselor/Learning Life Skills	21	18
Walker, Robert	Staff	Fitness Center Director/Health, Physical Education and Recreation	10	9
Walker, Tommye	ADJ	Learning Life Skills	3	3
Gilham, Laura	FT	Librarian/Learning Life Skills		1
Rogers, Kalah	FT	Librarian/Learning Life Skills		1

Taylor, Sherita	FT	Librarian/Learning Life Skills		1
Yager, Ellice	FT	Librarian/Learning Life Skills		2
Finch, Anthony	Staff	Public Relations/Journalism	2	

6.1 Supporting Documentation

- Purpose Statement, Goal 7, *Northeast Procedures Manual 2018-2019,* p. 8
- Definition of Faculty, *Northeast Procedures Manual 2019-2020,* p. 36
- Definition of Adjunct Faculty, *Northeast Procedures Manual 2019-2020,* p. 32
- *Academic Division Head Job Description 2018*
- Instructional Week and Fridays, *Northeast Board of Trustees Policy Book 2019-2020,* p. 45
- Instructional Week and Fridays*, Northeast Procedures Manual 2019-2020,* p. 60
- *Professional Development Calendar, 2018-2019*
- Responsibilities of Faculty, *Northeast Procedures Manual 2019-2020,* p. 46-47
- Faculty Overload, *Northeast Board of Trustees Policy Book 2019-2020, p. 23*
- *Technical Faculty Office Door Schedule*
- *Academic Faculty Door Schedule*
- Responsibilities of Faculty, *Northeast Procedures Manual 2019-2020, p. 80*
- *Fall Priority Registration Reminder Email*
- *Spring Registration Reminder Email*
- *Advising Postcard*
- *Math and Science Division Meeting Minutes with Priority Registration* November 7, 2018
- *Northeast Student Catalog 2018-2019,* Divisions
- *Northeast Beginning Enrollment Fact Sheet Fall 2018*
- *Northeast at Corinth Student Profile Fall 2018*
- *Northeast at New Albany Student Profile Fall 2018*
- *eLearning Student Profile Fall 2018*

6.2.a: Faculty Qualifications

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Institutional Policies Governing the Expected Qualifications of Faculty

Northeast outlines the necessary qualifications of faculty as follows:

Transfer Faculty

All full-time and part-time faculty teaching transfer courses must, at minimum, have a master's degree, which includes a minimum of 18 graduate semester hours in their teaching discipline or relevant experience (Faculty Credentials, *Northeast Procedures Manual 2019-2020,* p. 37).

Technical Faculty

All full-time and part-time technical faculty must possess academic preparation and demonstrate/document technical competence. The minimum academic preparation is an associate degree. All technical faculty must stay current in their field of study and maintain state competency plan in conjunction with the division head. All technical faculty must hold national certifications required by the Mississippi Community College Board to teach in a specific subject area or obtain required national certification within 2 calendar years of hire (Faculty Credentials, *Northeast Procedures Manual 2019-2020,* p. 37).

Career Faculty

All full-time and part-time career faculty must possess a high school diploma and demonstrate or document occupational competency in their teaching area. All career faculty must stay current in their field of study and maintain state competency plan in conjunction with the division head. All career faculty must hold national certifications required by the Mississippi Community College Board to teach in a specific subject area or obtain required national certification within two calendar years of hire (Faculty Credentials, *Northeast Procedures Manual 2019-2020,* p. 37).

Qualifications of Faculty

One hundred percent of all faculty (full- and part-time) teaching general education university parallel courses at Northeast Mississippi Community College have completed a minimum of 18 graduate hours within their teaching disciplines or have relevant experience. When all faculty

(full, part time, adjunct, and dual enrollment) are employed, the vice president of Instruction and the appropriate division head evaluate transcripts to ensure faculty have met these minimum requirements (Faculty Credential Form).

Please click on the division name to view the faculty roster. Included within the roster are program of study, faculty member, credential form, transcript, and resume.

Division of Business and Engineering Technology
Division of Fine Arts
Division of Health Sciences
Division of Languages and Humanities
Division of Mathematics and Sciences
Division of Social, Behavioral and Applied Sciences

Table 6.2a.1 - Percentage of faculty holding each type of degree for the 2017-18 Academic Year.

Faculty Type	Degree Held						
	Doctorate	Specialist	Master of Fine Arts	Master	Bachelor	Associate	Total
Transfer	22.8% (16)	1.4% (1)	4.2% (3)	71.4% (50)			70
Technical	11.3% (6)			40.0% (25)	15.0% (8)	26.4% (14)	53
Career	40.0% (2)			40.0% (2)	10.0% (1)		5
Adjunct*	16.3% (7)			76.7% (33)	7.0% (3)		43

*Adjunct Faculty includes Dual Enrollment/Dual Credit Faculty in both transfer and in technical programs. *Source: Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2017-18,* p. 7. *(*Faculty Qualifications*, IE Indicator Book).*

Sixty-three of the current full-time, part-time, and adjunct faculty were actively teaching during the last SACSCOC reaffirmation and were considered qualified at the time of the review. Each of these faculty is currently teaching courses with the same content and on the same level as the prior review. The curriculum for these courses has not changed significantly since that review. Each of the faculty from the prior review is listed on the *Faculty From Prior Review Form* (Faculty From Prior Review; Faculty Roster 2009 Compliance Certification).

All faculty not considered during the prior review who taught during the Spring 2019 and Fall 2019 semesters are listed in the *Faculty Roster* with qualifying coursework and/or credentials. This Faculty Roster has been subdivided by academic division and subject taught. (Faculty Roster for Division of Business and Engineering Technology; Faculty Roster for Division of Fine Arts; Faculty Roster for Division of Health Sciences; Faculty Roster for Division of Humanities and Languages; Faculty Roster for Division of Mathematics and Sciences; Faculty

Roster for Division of Social, Behavioral, and Applied Sciences; Faculty Roster for Miscellaneous Faculty).

In addition, Mississippi Community Colleges share courses through the Mississippi Virtual Community Colleges system. For hosted courses, courses taught by instructors at another community college, the college offering the courses is responsible for approving qualifications of the faculty. Upon pulling in a hosted course for Northeast students, the eLearning coordinator, the division head, and the vice president of Instruction review the faculty qualifications provided by the institution of the hosted course (Faculty Roster for eLearning Hosted Courses; Northwest College Instructor Credentials Form; Northwest Instructor Additional Credential).

6.2a Supporting Documentation

- Faculty Credentials, *Northeast Procedures Manual 2019-2020, p. 37*
- Faculty Credential Form
- Division of Business and Engineering Technology
- Division of Fine Arts
- Division of Health Sciences
- Division of Languages and Humanities
- Division of Mathematics and Sciences
- Division of Social, Behavioral and Applied Sciences
- Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2017-18, p. 7.
- Faculty From Prior Review
- Faculty Roster 2009 Compliance Certification
- Faculty Roster for Division of Business and Engineering Technology
- Faculty Roster for Division of Fine Arts
- Faculty Roster for Division of Health Sciences
- Faculty Roster for Division of Humanities and Languages
- Faculty Roster for Division of Mathematics and Sciences
- Faculty Roster for Division of Social, Behavioral, and Applied Sciences
- Faculty Roster for Miscellaneous Faculty
- Faculty Roster for eLearning Hosted Courses
- Northwest College Instructor Credentials Form
- Northwest Instructor Additional Credential

6.2.b: Program Faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Academic Programs

Northeast offers two (2) programs of study in the Associate of Arts degree, twenty-nine (29) programs of study in Associate of Applied Science degree, and thirteen (13) programs of study in Career and Technical Certificates. Data for General Studies and Nursing (BSN) will be described across the four academic departments (*Northeast Student Catalog 2019-2020*, Programs of Study).

Associate of Arts – University Parallel Programs of Study

General Studies
Nursing, BSN

Associate of Applied Science – Career and Technical Programs of Study

Accounting Technology
Administrative Office Technology
Automotive Mechanics and Automotive Service Technology
Business Management Technology
Civil Engineering Technology
Collison Repair Technology
Computer Technology
Construction Engineering Technology
Culinary Arts Technology
Dental Hygiene Technology
Diesel Power Technology
Drafting, Design & 3D Modeling Technology
Early Childhood Education Technology
Electrical TechnologyHealthcare Data Technology
Heating & Air Conditioning Technology
Hospitality Management Technology
Industrial Maintenance Technology
Industrial Maintenance Technology

64

Information Systems Technology
Medical Assisting Technology
Medical Laboratory Technology
Nursing, ADN
Paralegal Technology
Precision Manufacturing & Machining Technology
Radiologic (Medical) Technology
Respiratory Care Technology

Career and Technical Certificates

Accounting Technology
Administrative Office Technology
Automotive Mechanics and Automotive Service Technology
Business Management Technology
Collison Repair Technology
Computer Technology
Culinary Arts Technology
Diesel Power Technology
Heating & Air Conditioning Technology
Medical Assisting Technology
Paralegal Technology
Practical Nursing Education
Precision Manufacturing & Machining Technology

Adequate Number of Full Time Faculty

Northeast Mississippi Community College employs an adequate number of full-time faculty to ensure the quality and integrity of each of its educational programs. Each of the six instructional divisions has an academic division head who oversees the academic and career and technical instruction.

The following tables detail the sections taught by faculty type and by program for each full-time faculty, staff, part-time faculty, and dual credit faculty.

Associate of Arts
General Studies and Nursing, BSN

Table 6.2b. 1 Number of Faculty by Type in the Associate of Applied Sciences.

	Full time Faculty	**Student to Faculty Ratio Per Section**
Spring 2019		

65

General Studies	65	21:1
Nursing (BSN)	9	12:1
Fall 2019		
General Studies	65	21:1
Nursing (BSN)	9	12:1

Associate of Applied Science and Certificates

Table 6.2b.5 Number of Faculty by Type in the Division of Business and Engineering Technology.

	Full time Faculty	Full time Staff	Adjunct	Dual Enroll	Total Sections	Student to Faculty Ratio Per Section
Spring 2019						
Business Office Cluster	2	0	1	0	16	17:1
Automotive Mechanics & Service Technology	2	0	0	0	7	11:1
Civil Engineering Technology	1	0	0	0	6	13:1
Collision Repair Technology	1	0	0	0	4	16:1
Construction Engineering Technology	1	0	0	0	5	10:1
Culinary Arts Technology	1	0	0	0	5	14:1
Diesel Power Technology	1	0	0	0	6	20:1
Drafting, Design, and 3D Modeling Technology	1**	0	0	0	11	17:1
Early Childhood Education Technology	1	2	0	0	9	12:1
Electrical Technology	2*	0	0	0	16	20:1
Heating and Air Conditioning Technology	1	0	0	0	7	15:1
Hospitality Management Technology	2	0	0	0	9	18:1
Industrial Maintenance Technology	1*	0	2	0	7	15:1

6.2.b: Program Faculty

Information Systems Technology	2	0	0	0	12	15:1
Paralegal Technology	1	0	0	0	6	5:1
Precision Manufacturing & Machining Technology	2	0	0	0	8	14:1
Fall 2019						
Business Office Cluster	2	0	1	0	15	17:1
Automotive Mechanics & Service Technology	2	0	0	0	7	11:1
Civil Engineering Technology	1	0	0	0	5	13:1
Collision Repair Technology	1	0	0	0	4	16:1
Construction Engineering Technology	1	0	0	0	6	10:1
Culinary Arts Technology	1	0	0	0	4	14:1
Diesel Power Technology	1	0	0	0	6	20:1
Drafting, Design, and 3D Modeling Technology	1	0	0	0	7	17:1
Early Childhood Education Technology	1	2	0	0	9	12:1
Electrical Technology	1*	0	0	0	12	20:1
Heating and Air Conditioning Technology	1	0	0	0	6	15:1
Hospitality Management Technology	2	0	0	0	10	18:1
Industrial Maintenance Technology	2*	0	2	0	8	15:1
Information Systems Technology	2	0	0	0	14	1:1
Paralegal Technology	1	0	0	0	6	5:1
Precision Manufacturing & Machining Technology	2	0	0	0	8	14:1

there are 3 fulltime instructors assigned to both Electrical Technology and Industrial Technology.
**There is one full-time drafting instructor, but instructors from Civil Engineering and Construction taught certain Drafting, Design, & 3D Modeling courses during this semester.*

Table 6.2b.6 Number of Faculty by Type in the Division of Health Sciences.

	Full time Faculty	Full time Staff	Adjunct	Dual Enroll	Total Sections	Student to Faculty Ratio Per Section
Spring 2019						
Dental Hygiene Technology	4	1	2	0	14	11:1
Associate Degree Nursing	9	1	0	0	25	10:1
Medical Assisting Technology	1	0	0	0	5	12:1
Medical Laboratory Technology	2	0	0	0	7	8:1
Radiological Technology	2	0	0	0	11	10:1
Respiratory Care Technology	2	0	0	0	9	10:1
Practical Nursing	4	0	0	0	12	11:1
Fall 2019						
Dental Hygiene Technology	4	1	2	0	13	11:1
Associate Degree Nursing	9	1	0	0	34	10:1
Medical Assisting Technology	1	0	0	0	5	12:1
Medical Laboratory Technology	2	0	0	0	10	10:1
Radiological Technology	2	0	0	0	14	10:1
Respiratory Care Technology	2	0	0	0	11	10:1
Practical Nursing	4	0	0	0	9	11:1

Need for Full-Time Faculty

The College evaluates the need for full time faculty in each discipline by various means, including enrollment trends by courses and program, by delivery method, and by location (*Northeast Beginning Enrollment Fact Sheet Fall 2018; Northeast at Corinth Student Profile Fall 2018; Northeast at New Albany Student Profile Fall 2018; eLearning Student Profile Fall 2018*).   The College also closely watches student: faculty ratios and student success rates relative to the need for full-time faculty.   When student: faculty ratios increase above 27:1 consistently in the fall and spring semesters over a three-year time span, consideration is given to the need for an additional full-time faculty member. During this time, adjunct faculty are used to fill out the faculty roster for the courses. Student success by course and program is also carefully watched to ensure quality is maintained in adjunct classes and that increases in the student: faculty ratios do not affect student success. Trends in delivery method and locations are watched to move seated sections on the main campus to online formats or off-campus sites as the needs of the student population shift (*Northeast Beginning Enrollment Fact Sheet Fall 2018; Northeast at*

68

6.2.b: Program Faculty

*Corinth Student Profile Fall 2018; Northeast at New Albany Student Profile Fall 2018;
eLearning Student Profile Fall 2018*;Success Rates by Program, *Report on Institutional
Effectiveness Indicators 2017-18;* Transfer Student Success, *Report on Institutional
Effectiveness Indicators 2017-18).*

Faculty Workload

Responsibilities of full-time faculty are comprised of three major elements: teaching load, office
hours, and related instructional/student services activities. As part of the related
instructional/student services activities, faculty establish and administer the curriculum for each
program and discipline (Faculty Responsibilities for Curricula, *Northeast Procedures Manual
2019-2020, 47).*

The teaching load for academic faculty is based on a minimum of fifteen semester hours of
academic instruction for the spring and fall semesters. The teaching load for technical faculty is
based on twenty contact hours per regular semester or the number of hours required to teach the
program curriculum. The teaching load for career faculty is based on the number of contact
hours required to teach the program curriculum (Responsibilities of Faculty, *Northeast
Procedures Manual 2019-2020, 80*). It is the practice of Northeast that full-time or part-time
faculty may not teach more than four overload courses over the fall and spring semesters; this
may be as a three/one split, two/two split, or one/three split (Faculty Overloads, *Northeast Board
of Trustees Policy Book 2019-2020, p. 23*; Academic Faculty Door Schedule; Technical Faculty
Door Schedule).

6.2b Supporting Documentation

- *Northeast Beginning Enrollment Fact Sheet Fall 2018*
- *Northeast at Corinth Student Profile Fall 2018*
- *Northeast at New Albany Student Profile Fall 2018*
- *eLearning Student Profile Fall 2018*
- Success Rates by Program, *IE Indicators 2017-18*
- Transfer Student Success, *IE Indicators 2017-18*
- Faculty Responsibilities for Curricula, *Northeast Procedures Manual 2019-20, 47*
- Responsibilities of Faculty, *Northeast Procedures Manual 2019-20, 80*
- Faculty Overloads, *Northeast Board of Trustees Policy Book 2019-20, p. 23*
- Academic Faculty Door Schedule
- Technical Faculty Door Schedule
- *Northeast Student Catalog 2019-2020,* Programs of Study

6.2.c: Program Coordination

For each of its educational programs, the institution assigns appropriate responsibility for program coordination.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Under the direct supervision of the vice president of Instruction and the instructional division heads, the quality and quantity of the instructional programs of study reside with the faculty. The faculty and Instruction Council must continually review programs of study. Any program considered for adoption must support the purpose and philosophy of the College.

Curriculum Establishment and Revision

The curriculum is established and administered by the faculty and its committees (Curriculum, *Northeast Procedures Manual 2019-2020, 67-69*). To establish a curriculum or to alter a curriculum within a division, a curriculum proposal form (submitted by a faculty member or a group of faculty members) must be presented to the division head. Upon receipt of the proposal, the division head submits the proposal to the division's faculty for review and evaluation. If the proposal is found acceptable by the division's faculty by a simple majority vote, the proposal is forwarded to the Instruction Council that is comprised of the division heads of the various instructional divisions, the eLearning coordinator, the director of institutional effectiveness, the director of learning resources, the vice president of Planning and Research, the director of guidance and counseling, and the director of the success center. The vice president of Instruction chairs the committee. The proposal, if approved by the Instruction Council, is forwarded through the president to the board of trustees for final approval (Curriculum Proposal Form*; Curriculum Review and Evaluation, Northeast Procedures Manual 2019-2020, 68;* Social, Behavioral, and Applied Science Division Meeting Minutes September 7, 2018*;* Instruction Council Minutes May 30, 2018; President's Cabinet Minutes October 2, 2018; Board of Trustees Minutes October 9, 2018).

University parallel programs are designed for transfer students. Courses within a program or curriculum are determined by the universities' requirements and state uniform curriculum and local needs (Academic Uniform Course Numbering System Fall 2018; IHL-MCCB Articulation Agreement 2018-19). To ensure that curriculum and courses are equated to those of the universities, curriculum alignment conferences are held regularly with university deans and faculty and community college division heads and faculty. Northeast Faculty from the appropriate discipline attend the Curriculum Alignment meetings. (Curriculum Alignment Social Sciences Oct 2018; Curriculum Alignment Languages Nov 2018). Periodically, the division heads and faculty must review the program of study and recommend curriculum changes to the Instruction Council (Instruction Council Minutes May 30, 2018). The vice president of

Instruction serves as the liaison to the senior colleges and universities and links Northeast with these institutions.

Career and technical programs are in keeping with the demands of local enterprises. These curricula are under constant review and evaluation by local advisory committees and the faculty. Although seventy-five percent (75%) of each career-technical curriculum is established by the Bureau of Career-Technical Education and the Mississippi Community College Board, the remaining twenty-five percent (25%) is under local control (*Office of Curriculum and Instruction Policies and Procedures Manual*, p. 20). Therefore, as changes occur in local and regional enterprises, compatible changes are made in the locally-controlled portion of the career-technical curriculum (Advisory Committee Meeting Minutes September 26, 2017).

Curriculum Review and Evaluation

In order to assure students that the curricula offered by Northeast are current and appropriate, complete evaluations of the degree programs of study are completed regularly through the Office of Planning and Research. On a scheduled, rotating basis, faculty review the particular curriculum for depth and breadth and complete a Curriculum Review Instrument (*Northeast Procedures Manual 2019-20*, Appendix H). This instrument is part of the evidence used in the Curriculum Review Process.

The Curriculum Review Committee, composed of college and non-college personnel, annually evaluate one of the instructional division's curriculum. During the evaluation, each curriculum will be reviewed in the following areas:

- Past successes of major/grade
- Relevance of courses with curriculum
- Documented needs for the curriculum
- Compatibility of curriculum and institutional purpose
- Credentials of faculty to adequately teach curriculum
- Financial support for the curriculum

The Curriculum Review Committee forwards all curriculum recommendations to the appropriate division for consideration. Faculty within the division approve and forward recommended changes to Instruction Council. Instruction Council forwards any approvals, through the president, to the board of trustees for final action (Curriculum, *Northeast Procedures Manual 2019-2020*, 67-69; Curriculum Review Agenda).

The Mississippi Community College Board (MCCB) evaluates curricula for career/technical education on a pre-determined rotating basis. (MCCB curriculum revision schedule 2018-2019). These curricula are also reviewed annually by the local advisory committee. Additionally, various accrediting agencies may exert some influence as to the course content of various programs of study (Advisory Committee Minutes).

College Major and Program Coordination

A program of study, defined as a concentration of coursework within a particular discipline, is designed to produce entry-level competencies for specific career fields.

Each program of study listed in the Northeast Student Catalog is assigned major advisors who have experience and/or knowledge in the field and who have assigned responsibilities for the curriculum coordination. The curriculum coordinator is listed first on the advisor list for each program of study in the College Catalog. The following table lists the programs of study with the assigned primary faculty advisors (Accounting Technology Program of Study;   Practical Nursing Education Program of Study, *Northeast Student Catalog 2018-19,* Programs of Study*; Program of Study, Northeast Procedures Manual 2019-20, 69-70*).

Academic Programs

Northeast offers two (2) programs of study in the Associate of Arts degree, twenty-nine (29) programs of study in Associate of Applied Science degree, and thirteen (13) programs of study in Career and Technical Certificates.

Advisors for General Studies and Nursing, BSN are disaggregated by academic department, Fine Arts, Social & Behavioral Sciences, Humanities & Languages, and Mathematics & Sciences. Disaggregation was done to show that curricula within each discipline are coordinated by the faculty (*Northeast Student Catalog 2019-2020,* Programs of Study).

Table 6.2c.1 - Career and Technical Programs of Study – Associate of Applied Sciences and Certificates

Accounting Technology, AAS and Certificate	Rebecca Elliott	Elliott, Rebecca Transcript Elliott, Rebecca Résumé BBA, Marketing, Mississippi State University MBA, Business Administration, University of North Alabama 6 years' experience as licensed realtor Business owner experienced in A/P
Administrative Office Technology, AAS and Certificate	Crystal White	White, Crystal Transcript White, Crystal Résumé AAS, Administrative Support Services Technology, Northeast Mississippi Community College BS, Business Education, Blue Mountain College MS, Instructional Technology, Mississippi State University

6.2.c: Program Coordination

		EdS, Educational Leadership, Arkansas State University Microsoft Office Specialist Certification IC3 Certification 16 years' experience as a BOT instructor, NORTHEAST Phi Beta Lambert Advisor Organizer of Northern District FBLA Conference
Automotive Mechanics and Automotive Service Technology, AAS and Certificate	Greg Hardin	Hardin, Greg Transcript AAS, Northeast Mississippi Community College ASE Certified NOCTI Certified 40 years in the automotive industry
Business Management Technology, AAS and Certificate	Rebecca Elliott	Elliott, Rebecca Transcript Elliott, Rebecca Résumé BBA, Marketing, Mississippi State University MBA, Business Administration, University of North Alabama 6 years' experience as licensed realtor Business owner experienced in A/P
Civil Engineering Technology, AAS	Stewart Moore	Moore, Stewart Transcript Moore, Stewart Résumé BS, Civil Engineering, Mississippi State University Licensed as a Professional Engineer by the State of Mississippi Licensed as a Professional Land Surveyor by the State of Mississippi

6.2.c: Program Coordination

| | | Listed as a Professional Land Surveyor by the State of Alabama

NCCER, Craft Instructor, 2018

20 years' experience as a practicing Professional Engineer and Professional Land Surveyor in the State of Mississippi and Alabama

6 years' teaching experience in the Civil Engineering Technology Program at Northeast MS Community College |
|---|---|---|
| Collison Repair Technology, AAS and Certificate | Randy Mitchell | Mitchell, Randy Transcript
Mitchell, Randy Résumé

AAS, Collison Repair
ASE Certified
I-CAR Certified
30 years' field experience |
| Computer Technology, AAS and Certificate | Crystal White | White, Crystal Transcript
White, Crystal Résumé

AAS, Administrative Support Services Technology, Northeast Mississippi Community College
BS, Business Education, Blue Mountain College
MS, Instructional Technology, Mississippi State University
EdS, Educational Leadership, Arkansas State University

Microsoft Office Specialist Certification
IC3 Certification
16 years' experience as a BOT instructor, NORTHEAST
Phi Beta Lambert Advisor
Organizer of Northern District FBLA Conference |

74

6.2.c: Program Coordination

Construction Engineering Technology, AAS	Ray Gaillard	Gaillard, Ray Transcript Gaillard, Ray Résumé BS Construction Engineering Attended Construction Engineering Curriculum Writing Team meeting April 2017 OSHA 1926 502 10 & 30 Trainer Crane Institute of America Crane Inspector NCCER Trainer for Construction Tech, Rigging, Highway, Heavy Core Curricula 18 years' work experience in construction related field
Culinary Arts Technology, AAS and Certificate	Ginger Cramer	Cramer, Ginger Transcript Cramer, Ginger Résumé AAS, Culinary Arts Technology, Northeast Mississippi Community College AAS, Hotel and Restaurant Management Technology, Northeast Mississippi Community College 20+ years' experience in the food service industry ServSafe Certified, NRA Owner/Operator of Gingerbreads Desserts, 2000-2015
Dental Hygiene Technology, AAS	Nick Alexander	Alexander, Nick Transcript Alexander, Nick Résumé DMD, University of Mississippi School of Dentristry Licensed by MS State Board of Dental Examiners 28 years' experience dentistry

6.2.c: Program Coordination

Diesel Power Technology, AAS and Certificate	Jonathan Alexander	Alexander, Jonathan Transcript Alexander, Jonathan Résumé Certificate, Automotive Mechanics and Service Technology AAS, Automotive Mechanics and Service Technology Detroit Diesel Fully Certified Master Technician Macs 609 certification Macs 609 certification-instructor Meritor Wheel End certified DOT Annual Inspection certified 10 years' experience as diesel technician Currently working as a diesel technician in the field
Drafting, Design & 3D Modeling Technology, AAS	Jeff Melson	Melson, Jeff Transcript Melson, Jeff Résumé AAS, Computer Aided Design and Drafting, Northeast Mississippi Community College AA, History, Northeast Mississippi Community College BBA, Human Resource Management, University of Mississippi 10 years' experience draftsman
Early Childhood Education Technology, AAS	Jenniffer Newell	Newell, Jenniffer Transcript Newell, Jenniffer Résumé BS, Elementary Education, Blue Mountain College MEd, Mississippi State University Pre-PAC Certification Completion of Child Care Regulations Training, Directors Orientation Training, and

76

6.2.c: Program Coordination

		Playground Safety Training. (These are mandatory trainings that the MS Department of Health requires for Directors of a Child Care Center. This information is tied to the curriculum of the following courses: CDT 1113, CDT 1214, CDT 1224, CDT 1343, CDT 2813, CDT 2915, CDT 2945) ServSafe Certified (Required because I am the Certified Food Manager for the NORTHEAST Child Care Center. This information is tied to the curriculum of CDT 1343)
Electrical Technology, AAS	Derek DeVaughn	DeVaughn, Derek Transcript DeVaughn, Derek Résumé AAS, Electrical Technology, NORTHEAST, 2008 NCCER, Craft Instructor, 2018 TVA 608 Universal certification MCCB Institute for Teaching and Learning 11 years' experience as an industrial electrician and mechanical technician Continuing education and update classes offered by dealers and companies

77

Healthcare Data Technology, AAS	Crystal White	White, Crystal Transcript White, Crystal Résumé AAS, Administrative Support Services Technology, Northeast Mississippi Community College BS, Business Education, Blue Mountain College MS, Instructional Technology, Mississippi State University EdS, Educational Leadership, Arkansas State University Microsoft Office Specialist Certification IC3 Certification 16 years' experience as a BOT instructor, NORTHEAST Phi Beta Lambert Advisor Organizer of Northern District FBLA Conference
Heating & Air Conditioning Technology, AAS and Certificate	Russ Bullard	Bullard, Russ Transcript Bullard, Russ Résumé Certificate, Heating and Air Conditioning Technology, Northeast Mississippi Community College AAS, Heating and Air Conditioning, Northeast Mississippi Community College TVA 608 Universal certification NCCER Instructor certification Learning Academy trainer 15 years' experience as HVAC technician. Continuing education and update classes offered by dealers and supply companies.

6.2.c: Program Coordination

Hospitality Management Technology, AAS	Christy Grissom	 AAS, Culinary Arts Technology, Northeast Mississippi Community College AAS, Hotel and Restaurant Management Technology, Northeast Mississippi Community College BS, University of Mississippi MS, University of Alabama ServSafe certified Servsafe instructor and proctor certified NRAEF ManageFirst certified in Customer Service, Managerial Accounting, Human Resource Management, Hospitality and Restaurant Management, Restaurant Marketing, Controlling Foodservice Costs 8 years' experience Culinary Arts Instructor 11 years' experience managing catering company International Award Delta Epsilon Chi- DECA Recipient of NRAEF and MRAEF Scholarship

6.2.c: Program Coordination

Industrial Maintenance Technology, AAS	Matt Sandlin	Sandlin, Matt Transcript Sandlin, Matt Résumé AAS, Industrial Maintenance Technology, Northeast Mississippi Community College AAS, Electrical Technology, Northeast Mississippi Community College NCCER, Craft Instructor, 2014 MS Master Electrician Licensure Exam, 2016 2 years' experience in residential/commercial electrical and plumbing 10 years' experience in industrial manufacturing 4 years' experience in commercial/industrial electrical 2 years' experience in residential/commercial electrical and plumbing 10 years' experience in industrial manufacturing 4 years' experience in commercial/industrial electrical
Information Systems Technology, AAS	Natasha Lewis	Lewis, Natasha Transcript Lewis, Natasha Résumé PM Certificate, University of Phoenix AS, Computer Information Systems, Itawamba Community College BS, Computer Information Systems, Mississippi University for Women MS, Information Systems, University of Phoenix EdS, E-learning, Northcentral University CompTIA A+ 2017 certification

		CompTIA Network+ 2016 certification
		CompTIA Project+ 2018 certification
		16 years' experience as a Software Engineer
		Apple Teacher Certified, 2016
Medical Assisting Technology, AAS and Certificate	Vickie Hopkins	Hopkins, Vickie Transcript Hopkins, Vickie Résumé AAS, Medical Assisting Technology, Northeast Mississippi Community College BHS, University of Mississippi Medical Center MHS, University of Mississippi Medical Center Certified Medical Assistant – American Association of Medical Assistants CPR - BLS Health Care Provider through American Heart Association
Medical Laboratory Technology, AAS	Shannon Goolsby	Goolsby, Shannon Transcript Goolsby, Shannon Résumé MS, Medical Technology, University of Southern Mississippi MT (ASCP) 5 years' experience medical technologist
Nursing, AAS	J. Camille Beals	Beals, Camille Transcript Beals, Camille Résumé BSN, University of North Alabama MSN, Alcorn State University MSEd, University of North Alabama

81

6.2.c: Program Coordination

		DPN, Samford University RN 25 years' experience nursing
Paralegal Technology, AAS and Certificate	Janelle Lowrey	Lowrey, Janelle Transcript Lowrey, Janelle Résumé A.A., Paralegal Technology, Northeast Mississippi Community College B.A., Criminal Justice, University of Mississippi Juris Doctorate, University of Mississippi School of Law 15 years as a practicing attorney Completes 12 hours of continuing legal education annually
Practical Nursing, Certificate	Kristi Dempsey	Dempsey, Kristi Transcript Dempsey, Kristi Résumé AAS, Northwest-Shoals Community College BSN., University of North Alabama MSN, University of Alabama DNP, University of Alabama Registered Nurse
Precision Manufacturing & Machining Technology, Certificate	Stevie Lovelace	Loveless, Stevie Transcript Loveless, Stevie Résumé AAS, Automated Manufacturing Technology, Northeast Mississippi Community College BS, Technology Teacher Education, Mississippi State University NIMS Certification
Precision Manufacturing & Machining Technology, AAS	Mike Snowden	Snowden, Mike Transcript Snowden, Mike Résumé AAS, Tool and Die, Northeast Mississippi Community College NIMS Certification 39 years' experience in the field

82

6.2.c: Program Coordination

Radiologic (Medical) Technology, AAS	Jennifer Davis	Davis, Jennifer Transcript Davis, Jennifer Résumé BHS, Radiology, Baptist Memorical College of Health Sciences MA, Higher Education, University of Mississippi National certification in Radiology and Radiation Therapy Attended Radiology Technology Writing Team meeting February 2017
Respiratory Care Technology, AAS	Beverly Prince	Prince, Beverly Transcript Prince, Beverly Résumé AAS, Respiratory Therapy, Northeast Mississippi Community College, BHS, COHO, Baptist Memorial College of Health Sciences RRT, RPFT Attended Respiratory Care Technology Mississippi Curriculum Framework, November 2014 8 years clinical experience in the field of Respiratory Care, BLS (Basic Life Support) Instructor Holds office of treasurer in the Mississippi Society for Respiratory Care.

Table 6.2c.2. University Parallel Programs of Study – Associate of Arts discipline areas

Note: The two programs of study within the Associate of Arts degree do not have true "homes." Advisors for General Studies and Nursing, BSN are disaggregated by academic department: Fine Arts, Social & Behavioral Sciences, Humanities & Languages, and Mathematics & Sciences. Disaggregation was done to show that curricula within each discipline is coordinated by the faculty.

6.2.c: Program Coordination

Art	Melody Shinn	 BFA, Mississippi University for Women MFA (Interior Design), Rochester Institute of Technology, School of Art and Design, College of Imaging Arts and Sciences 15 Years' professional experience in private industry with experience in Interior Design, Retail & Manufacturing Training and Sales, Management, and Merchandising Adjunct Instructor, Itawamba Community College 08/2007-05/2008 Sales Coordinator, United Furniture Industries 02/2006 - 08/2008 Adjunct Instructor, Mississippi University for Women 01/1994-05/1996,07/1998, 01/2003-05/2003, and 08/2003-12/2003 Assistant Manager/Merchandiser/ Interior Designer, Hancock Furniture Henredon and Century Furniture Mfg. Sales Training Certification 09/1993-07/1996 & 07/1999-02/2003 Sales Associate/Interior Designer, Mississippi Wholesale Furniture Company 07/1997-05/1998 Judge for Mississippi Painter's Society Annual Show 2009 and 2011 Observer and Judge for Annual Gifted Art Test, Booneville High School 2008-18 NORTHEAST Art Club Advisor 2008-2019 Fine Arts Curriculum Committee, 2012-19

84

6.2.c: Program Coordination

Music	Amy Langley	Langley, Amy Transcript Langley, Amy Résumé BA, University of Mississippi MM (Performance Music), University of Mississippi DMA (Performance Music), University of Memphis
Speech (Theatre)	Christopher Schager	Schager, Christopher Transcript Schager, Christopher Résumé BA , Drama, San Francisco State University MFA, Theatre, University of Mississippi 19 years' experience sponsor and director of theatrical productions at Northeast
English	Paige Sasser	Sasser, Paige Transcript Sasser, Paige Résumé M. Ed Curriculum & Instruction Secondary Education, English, University of Mississippi; Two years' teaching experience in English and reading/ Prentiss County School District; volunteer in the Northeast Writing Lab
Foreign Language	Jeff Tuttle	Tuttle, Jeff Transcript Tuttle, Jeff Résumé MEd Curriculum and Instruction, University of Mississippi

85

6.2.c: Program Coordination

		Stone, Bill Transcript Stone, Bill Résumé

Speech	Bill Stone	BA – Union University
		MDiv – New Orleans Baptist
		   Theological Seminary
		PhD Speech Communication-
		   Louisiana State University

		Mathis, Andrea Transcript Mathis, Andrea Résumé
Mathematics	Andrea Mathis	MS (Mathematics), University of Mississippi
		Benjamin, Carlena Transcript Benjamin, Carlena Résumé

Biology and Agriculture	Carlena Benjamin	MEd (Science Education),
		   University of Mississippi
		Ed.D. (Higher Education), Delta
		   State University

		Miller, Jason Transcript Miller, Jason Résumé
Chemistry	Jason Miller	MS (Chemistry), Mississippi State University
		Nock, George Transcript Nock, George Résumé

Physics and Engineering	George Nock	MS(Physics), University of
		   Mississippi;
		Ph.D. (Curriculum and Instruction –
		   Science Education), University
		   of Mississippi

86

6.2.c: Program Coordination

Computer Science	Tom Hill	Hill, Tom Transcript Hill, Tom Résumé BS, Computer Science, University of Southern Mississippi MS, Engineering Science, University of Mississippi PhD, Computer Science, University of Mississippi
Health, Physical Education, and Recreation	Mary Jones	Jones, Mary Transcript Jones, Mary Résumé MS (Human Performance/Sport Administration), University of Southern Mississippi PhD (Human Performance Administration and Teaching), University of Southern Mississippi Certified Athletic Trainer since 1992 Licensed Athletic Trainer since 1993 American Heart Association BLS Instructor since 2018
Family and Consumer Sciences	Chasity Moore	Moore, Chasity Transcript Moore, Chasity Résumé MS (Food Science, Nutrition, and Health Promotion), Mississippi State University 15 years experience as Cheer Coach AACCA Spirit Safety Certification with additional concussion training CPR and First Aid Certified Undergraduate Minor in Biology State of Mississippi teaching license in Health (K-12), General Science (7-12), Home Economics (7-12), Consumer Science Education (7-12), Technology Discovery (7-12)

87

6.2.c: Program Coordination

		Participated in "New" Health and Physical Education Curriculum Roll Out by the Mississippi Department of Education
Political Science	Will Bowlin	Bowlin, Will Transcript Bowlin, Will Résumé MPPA (Public Policy & Administration), Mississippi State University Member, Southern Political Science Association Member, Mississippi Political Science Association Board Member, Mississippi Historical Society Member, Southern Historical Association Member, International Society for Technology in Education
History	Morgan Ricks Kramer	Kramer, Morgan Transcript Kramer, Morgan Résumé M.Ed. (Secondary Education – Social Science), Delta State University International Travel and Study Abroad in Belfast, Northern Ireland (2009) with PSC 478 (3) and PSC 479 (3), Delta State University, (a comparative study of the Troubles in Ireland and the Civil Rights Movement in the Mississippi Delta) Taught World History in grades 9-12 (2011-2015); State of Mississippi Class AA Licensure Library of Congress Summer Teacher Institute (2015): Teaching with Primary Sources

88

6.2.c: Program Coordination

		Grader for the Educational Testing Services/College Board AP World History Exam (2017, 2018)
Geography	David Eric Smith	Smith, David Eric Transcript Smith, David Eric Résumé MA (Philosophy), University of Mississippi Additional Graduate Work (History), University of Nebraska Kearney Additional Graduate Work (Geography) University of Northern Colorado One-month study abroad course taken in Tanzania in Environmental Psychology Two-week study abroad course in Belize in Social Work
Economics and Business Administration	John Yarber	Yarber, John Transcript Yarber, John Résumé BS, Forestry, Mississippi State University MBA, Business Administration, University of Mississippi PhD, Community College Leadership, Mississippi State University

6.2.c: Program Coordination

Psychology	Stephanie Moore	Moore, Stephanie Transcript Moore, Stephanie Résumé Specialized graduate focus in Forensic Clinical Psychology. 1200 Practicum Hours completed in individual & group therapy, diagnosing mental disorders, and creating treatment plans. 7 years' experience as You Specialist at Missouri Division of Youth Services, included advanced training in sex offender treatment, working with groups, and Adventure Based Counseling
Sociology and Social Work	James Wes Hill	Hill, James Wes Transcript Hill, James Wes Résumé MSS (Sociology, History), University of Mississippi Mississippi Educator License, Social Studies, 2001 (current) Integrating Census Data Analysis into the Curriculum, 2005 Published report titled "Integrating Data Analysis Into A Web-Based Section of Sociology" Project funded by a grant from the National Science Foundation. Worked as a career counselor for three years while on active duty in the U.S. Marines Served as a unit substance abuse counselor and suicide prevention officer, U.S. Marines

90

6.2.c: Program Coordination

Accounting	Robbie Coleman	Coleman, Robbie Transcript Coleman, Robbie Résumé B Accy, University of Mississippi M Accy, University of Mississippi
Criminal Justice	Shane Scott	Scott, Shane Transcript Scott, Shane Résumé JD, Mississippi College Mississippi Bar Association since 2011 Law Enforcement Certificate since 2016 3 years' experience as Personal Injury and Health Care Law attorney 2 years' experience as Prentiss County Sheriff Deputy

6.2c Supporting Documentation

- Curriculum, *Northeast Procedures Manual 2019-2020,* p. 67-69
- Curriculum Proposal Form
- Curriculum Review and Evaluation, *Northeast Procedures Manual 2019-2020,* p. 68
- Social, Behavioral, and Applied Science Division Meeting Minutes September 7, 2018
- Instruction Council Minutes May 30, 2018
- President's Cabinet Minutes October 2, 2018
- Board of Trustees Minutes October 9, 2018
- *Academic Uniform Course Numbering System Fall 2018*
- *IHL-MCCB Articulation Agreement 2018-19*
- Curriculum Alignment Social Sciences Oct 2018
- Curriculum Alignment Languages Nov 2018
- *Office of Curriculum and Instruction Policies and Procedures Manual*, p. 20
- Advisory Committee Meeting Minutes September 27, 2018
- Curriculum Review Agenda
- MCCB curriculum revision schedule 2018-2019
- Accounting Technology Program of Study
- Practical Nursing Education Program of Study
- *Northeast Student Catalog 2019-2020,* Programs of Study

6.2.c: Program Coordination

- Program of Study, *Northeast Procedures Manual 2019-2020, 69-70*

6.2.c: Program Coordination

6.3: Faculty Appointment and Evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Faculty Appointment and Employment

As faculty positions open due to resignations, retirements, or instructional needs, a centralized applicant file is maintained by the human resources office. Positions advertisement occurs through regional newspapers, and openings are announced on the college's website. After the closing date of the job announcement, a selection committee, consisting of the executive vice president (chair of the committee), the vice president of Instruction, the division head, and selected faculty, review the applicant files and determine the applicants to be interviewed based on criteria concerning the needs of the open faculty position. Once interviews conclude, the executive vice president recommends finalists to the president of the College. The president of the College recommends the top candidate to the board of trustees, who vote to determine the employment of the candidate. When the Board approves the recommendation, the president of the College issues a contract for employment. The contract states the position, time frame, salary, and requires signatures of the employee, president of the College, and chairman of the board of trustees (Hiring Committee Recommendation for ADN Instructor Position; Employee 1 – President to HR Salary Approval; Employee 1 – President Recommendation to Board; Employee 1 – Faculty Contract).

Faculty Evaluation

Northeast Mississippi Community College values quality teaching and the importance of a shared commitment by the faculty and institution to create a positive learning environment. Northeast embraces a formative/summative, developmental and continuous improvement approach toward faculty evaluation. Information collected on faculty performance is used to improve teaching techniques and instructors' relationships with students. The methods, processes, and schedule utilized to evaluate faculty are found below (Faculty Evaluation Process, *Northeast Procedures Manual 2019-2020* pg. 27-28, Appendix E; Employee 2 Student Evaluation of Faculty; Employee 2 Faculty Evaluation; Employee 3 Student Evaluation of Faculty; Employee 3 Faculty Evaluation):

The structure of the Student Evaluation of Instruction and the Annual Evaluation of Faculty by their division head, self-evaluation, and faculty improvement conference were revitalized for the 2019-20 academic year. A faculty committee proposed the change to make the evaluation process more meaningful for faculty (Instruction Council Minutes October 30, 2019; Instruction Council Minutes December 16, 2019; IC Minutes February 2019). As such, the 2019-2020

Northeast Procedures Manual contains an updated Student Evaluation of Faculty (*Northeast Procedures Manual 2019-2020,* Appendix E) and combines and updates the Annual Evaluation, Self-Evaluation, and Faculty Improvement Conference into a single document (*Northeast Procedures Manual 2019-2020,* Appendix F).

Method	Who Performs?	Documentation Used	Timeframe
Classroom Observation	Division Head completes an observation on **half** the faculty within the division annually*	Classroom Observation Form (Page 2 of Administrative Evaluation of Teaching Personnel and Self-Evaluation)	New Faculty-annually for three years* All other faculty observed every other year
Student Evaluation of Faculty	Students evaluate both full- and part-time faculty	Course Evaluation deployed through Canvas (Learning Management System)	All courses receive a Course Evaluation each term
Self-Evaluation by Faculty	All full- and part-time faculty perform self-evaluation	Administrative Evaluation of Teaching Personnel and Self-Evaluation	Annually
Annual Evaluation by Division Head	Division Head evaluates both full- and part-time faculty within their division	Administrative Evaluation of Teaching Personnel and Self-Evaluation	Annually
Faculty Conference	Division Head and faculty member (full and part-time) meet, review results from all evaluation methods, and establish a plan for professional growth by: 1. Reviewing professional learning participation from the year (documentation will be attached to evaluation materials-both Division Head and Faculty will receive a cumulative report of all activities	Administrative Evaluation of Teaching Personnel and Self-Evaluation	Annually

94

6.3: Faculty Appointment and Evaluation

	as reported through Earning Your Stripes via email at end of each reporting period) 2. Identification of at least three Goals for Growth for the upcoming year (including plans for professional learning) **See below for Improvement Plan process		

**Any faculty member who has been required to devise an Improvement Plan will be evaluated using the full process each year while on improvement status (Sample of Written Warning). The Improvement Plan is initiated by the faculty member's supervisor and encompasses steps 1 and 2 of the Disciplinary Procedures for Employees (*Northeast Procedures Manual 2019-2020*, Human Resources, Disciplinary Procedures for Employees, p.22; *Northeast Procedures Manual 2019-2020*, Sample of Written Warning, Appendix U). The length and conditions of the Improvement Plan will be indicated in writing and provided to the faculty member at the time the Improvement Plan is implemented. If conditions of the Improvement Plan are not met, step 3 of the Disciplinary Procedure for Employees (Suspension) will be enacted (Sample of Suspension, *Northeast Procedures Manual 2019-2020*, Appendix V).

Evaluation of any faculty member may occur at any time if need is indicated- for example, information reflected on the Student Evaluation of Faculty, etc.

Students can also evaluate both the instructional and non-instructional role of faculty using the Student Satisfaction Survey that is administered at graduation practice each May. Students evaluate such topics as advising, career preparation, and availability of advisor (Student Satisfaction Inventory 2019).

6.3 Supporting Documentation

- Hiring Committee Recommendation for ADN Instructor Position
- Employee 1 – President to HR Salary Approval
- Employee 1 – President Recommendation to Board
- Employee 1 – Faculty Contract
- *Northeast Procedures Manual 2019-2020,* Faculty Evaluation Process, p. 27-28
- *Northeast Procedures Manual 2019-2020,* Faculty Evaluation Process, Appendix D
- *Northeast Procedures Manual 2019-2020,* Faculty Evaluation Process, Appendix E

- Employee 2 Student Evaluation of Faculty
- Employee 2 Faculty Evaluation
- Employee 3 Student Evaluation of Faculty
- Employee 3 Faculty Evaluation
- *Northeast Procedures Manual 2019-2020*, Appendix F
- *Northeast Procedures Manual 2019-2020*, Sample of Written Warning, Appendix U
- *Northeast Procedures Manual 2019-2020*, Human Resources, Disciplinary Procedures for Employees (p. 22)
- *Northeast Procedures Manual 2019-2020*, Sample of Suspension, Appendix V
- Student Satisfaction Inventory 2019
- Instruction Council Minutes October 30, 2019
- Instruction Council Minutes December 16, 2019
- IC Minutes February 2019

96

6.3: Faculty Appointment and Evaluation

6.4: Academic Freedom

The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Definition of Academic Freedom

Northeast Mississippi Community College is dedicated to preserving academic freedom for faculty members. Academic freedom as defined in the *2019-2020 Northeast Procedures Manual* is the right to select and emphasize subject content, the right to determine the degree of difficulty of content and of evaluation methods, and the right to choose the methods of instructional delivery (Academic Freedom and Responsibilities, *2019-2020 Northeast Procedures Manual*, p. 15-16).

Corresponding responsibilities of faculty members are outlined as 1) to disseminate up-to-date information that is pertinent to students' potential for success in academia and work, 2) to conform to professionally endorsed principles and practices, 3) to teach and evaluate materials outlined in the course syllabi, and 4) to provide a variety of methods of delivery that lead students to develop their own skills. Faculty members are constrained by ethical behavior conforming to professionally endorsed principles and practices relative to subject area discipline (Academic Freedom and Responsibilities, *2019-2020 Northeast Procedures Manual*, p. 15-16).

Recommendations for Change in Procedures

Faculty and staff may make recommendations to changes in Procedures by offering their recommendations for changes through their appropriate supervisor (Recommendation for Changes in Procedure, *2019-2020 Northeast Procedures Manual*, p.6). The supervisor submits the recommendation to the appropriate vice president and then to the Administrative Council in the form of an Institutional Planning Proposal. Approved proposals proceed to the President's Cabinet, and then to the president who may approve or reject the proposals and/or pass proposals to the board of trustees (Institutional Planning Proposal Procedure, *2019-2020 Northeast Procedures Manual*, p. 118 and Appendix I; Planning proposal example-Clarification to Language of Faculty Evaluation- October 30, 2019).

6.4 Supporting Documentation

- *2019-20 Northeast Procedures Manual*, Academic Freedom and Responsibilities, p. 15-16
- *2019-20 Northeast Procedures Manual*, Recommendation for Changes in Procedure, p.6
- *2019-20 Northeast Procedures Manual*, Institutional Planning Proposal Procedure, p. 118

97

- *2019-20 Northeast Procedures Manual*, Institutional Planning Proposal Procedure, Appendix I
- Planning proposal example-Clarification to Language of Faculty Evaluation- October 30, 2019

6.5: Faculty Development

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College has developed a systematic and comprehensive approach to offering and supporting activities and programs to assist and encourage faculty to pursue professional development. Professional development opportunities help support three of the Purpose Statement Goals (1,4, and 7):

> **Goal 1**: To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

> **Goal 4**: To offer continuing education, community services, and adult basic education for individuals striving for personal and professional growth and/or personal enrichment.

> **Goal 7**: To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction (Purpose Statement, *2019-2020 Northeast Procedures Manual*, p 9).

The Northeast board of trustees and administration encourage professional growth for all Northeast employees in the form of in-service training, financial support for travel to professional meetings, and in-house professional development opportunities (Professional Development, *2019-2020 Northeast Procedures Manual*, p 48). Localized professional development is coordinated by the Office of Planning and Research under the direction of the Professional Development Committee (Local Professional Development & Professional Development Opportunities, *Five Year Strategic Planning Document 2018-2023*, p. 329 and 336, Northeast Professional Development Calendar 2018-19*;* Minutes Professional Development Committee April 16, 2019).

During the 2018-19 Academic Year, faculty participated in the following:

July 12, 19, 26 – Advising Training for Summer Orientation
August 2 – Orientation for Adjunct and Dual Enroll Faculty
August 8 - Employee In-Service
August 8 – Banner Self-Serve Apps for Faculty
August 9 – New Faculty Orientation
August 9 and 10 – DegreeWorks Training for Faculty
September 7 – NISOD Presentation and Division Meeting

September 7 – MAUI training for Faculty and Staff – Revamping IE Plans
September 26 – Augmented Reality Demonstration
October 5 – NISOD Presentation and Division Meeting
October 26 – Social Science Curriculum Alignment Meeting – Holmes Community College
November 2 – NISOD Presentation and Division Meeting
November 2 – English and Foreign Languages Curriculum Alignment Meeting – Gulf Coast Community College
November 9 – General Faculty Meeting – Advising Reminders and Tips, DegreeWorks and Registration Process Training
November 13 – AR/VR fest – Augmented and Virtual Reality
January 4 – NISOD Presentation and Division Meeting
January 15-17 – Meeting with Apple corporation about iPad use in classroom
January 30 – Information Systems Technology rewrite in Jackson, MS
February 1 – NISOD Presentation and Division Meeting
February 1 – In Case of Emergency Training
February 5 – Industrial and Electrical Curriculum Rewrites, Jackson, MS
February 18 – Cybersecurity Curriculum Writing, Jackson, MS
March 1 – NISOD Presentation and Division Meeting
March 5-8 – Creating Futures Through Technology Conference, Biloxi, MS
March 22 and 26 – Regional Science Fair Judging
March 25-27 – Financial Aid – Best Practices for Advising
March 29 – Strategic Planning Retreat
April 4 – State Science Fair
April 5 – NISOD Presentation and Division Meeting
April 9 – Diversity Day
April 12 – General Faculty Meeting – Advising Reminders and Tips
May 20-22 – NISOD Conference
June 6, 13, 20, and 27 – Advising Training for Summer Orientation
June 17-19 – Mobile Learning Conference, Corinth, MS

There were also several subject-specific conferences attended by faculty during the Academic Year. Beginning in Fall 2019, the Earning Your Stripes employee development program was introduced. There are three main categories in which employees can document participation: professional development, community development, and college development. The program was incentivized to encourage participation, and a Canvas course was created that housed information about the program and also provided upcoming opportunities. The Northeast Canvas Catalog- Northeast You- allowed employees to register for college-wide book clubs (led by employees) as well as specialized Canvas training courses (led by eLearning).

6.5 Supporting Documentation:

- Screenshot of Earning Your Stripes Canvas Course
- Purpose Statement, *2019-2020 Northeast Procedures Manual*, p 9
- Professional Development, *2019-2020 Northeast Procedures Manual*, p 48
- Local Professional Development & Professional Development Opportunities

- *Five Year Strategic Planning Document 2018-2023*, p. 336,
- Northeast Professional Development Calendar 2018-19
- Minutes Professional Development Committee April 16, 2019

101

6.5: Faculty Development

Section 7: Institutional Planning and Effectiveness

7.1: Institutional Planning [CR]

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College is in compliance with 7.1 by its commitment to providing a high-quality educational experience for its students. This commitment is demonstrated through a comprehensive process of continuous planning and institutional effectiveness activities.

Ongoing, Comprehensive, Integrated, Research-Based, and Systematic Planning and Evaluation Process

Northeast incorporates a systematic review of programs and services, which includes the main campus, the Northeast at New Albany off-site location, the Northeast at Corinth off-site location, and the Gayle Davis off-site location. This systematic review of programs and services is aimed at both short- and long- term planning and focuses on continued improvements in instruction, student learning, and support services.

Purpose Statement

Planning begins with the institution's purpose statement. The purpose of the College defines those whom the College serves and the needs of those people which the College desires to address. It includes 7 institutional goals referred to as purpose goals. Prior to Fall 2018, the purpose statement was reviewed periodically. Northeast decided in Fall of 2018 the purpose statement would be reviewed biannually (in the Fall prior to the Strategic Planning Retreat held biannually during Spring semester). The review is performed by the Purpose Committee, which is appointed by the president. The Purpose Committee met in August of 2018 to review and revise the Purpose Statement (Memo- Purpose Committee- July 18, 2018; Email- Purpose Committee revisions- August 27, 2018).

Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates.

Beyond this original scope, Northeast responds to the needs of all who seek to further their education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

1. To provide accessible, high quality and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions
2. To provide industry-focused career and technical education that is student centered, comprehensive, and responsive to the employment needs of business and industry.
3. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
4. To provide developmental studies within the curriculum to strengthen the basic skills of students.
5. To offer continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment.
6. To provide employer-driven, industry-specific workforce education and training to businesses, industries, and individuals.
7. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

The Purpose Statement is posted to the College webpage (Screenshot of Purpose Statement on website), and included in: the *Northeast Student Catalog (*Screenshot of *Northeast Student Catalog 2019-2020,* Purpose Statement*)*, the *Five-Year Strategic Planning Document (2019-2024 Five Year Strategic Planning Document* p. 11*)*, the *Report on Institutional Effectiveness Indicators and College Wide Short-Term Goals (Report on Institutional Effectiveness Indicators and College Wide Short- Term Goals 2018-19* p. 5*)*, and the *Northeast Procedures Manual (*Screenshot of *Northeast Procedures Manual 2019-2020;* Memo-Purpose Committee – July 18, 2018; Email, Purpose Committee Revision August 27, 2018)

The purpose statement was reviewed again in Summer/Fall 2020.

Purpose Statement Revision History

- On July 7, 1998, the Purpose Committee met to again review the purpose statement and goals. After review, the Purpose Committee agreed that goal four needed to be reworded to state, "To offer continuing education and community services by providing classes, workshops, seminars, and/or facilities." This revision was presented to the board of trustees and approved at the July 14, 1998 meeting.
- On February 29, 2000, the Purpose Committee met to review the purpose statement and goals based upon recommendation received by the SACS Reaffirmation team. The purpose statement was revised to include level of its degree and certificate programs. The revision was presented and approved by the board of trustees at the March 21, 2000 meeting.

- With monthly meetings already established for the Administrative Council, the responsibility to the review the institutional purpose statement and goals was directly assigned to the Administrative Council beginning the 2001-2002 school year. At the December 2001 Administrative Council meeting, the members reviewed the institutional purpose statement and goals and recommended no changes.
- At the December 2004 Administrative Council meeting, the president appointed a Purpose Statement Committee to review the Purpose Statement. Recommendations were made to change the word "vocational" to "career" throughout the institutional purpose statement to reword and goal four as "To offer continuing education and community services for individuals striving for personal and professional growth and/or personal enrichment." These revisions were submitted and approved by the board of trustees at the February 8, 2005 meeting.
- At the November 2008 Administrative Council Meeting, the president appointed a Purpose Committee to review the Purpose Statement. Recommendations were made to substitute "of" for "in" in the titles of degrees awarded and to add of "adult basic education" to Goal Four. These revisions were submitted by the president and approved by the board of trustees at the February 17, 2009 meeting.
- In September 2012, the president appointed a Purpose Review Committee to the review the Purpose Statement. Revisions were submitted and approved by the board of trustees at the February 5, 2013 meeting.
- In July 2018, the president appointed a Purpose Review Committee to review the Purpose Statement. Revisions were submitted and approved by the board of trustees September 11, 2018. (Memo- Purpose Committee- July 18, 2018; Email- Purpose Committee revisions- August 27, 2018; Board of Trustees Minutes-September 11, 2018).

Strategic Planning Retreats

The Strategic Planning Council, chaired by the vice president of Planning and Research, assembles biannually for a complete review of all Long-Range Goals, Short-Term Goals, and Institutional Effectiveness Indicators. This strategic planning process begins with a SWOC analysis (Strengths, Weaknesses, Opportunities and Challenges) which is sent out to all council members to complete. Once the results of the SWOC analysis are compiled by the Office of Planning and Research (SWOC Analysis- 2019), the Key Result Areas (KRAs-2019) are identified by the Executive Strategic Planning Committee. The Committee met on February 15, 2019 (Minutes- Executive Strategic Planning Committee- February 15, 2019), assembled into work groups, and then began to identify emerging areas from the SWOC analysis. A Canvas course (Northeast's learning management system) was created to house all of the work conducted by both the Executive Strategic Planning Committee as well as the retreat documents and work of the Strategic Planning Council (Screenshot- Strategic Planning Council Course). The Strategic Planning Council met for the biannual planning retreat on March 29, 2019 (Agenda- 2019 Strategic Planning Retreat- March 29, 2019). The retreat was held at Northeast at Corinth, and all areas of the institution, alumni, Board Members, and the student body were represented (Minutes – Strategic Planning Council March 29, 2019; Previous (2017) Retreat Minutes – Strategic Planning Council March 29, 2017; Agenda- 2017 Strategic Planning Retreat). Work groups were assembled and a collaborative effort of identifying any changes to

the Long-Range and Short-Term goals was completed. Once the goals were reviewed, the IE Indicators were reviewed and edits suggested. These suggestions were presented to the entire group and then passed on to the Executive Strategic Planning Committee for their review and interpretation. The Executive Strategic Planning Committee met again on April 11, 2019 to review and compile a document with proposed changes to be sent out to the entire council for a vote (Minutes- Executive Strategic Planning Council- April 11, 2019). This vote was held electronically and passed by the full Strategic Planning Council. These changes to the Long-Range Goals and Short-Term Goals will go into effect in the *2020-2025 Five-Year Strategic Planning Document* and the *Report on Institutional Effectiveness Indicators & College Wide Short-Term Goals 2019-2020.* Both documents will be published and disseminated in August 2020*. (2019-2024 Five Year Strategic Planning Document, p. 12-13; Report on Institutional Effectiveness Indicators and College Wide Short-Term Goals 2018-19 p. 4,6,26;* 2018-2019 Committee Listing*)*

Incorporation of a Systematic Review of Institutional Goals and Outcomes Consistent with Mission

Long-Range Goals

The College, through coordination with the Strategic Planning Council, has devised and adopted strategic long-range goals to provide a clear concept of the overall direction of the institution. These goals align with the College's Purpose Statement and goals and are identified and reviewed by the College's Strategic Planning Council on a biennial basis. (*2019-2024 Five-Year Strategic Planning Document*, p.12-13; Minutes – Strategic Planning Council March 29, 2017; Minutes – Strategic Planning Council March 29, 2019; Minutes – Executive Strategic Planning Committee April 11, 2019)

Short-Term Goals

The College and Strategic Planning Council use the strategic long-range goals as the basis for determining college-wide short-term goals. These goals focus on the areas of improvement that should be included in the planning cycle. Team leaders and work groups are assigned to each goal. These individuals develop and implement strategies to accomplish the short-term goals. The work of these groups is documented by status reports published annually. These groups also provide periodic updates to these short-term goals to ensure progress toward meeting the goals. The director of Institutional Effectiveness requests these updates via email twice per semester (in August and March). (*Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019*, p. 26-37 (this includes a compilation of short-term goal updates from August 2018, March 2019, and August 2019); Email – Request for short-term goal updates- March 4, 2019 and August 1, 2019)

Institutional Effectiveness Indicators

Northeast has established objectives called Institutional Effectiveness Indicators to demonstrate the College's effectiveness towards meeting all its uniquely defined goals. The indicators set specific targets for student performance, satisfaction, and levels of instructional support

necessary for the educational programs offered. The examination and evaluation of the data compiled for the Institutional Effectiveness Indicators helps to determine the extent to which the College is fulfilling its purpose (*Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-19*).

Unit level planning

To assist the College in achieving its purpose and goals, each division and service unit links its operations and expectations (expected outcomes) to the College Purpose Statement, strategic long-range goals, and short-term goals through Divisional Purpose Statements, and the Institutional Effectiveness Plans (IE Plans). The IE Plans use a five-column matrix format and allow each division, service area, and off-site location to indicate its role in relating to the institutional purpose. Moreover, the IE Plan documents each area's acceptance of responsibility for contributing to one or more of the purpose goals, long-range goals, and short-term goals. These institutional supports are included with each IE plan indicating the linkage between expected outcome and specific goals (Division of Fine Arts 2018-2019 IE Plan; Enrollment Services 2018-2019 IE Plan; Office of Planning and Research 2018-2019 IE Plan).

The Planning Process involves all of the College's personnel and includes consideration of input from students, outside agencies, the board of trustees, the public, and the formal evaluation of programs (*2019-2024 Five-Year Strategic Planning Document*). The products of ongoing planning and assessment are annually presented in document form. *The 2019-2024 Five-Year Strategic Planning Document* with *2018-2019 Annual Institutional Effectiveness/Assessment Plans* is a result of strategic long-range planning, short-term goal planning and institutional effectiveness/assessments.

Planning Model
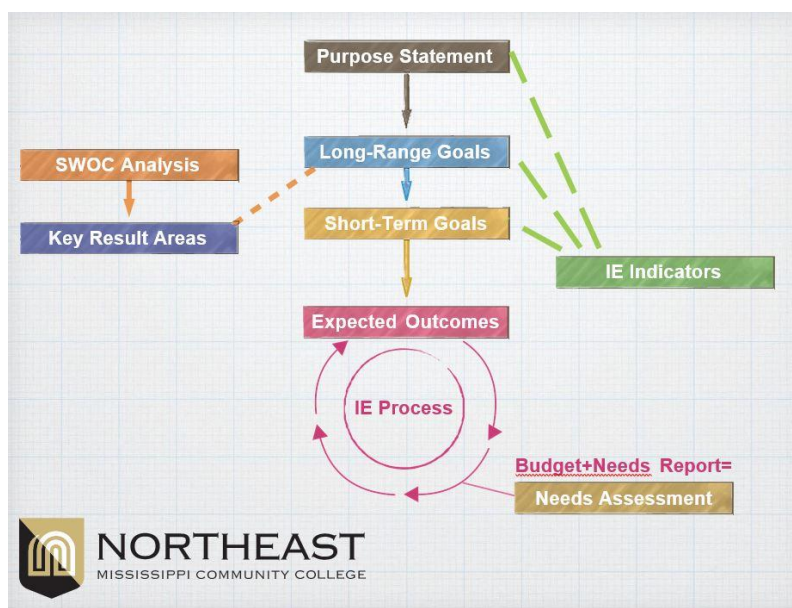
Committees Involved in Planning

7.1: Institutional Planning [CR]

The process of planning involves the following committees: President's Cabinet, Administrative Council, Instruction Council, Purpose Committee, Strategic Planning Council, Executive Strategic Planning Committee, TIE (The Institutional Effectiveness) Committee, Executive TIE (The Institutional Effectiveness) Committee, and the Budget Committee.

The **President's Cabinet** is composed of the president, executive vice president, vice president of Finance, vice president of Workforce Training and Economic Development, vice president of Planning and Research, vice president of Public Information, vice president of Instruction, vice president of Student Services, vice president of Institutional Advancement and the vice president of Marketing/Community Relations. The Cabinet serves as an aid to the president in reaching decisions that are best for the institution through means such as planning proposals brought forth from the Administrative Council and reports from the Strategic Planning Council. The Cabinet meets the first and third Tuesday of each month.

Administrative Council is composed of the president, various level administrators, academic division heads, and the directors of the Northeast at Corinth and New Albany off-site locations. Each fall, at the beginning of the academic school year, a chairperson of the Administrative Council is elected. The committee meets the first Wednesday of the month. The Council serves as the guide for the institution in the planning process, assists in making administrative decisions, keeps the institution abreast of operational planning activities, facilitates institutional/divisional needs assessments, and implements the planning cycle calendar to assist the institution in achieving its purpose and goals.

As evidence of the institution's dedication to broad-based planning, proposals for changes and/or improvements may originate from students, individual employees, or from divisions and departments. An Institutional Planning Proposal (*Northeast Procedures Manual 2019-2020)* is presented to the division head or direct supervisor who forwards it to the respective vice president before proceeding to the Administrative Council. The Administrative Council reviews proposals and submits a recommendation for implementation or rejection to the President's Cabinet. The President's Cabinet reviews and then accepts or rejects the proposals. Accepted proposals may be implemented or recommended to the board of trustees for implementation or rejection. The following are examples of specific actions taken to improve institutional effectiveness during the 2018-2019 school year:

- **Employee Tuition Waiver**-Reword the last sentence to read "Dual Credit Instructors and their dependents may qualify for tuition and course material fee waiver for dual enrollment classes." Kelli Hefner made the motion, Chris Murphy seconded and the motion carried unanimously (Minutes- Administrative Council- 2 May 2018).
- **Faculty Credentials**-This was a situation where our practices don't match our policy. SACSCOC has changed the requirement where we only need to justify that faculty are competent and qualified and prove that our policies and practices coincide. In the Masters degree level, sentence should read, "Must have a Masters Degree in the field, a related field with a minimum of 18 hours of graduate credit in the teaching field, or a related field with relevant experience." Jason Mattox made the motion, Chassie Kelly seconded and the motion carried unanimously (Minutes- Administrative Council- 2 May 2018).

7.1: Institutional Planning [CR]

- **E-Learning Course Evaluation** -We will change the evaluation process to adopt Quality Matters as our standard for best practices in designing online courses. The evaluations will be completed on a rotational basis. Annual evaluations of online courses will utilize the Northeast eLearning Annual Report. Michelle Baragona made the motion, Kelli Hefner seconded and the motion carried unanimously (Minutes- Administrative Council- 2 May 2018).

- **Weapons on Campus** -the Board has adopted this policy already so we are just following protocol to include this in the procedures manual also. This involves Item E under Weapons in the Board Policy Book. This decision is based on the Attorney General's opinion from 2013 which states that the school may or may not allow weapons. The Board has elected by vote that "Northeast employees who hold enhanced carry licenses, as well as other employees, are prohibited from possessing weapons on any and all Northeast campuses or off-campus site. Amber Garner made the motion, Beth Byrd seconded. The motion carried, although not unanimously. Chris Murphy voted no (Minutes- Administrative Council- May 2, 2018).

- **Condolence Announcements** - President Ford asked that the following be added to the Procedures Manual. "All condolence information shall be forwarded to the President's Office. The President's assistant will release official condolence announcements." This addition will go above "Confidentiality of Personnel Records". President Ford added that this was to secure accurate information is shared. This will pertain to immediate NE family only. Craig-Ellis made the motion, Chris Murphy seconded and the motion carried unanimously (Minutes- Administrative Council- May 2, 2018).

- **Addition of "Primary Language"** to admissions application. Amber Nelms submitted this proposal in order for us to gather data on students who could potentially need ELL (English Language Learner) resources. There were 76 students in the Fall 2019 enrollment who identified "Hispanic" as their ethnicity. Out of those 76, Northeast is not aware if any of them might require language assistance. Students would self-identify via the admissions application, but this addition would allow the institution to be proactive instead of reactive to possible situations. In order to approach student success holistically, we must strive to be prepared for the needs of every student. Chris Murphy made the motion and Jason Mattox seconded (Minutes- Administrative Council- September 9, 2019).

The **Instruction Council:** under the direct supervision of the vice president of Instruction and the instructional division heads, the quality and quantity of the instructional programs of study reside with the faculty. The faculty and Instruction Council must continually review programs of study. Any program considered for adoption must support the purpose and philosophy of the College.

The **Purpose Committee** is composed of administrators, faculty, and staff representatives who review the institutional purpose statement and goals bi-annually and report findings to the Administrative Council and the Strategic Planning Council.

Strategic Planning Council was appointed in the 1997-98 year. Since the appointment, the council has grown from an initial forty-four-member committee to a fifty-five-member committee to bring about an even greater broad-based participation from all aspects of the institution. The council is composed of board of trustees' representatives, administrators, community representatives, alumni representative, faculty, staff, and students. This committee reviews the college's internal strengths, weaknesses, opportunities and challenges (through SWOC analysis) that exist in the external environment. The Strategic Planning Council establishes and reviews strategic long-range planning goals as well as Institutional Effectiveness Indicators. During the 2001-2002 year, Strategic Planning Council proposed that college-wide short-term goals be implemented over a period of two years instead of annually for better alignment to budget allocations and to allow more time for full implementation in order to achieve the college's institutional purpose and goals. The short-term goals were developed to focus on areas of improvement that need to be included in the planning cycle. To assist in accomplishing the short-term goals, team leaders and work groups were assigned, and strategies were developed. The Strategic Planning Council continues to re-examine the strategic goals and short-term (biennial) goals through retreats. The vice president of Planning & Research serves as the chairperson of the Strategic Planning Council.

- The **Executive Strategic Planning Committee** was formed as a standing committee following the Strategic Planning Retreat in the Spring 2017. The Council was unable to complete the College's Strategic Plan during the time allotment for the day of the retreat, and so the vice president of Planning and Research appointed a committee to complete the work that the Council began. Committee members were asked to participate based on their engagement in the planning process during the retreat, while also being mindful to include a broad representation of the campus community. Once the committee was formed, it was determined that it would be helpful to make this a standing (appointed) committee to do preliminary retreat work in order to make the retreat more meaningful and manageable for the Council. They would meet again following the retreat to compile a solid plan. The Executive Strategic Planning Committee met prior to the Spring 2019 retreat in February to discuss the results of the SWOC analysis that was completed by the full Council and identify KRA's (key result areas) for the Council to use as a guide in the review and revision of the Strategic Long-Range and Short-Term Goals (Minutes- Executive Strategic Planning Committee- 15 February 2019). They also met in April to review the minutes and work of the Strategic Planning Retreat and draft a plan to be submitted to the full Council for review and vote (Minutes- Executive Strategic Planning Committee- 11 April 2019.)

The Institutional Effectiveness (TIE) Committee is composed of faculty and staff liaisons from each academic division, administrative unit and academic support units and is chaired by the director of Institutional Effectiveness. This committee meets twice per academic year (once in Fall, and once in Spring) to determine that the established objectives (expected outcomes) are consistent with the institutional purpose. The TIE Committee determines if the research conducted is adequate to evaluate the effectiveness of the institution and assists the institution in suggesting and implementing various means of evaluation for assessment. The

liaisons work with members of their division or area to complete their Institutional Effectiveness Plans (IE Plans). (Agenda- TIE Committee Spring Meeting- February 15, 2019; Minutes- TIE Committee Meeting- February 15, 2019; Agenda- TIE Committee Fall Meeting- October 4, 2019; Minutes- TIE Committee Meeting – October 4, 2019.)

- The **Executive TIE Committee** (sub-committee of TIE) was formed in the Fall of 2018 as a way to further advance the understanding of Institutional Effectiveness plans and assist members of the TIE Committee through the assessment cycle. The Executive TIE Committee is made up of TIE Committee members who are chosen by the Chairperson of the Executive TIE Committee, the director of Institutional Effectiveness, because they have shown strong understanding and commitment to the IE process. The committee is chaired by the director of Institutional Effectiveness and meetings are held prior to the Fall and Spring TIE Committee meetings. A Canvas course was established for the TIE Committee and each TIE Committee member was assigned to an Executive TIE Committee member's group. The Executive TIE Committee member is a contact person for committee members throughout the cycle and the groups are seated together during TIE Committee meetings for group collaboration and discussion of the meta-assessment results because IE plans are reviewed and assessed by a rubric to provide one form of feedback on the structure and quality of the plan. (Rubric- Medical Assisting Technology- Fall 2019).

The **Budget Committee** is made up of the executive vice president, vice president of Workforce and Economic Development, and the vice president of Planning and Research. The president serves as an ex-officio member of the committee. The Budget Committee reviews the organizational budget requests and determines whether requests for additional funding should be included.

Focus on Institutional Quality and Effectiveness

In the Fall of 2018, the *IE Handbook* was published for all employees to utilize as a reference tool while working on IE (Institutional Effectiveness) plans. In addition to the *IE Handbook*, an assessment-focused training course was created and made available through Canvas. It was an elective course and was incentivized to encourage participation. The course was entitled "M.A.U.I.- Making Assessment Understood for Improvement" and consisted of six (6) modules of material which led participants through the entire Institutional Effectiveness process. All employees were encouraged to participate. Post-course data revealed that the course was successful in providing additional knowledge about assessment, the planning process at Northeast, and promoting an even broader involvement in the IE process (M.A.U.I. report 2018). The Office of Planning and Research will continue offering professional learning opportunities with a focus on the assessment process. In order to continually enhance the quality and understanding of using IE plans for continuous improvement, the TIE committee annually reviews all of the previous year's plans using a rubric. The results of the rubric are shared with the division or support area before the current year's IE plan is begun. The rubric was sent as a collaborative Excel document to each work group that in turn, rated the assigned plan based on the rubric. This provided a collaborative effort for work groups to discuss both the positives and

suggestions for improvement of the assigned plan (Rubric, completed- Medical Assisting Technology Program- Fall 2019.)   An additional layer of meta-assessment was implemented for the 2018-2019 Assessment Cycle in which plans received individualized feedback within Campus Labs from the IE Office in order to have multiple means in which to review and revise upcoming IE plans (Screenshot- Campus Labs IE Plan Feedback- Medical Assisting Technology IE Plan).

To ensure a highly effective and quality educational institution, Northeast Mississippi Community College has implemented processes that encompass the efforts of every academic division, administrative unit, educational support unit, and employee of the institution. Northeast's planning and evaluation processes have resulted in continued improvements in the programs and services offered. Specific examples of improvements are described in the "Accomplishment Section" of the *Five-Year Strategic Planning Document,* the "Use of Results" column (prior to 2018-2019 plans)*,* the "Analysis of Results" column (2018-2019 and forward), and the "Improvement Actions" column (2018-2019 and forward) that aid in documenting specific actions to implement changes for improvement. Formatting of the IE Plan matrix was changed in the Fall of 2018 to help individuals understand the IE process more clearly and in ways that were manageable for implementation of plans for improvement in the following assessment cycle. Additional enhancements (for the 2019-2020 academic year) included adding an element to the IE Plan that allowed each unit entering IE Plan information to indicate acceptance of reviewing the previous cycle's plan (at the beginning of the cycle) and then selecting whether or not the improvement action plan was followed throughout the current cycle's plan (at the end of the cycle). It is believed that these small changes have helped to make the process more intuitive and allowed staff members to achieve the full benefit of using an IE/assessment process for continuous improvement (*2019-2024 Five-Year Strategic Planning Document*)*.*

Planning and the Budget

As with the planning process, the creation of the College's budget has broad-based involvement beginning with the individual employee. Employees participate in the annual budget process by providing information regarding needed resources and by completing the *Needs Assessment Survey.* Division and department heads combine the information received from employees and submit their department's *Needs Assessment Survey* which describes additional initiatives and activities along with associated budget needs for the upcoming year. Each line item in the Needs Assessment is link to at least one short-term or long-term goal of the college as noted in the *Five-Year Strategic Planning Document.* Each College unit is given the opportunity to submit requests for new, expanded, or renovated facilities, new positions, expanded programs funds, or new equipment via the *Needs Assessment Survey.* The *Needs Assessment Survey* is a link between the College's annual budgeting process and the *Five-Year Strategic Planning Document (*Needs Assessment 2019- Executive Vice President*).*

Division and department heads review the current year's budget to ensure the new fiscal year's budget request meets departmental goals and objectives and strategic plans for the upcoming year. In March divisional vice presidents submit budget requests for their respective divisions, by Organizational unit (department) within the vice president's and in total, to the Budget Committee

for review and discussion during budget hearings. In addition to the budget request spreadsheets, additional narratives and/or explanations of requested increases are encouraged, but not required. The Budget Committee consists of the executive vice president, the vice president of Finance, the vice president of Workforce and Economic Development, and the vice president of Planning and Research. The resident serves as an ex-officio member of the committee. The Budget Committee reviews the organizational budget requests and determines whether requests for additional funding should be included (Budget Requests).

The president recommends the budget to the board of trustees who grants final approval for the College's budget. All activities and equipment for which monies are requested within the budget must be identified in the *Needs Assessment Survey*.

Research Based Planning

The Office of Planning and Research conducts a wide array of surveys used to collect data for analysis and use in the planning and improvement processes of the entire institution (Surveys to be Conducted- p. 15-16, *2019-2024 Five-Year Strategic Planning Document*).

Full-time employees are surveyed annually regarding the College's programs and services by the *Campus Climate Survey*. Employees are asked to mark responses ranging from "Strongly Agree" to "Strongly Disagree" to "No Opinion" on 54 positive opinion statements. The results are reported on a 5-point Likert scale. The Office of Planning and Research administers this survey and compiles results. In an effort to increase response rates (39% response in Fall of 2018 or 182/467 surveys completed), the Office of Planning and Research revised the survey instrument to make it shorter while still containing the vital information being used by academic divisions and service units. The revision began with IE plans being examined and notes made about the survey items that were being reported within plans. Both Instruction Council and Administrative Council were apprised of the revision and feedback was requested to assist in the revision process. The revised *Campus Climate Survey* was administered in the Fall of 2019 and response rate was 44% (an increase of 5% from 2018). Items related to Northeast's ongoing, integrated, institution-wide, and researched-based planning and evaluation processes are shown below with results for the past three (3) years with Fall 2019 revisions noted.

Campus Climate Survey, Fall 2017-2019, three year comparison			
Item	**Fall 2019 Mean Score**	**Fall 2018 Mean Score**	**Fall 2017 Mean Score**
Northeast has an effective Institutional Research process which collects and analyzes data (Northeast has an effective Institutional Research process which collects, analyzes, and reports on institutional data- Fall 2019)	4.33	4.3	4.34
Northeast has an effective Institutional Research process which disseminates the results of its research to support planning	N/A	4.35	4.32

7.1: Institutional Planning [CR]

and evaluation (this item was combined into the previous for Fall 2019)			
The Office of Planning and Research/Effectiveness uses the results to improve the overall college planning and evaluation process (The Office of Planning and Research assists the College to improve its overall planning and evaluation process- Fall 2019).	4.29	4.3	4.26
Staff and faculty know what the institution's strategic long-range goals are (Employees know what the institution's strategic long-range goals are- Fall 2019).	4.1	4.02	4.08

Systematic Review of Programs and Services

The planning process includes a review component. The College annually reports its progress through a series of processes and documents. These reports help decision-makers determine if the College is meeting the needs of its constituents as defined in the purpose statement. The evaluation of programs and services include the following:

Review of Services

All service units establish annual expected outcomes and review their purpose statement, making changes as needed. Staff members from each service unit participate in the adoption of approximately three (3) to five (5) outcomes that link directly to and are consistent with the appropriate goal in Northeast's purpose statement and its long-range and short-term goals. Assessments of these units are evaluated through such measures as:

- o Student Satisfaction ratings (SSI (Student Satisfaction Inventory)- administered in the Spring of each academic year to prospective graduates)- *Spring 2019 SSI Report*
- o Campus Climate ratings (Administered in the Fall of each academic year to all Northeast employees)- *Campus Climate results, Fall 2019*

Expected outcomes are a natural extension or fulfillment of the College's purpose. Extensive evaluation and planning processes are incorporated in this review of the service unit's performance in assessing the achievements of outcomes. In the event a unit fails to meet an outcome, the unit uses its results to make necessary changes to continuously improve. Examples of continuous improvements due to the annual service review for 2018-2019 include:

- o Campus police reduced criminal activity by 22% (EO1)
- o Admissions and Records distributed the first ever Dual Enrollment Manual geared toward Dual Credit Instructors, Counselors and Principals- all 22 high schools within our district received multiple copies (EO5)

113

7.1: Institutional Planning [CR]

- Admissions and Records offered an online graduation application beginning summer 2019 (EO1) and entered transfer work earlier to serve students for better advising and financial aid awards (EO2)

Annual expected outcomes are published yearly in the *Five-Year Strategic Planning Document with Annual Institutional Effectiveness/Assessment Plans*. Annual review to assess the attainment of these expected outcomes occurs in early Fall semester through a collaborative, meta-assessment process using a rubric (Rubric, completed- Medical Assisting Technology- Fall 2019) that the TIE Committee performs and all units are encouraged to review and discuss unit progress towards meeting the expected outcomes collaboratively throughout the year. A second TIE Committee meeting occurs in early Spring semester to help all units begin analyzing and comparing collected data.

Employees also participate in institutional planning by completion and submission of an Institutional Planning Proposal to their direct supervisor, who submits to Administrative Council, if they have an idea for change and/or improvement (Minutes, September 2019, Administrative Council).

Program Review

The foundation of the planning and evaluation process for Northeast's educational programs is the institutional effectiveness plans published in the *Five-Year Strategic Planning Document*. Each academic division annually re-evaluates its purpose statement and makes necessary changes. In the fall, all faculty/staff involved in each educational unit have the opportunity to participate in the adoption of approximately three (3) to five (5) expected outcomes (student learning outcomes and program outcomes) that link directly to and are consistent with the appropriate Purpose Statement goal, Strategic Long-Range Goals and Short-Term Goals. The faculty/staff then develop assessment criteria and procedures for assessment. Throughout the year, faculty/staff, with the assistance from their Executive TIE Committee group leader, TIE Committee members, and the Office of Planning and Research, collect assessment data and analyze the information to determine ways to improve the educational process. The director of Institutional Effectiveness compiles the information from the divisions and publishes it in the annual *Five-Year Strategic Planning Document*.

Educational programs benefit as well from other aspects of the planning and evaluation process. The Strategic Planning Council, which includes representatives from each educational division, develops strategic long-range goals, short-term goals and institutional effectiveness indicators, to help document the effectiveness of programs within the institution (*Report on Institutional Effectiveness Indicators & College Short-Term Goals 2018-2019*). The Office of Planning and Research publishes the indicators and research results. Faculty and staff also use the Institutional Planning Proposal Form to suggest changes in educational programs (*Northeast Procedures Manual 2019-2020*).

The curriculum review process provides an internal and external audit of educational programs on a five-year rotating schedule. The College uses a standardized review process throughout the academic, technical, and career programs. A Curriculum Review Committee, composed of

114

college and non-college personnel, reviews academic programs throughout the curriculum. During the evaluation, each curriculum will be reviewed in the following areas:

- o Past successes of major/grades
- o Relevance of courses within curriculum
- o Documented need for the curriculum
- o Compatibility of curriculum and institutional purpose
- o Credentials of faculty to adequately teach curriculum
- o Financial support for the curriculum

The Division of Languages and Humanities was the most recent area to hold a Curriculum Review meeting in Fall 2019 (Agenda- Curriculum Review- Fine Arts).

All curriculum recommendations from the Curriculum Review Committee are forwarded to the Instruction Council. Actions by the Instruction Council are forwarded through the resident to the board of trustees for final action.

To enhance and further improve the quality of all areas within the institution, Northeast determined in the Fall of 2019 (Minutes from President's Cabinet, October 2,2019) to add an additional review component focusing on all Student Service areas of the College. The program review process is based on the curriculum review model. This process began in Spring 2020 with a joint review of the Enrollment and Recruiting Offices. A review committee was organized to include representation from K12, universities, and industry. The program review allows an outside view of the services and processes being utilized to serve students and demonstrates efforts to continuously improve. All reviews, both instructional and non-instructional (or student service areas) are labeled "program reviews." The Office of Planning and Research serves as the coordinating body for all Program Reviews and is responsible for getting each review process started with the involved areas.

Continuous Institutional Improvement and Documentation of Mission Accomplishment

Northeast's planning and evaluation processes have resulted in continued improvements in the programs and services offered. Specific examples of improvements are described in the "Accomplishment Section" of the *Five-Year Strategic Planning Document*, the "Analysis of Results" column and the "Improvement Actions" columns within the *Institutional Effectiveness Plans*. Below are the last three years of IE plans from all units of the College (found within the Five-Year Strategic Planning Document) and all information is published to the website. (*2017-2022 Five-Year Strategic Planning Document; 2018-2023 Five-Year Strategic Planning Document; 2019-2024 Five-Year Strategic Planning Document* Screenshot of all IE documents on website)

Sample of Improvements Made in Academic Year 2018-2019

Administrative Leadership

- Upgraded instructional labs to Windows 10
- Upgraded office desktops to Windows 10
- Implemented Banner 9 administrative software
- Converted MetroE 100MB internet circuits to ASE 1GB
- Replaced aged server hardware (2) with new units
- Became Beta site for implementation of Ellucian's ILP (Distance Learning Integration) software
- Received an Unqualified Opinion on the college's financial statements.
- Received a commendation from the Mississippi State Auditor as a result of the unqualified opinion on the college's financial statements.
- Trained new employees and new budget managers on Banner Finance and Purchasing modules.
- Processed all college payrolls, monthly reports, quarterly reports and W-2s on time and without error.
- Completed required local, state, and federal reporting for financial data, including audit report, budget, and Mississippi Budget Request in a timely manner.
- Employees attended various training seminars in a variety of topics regarding business office operations.
- The NE Development Foundation disbursed $1,354,000 in awards/grant to the College in 2018; $272,000 in capital improvement/equipment, $277,000 in institutional support, $224,000 in athletics/fine arts, and $581,000 in scholarships.
- Continued the annual Tuition Guarantee Program sponsored by each county to students attending Northeast.
- Hosted and produced a weekly podcast, marketing all areas of the college to students, the institution, and the community. Went over the 10,000 mark in May for downloads of Tiger Talk, which started in October of 2017, including more than 5,100 unique downloads.
- Revamped the Fact Sheets as an aesthetically pleasing, recruitment piece.
- Created M.A.U.I. (Making Assessment Understood for Improvement), an on-line course to educate the Northeast Community on the Assessment/Institutional Effectiveness process.

Student Services

- Launched the Student Success Center
- Created a point rating system used to identify at-risk students.
- Simplified the Tutor Application.
- Implemented online Tutor Application.
- Developed electronic sign-in portal for Co-Lab and Tutor Lab.
- Piloted Road to Success class (course designed to promote success among students
- placed on academic probation.)

116

7.1: Institutional Planning [CR]

- Of the 15 student enrolled in the pilot Road to Success Course (probation class), 13
- successfully completed the course. One withdrew from college to join the military.
- Decreased the average number of absences per student.
- Increased the number of hours earned per student.
- Promoted Students Success Center resources through the Diversity Fair.
- Created process that promote class attendance, increased in GPA, and graduation.
- Connected students with special needs to the Special Populations Counselor.
- Success Coaches received certification in Adult Mental Health First Aid.
- Implemented the use of Dropout Detective for all students.
- Sponsored "Northeast Now" on campus; a 3 day recruitment event for all in-district high school seniors, as well as Ashland High School Seniors, Hickory Flat Seniors. 24 schools attended in 2018, Day 1 total: 475; Day 2 total: 485; Day 3 total: 575; 3-day total 1535
- Thank you notes sent to students that participated in orientation
- Sent 4,592 Christmas cards to all in-district, out-of-district, and out-of-state students.
- Gave complementary event passes to high school seniors that came for a campus visit, requested information, ACT list, applicants, and all NE in district seniors. Total of 1,732
- Sent 1497 Housing postcards reminding seniors to apply as soon as possible.
- Participated in all local college/career programs serving all 22 in-district high schools & 3 out-of-state high schools including McNairy Central (TN), Adamsville (TN), and Hardin County (TN).
- Gave presentations to all senior classes at each in-district school regarding admissions, financial aid, housing, etc…. 22 high schools, 1455 students total
- Visited schools to promote dual enrollment and serve refreshments during break at Booneville and Alcorn Central

117

Curriculum and Instruction

- Top 10 Digital Community Colleges award **-** reflect a comprehensive implementation of technology supporting the educational institution's operations, as well as serving students, faculty and administrators.
- Community College Business Officers Exemplary Practice award **-** for the college's 1:1iPad and OER initiative. The Exemplary Practices Award recognizes outstanding, innovative or collaborative practices in areas such as Human Resources, Finance, Technology, Facilities and other services at community colleges
- 2018 Great Colleges to Work For - dedicated commitment by the administration, faculty and staff.
- Gene Haas Foundation Grants – Grant for Precision Manufacturing and Machining to purchase a personal set of measurement tools and an attempt at the NIMS certification test for each level of certification students
- Top Colleges in the Nation for Online Education award – OnlineColleges.com for online program availability, affordability and other factors that are important to students.
- Top Community College in Mississippi for Preparing Students for the Workforce awar**d –** Also top 25 in the Nation
- The annual Spring Job Fair participation was the largest in school history, including 75 guest employers and over 375 students in attendance.
- The Business and Engineering Technology Division hosted area high school vocational-technical program students and toured CTE Division programs, as well as the Northeast campus. The Business and Engineering Technology Division hosted the "HEADS" festival for the second year in a row. This gave fifteen hundred secondary students the opportunity to visit campus, speak with students and instructors, and tour industry exhibits.
- Completed the first year of multidisciplinary Simulation
- Digital radiology equipment purchased and installed in the Radiologic Technology Program.
- Completed the accreditation site visit with the Commission on Dental Accreditation.
- Received full continuing accreditation for Medical Laboratory Technology
- Self-Study completed for Medical Assisting Technology
- Medical Laboratory Technology received a grant from the American Society of Clinical Pathology.

Northeast Mississippi Community College is committed to providing a high-quality educational experience for its students. This commitment is demonstrated through a comprehensive process of continuous planning and institutional effectiveness activities. Northeast continues refining its comprehensive process for continuous improvement.

Supporting Documentation for 7.1:

- Memo- Purpose Committee- July 18, 2018
- Email- Purpose Committee revisions- August 27, 2018
- Screenshot of Purpose Statement on website

- Screenshot of *Northeast Student Catalog 2019-2020, Purpose Statement*
- *2019-2024 Five Year Strategic Planning Document* p. 11
- *Report on Institutional Effectiveness Indicators and College Wide Short- Term Goals 2018-19* p. 5
- Screenshot of *Northeast Procedures Manual 2019-2020*
- Memo-Purpose Committee – July 18, 2018
- Email, Purpose Committee Revision August 27, 2018
- Board Minutes, September 2018
- SWOC Analysis- 2019
- KRAs-2019
- Minutes- Executive Strategic Planning Committee- 15 February 2019
- Screenshot- Strategic Planning Council Course
- Agenda- 2019 Strategic Planning Retreat- March 29, 2019
- Minutes – Strategic Planning Council March 29, 2019
- Minutes – Strategic Planning Council March 29, 2017
- Minutes- Executive Strategic Planning Council- April 11, 2019
- Agenda- 2017 Strategic Planning Retreat
- Minutes- Executive Strategic Planning Council- April 11, 2019
- *2019-2024 Five Year Strategic Planning Document,* p. 12-13
- *Report on Institutional Effectiveness Indicators and College Wide Short-Term Goals 2018-19,* p. 4
- 2018-2019 Committee Listing
- *Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019,* p. 26-37
- Email – Request for short-term goal updates- March 4, 2019 and August 1, 2019
- *Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-19,* p.6
- Division of Fine Arts 2018-2019 IE Plan
- Enrollment Services 2018-2019 IE Plan
- Office of Planning and Research 2018-2019 IE Plan
- *2019-2024 Five-Year Strategic Planning Document*
- *Northeast Procedures Manual 2019-2020*
- Minutes- Administrative Council- May 2, 2018
- Minutes- Administrative Council- September 2019
- Minutes- Executive Strategic Planning Committee- April 11, 2019
- Agenda- TIE Committee Spring Meeting- February 15, 2019
- Minutes- TIE Committee Meeting- February 15, 2019
- Agenda- TIE Committee Fall Meeting- October 4, 2019
- Minutes- TIE Committee Meeting – October 4, 2019
- Rubric- Medical Assisting Technology- Fall 2019
- *IE Handbook*
- M.A.U.I. report 2018
- Screenshot- Campus Labs IE Plan Feedback- Medical Assisting Technology IE Plan
- Needs Assessment 2019- EVP

119

- Budget Requests
- Surveys to be Conducted- p. 15-16, *2019-2024 Five-Year Strategic Planning Document*
- Spring 2019 SSI Report
- Campus Climate results, Fall 2019
- Rubric, completed- Medical Assisting Technology- Fall 2019
- minutes, September 2019, Administrative Council
- *Report on Institutional Effectiveness Indicators & College Short-Term Goals 2018-2019*
- Agenda- Curriculum Review- Fine Arts
- *2017-2022 Five-Year Strategic Planning Document*
- *2018-2023 Five-Year Strategic Planning Document*
- *2019-2024 Five-Year Strategic Planning Document*
- Screenshot of all IE documents on website

120

7.1: Institutional Planning [CR]

7.2: Quality Enhancement Plan -- Review

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

Northeast Mississippi Community College identified its QEP topic, improving the quality of advising for all students, through its ongoing, comprehensive planning, and evaluation processes during spring 2019. Northeast's QEP, ATLAS: Advising, Teaching, and Learning for Academic Success, was selected with broad-based support of institutional constituencies.

The conversation surrounding Northeast Mississippi Community College's Quality Enhancement Plan topic began in January 2019. The SACSCOC Executive Reaffirmation Committee and other members of the campus community who attended the SACSCOC annual meeting convened to share ideas from the annual meeting and how those things could be applied to the Compliance Certification Document that the College was composing. From this discussion, advising was identified as area that needed improvement.

During the College's Strategic Planning Council Retreat in April 2019, Council members, representing all aspects of campus constituents, including students, Trustees, front-line staff, faculty, and administration, met in small groups to review the group's SWOC (Strengths-Weaknesses-Opportunities-Challenges) Analysis that they completed prior to the Retreat. Multiple themes emerged, but throughout group discussions, the need to improve advising was consistent. At the end of the Retreat, there was a motion made for Advising as an extension of teaching to be the QEP topic for the upcoming accreditation cycle. The motion was seconded, and it passed unanimously *(Strategic Planning Council Retreat Minutes 2019; QEP Proposal; QEP Proposal Presentation).* After Strategic Planning Council Retreat, an initial director was appointed. She reached out to the faculty, adult education, admissions and records, financial aid, the library, and the student success center to ask for representation on a task force to include a broad representation of campus stakeholders. The task force was then composed of employees from all aspects of the College.

In the summer of 2019, the director and assistant director attended the NACADA (The Global Community for Academic Advising) Summer Institute, where they established a vision statement: "Advising is a classroom of one." This was further defined by a mission statement, "Academic advising is a teaching and learning process that helps students create a clear blueprint from which students achieve educational, career, personal, and social goals." The NACADA consultants at the institute advised Northeast to consider restructuring so that all the advising components, from onboarding to advising assignments to advisor training, were under one umbrella and vision. The QEP director and assistant director met with the president to share the results of their experience *(QEP Framework Proposal).*

On September 6, 2019, the task force met, and each member shared his/her perspective of advising. One concern expressed was a need for additional training for faculty advisors *(6*

121

September 2019 QEP Task Force Minutes*)*. Some faculty advisors see advising as scheduling. The task force determined that training is necessary to educate advisors as to expectations and to help them gain a vision of how advising can have a major impact on a student's educational journey.

The director asked the task force to create a name for the QEP, and after a vote by the task force, the QEP became ATLAS: Advising, Teaching, and Learning for Academic Success *(Screenshot Canvas Choosing a Name)*. An announcement was sent out to the Northeast community (Email to the Campus Community; October 2019 Instruction Council Minutes).

During the fall 2019 semester, several members of the campus community attended NACADA's Annual Meeting in Louisville, KY. The goal of attending the conference was to learn new concepts that could be transferrable to ATLAS at Northeast. Based on what the group learned, the director submitted a three pronged approach for the QEP – advising in the onboarding process, career exploration as a means to advise, and advisor training.

To ensure that a strong student voice is represented, the leadership of ATLAS determined to collect both quantitative and qualitative data from students as it pertains to academic advising. A survey was created, based on the NACADA Academic Advising Inventory (NACADA Academic Advising Inventory), to determine stakeholders' perceptions of advising. These stakeholders included students, faculty advisors, non-advising employees of the College, former students, alumni, community members, and the board of trustees (Alumni Academic Advising Inventory; board of trustees Academic Advising Inventory; Employee Academic Advising Inventory; Faculty Academic Advising Inventory; Former Student Academic Advising Inventory; NEMCC Community Academic Advising Inventory; Student Academic Advising Inventory). It was also proposed to collect qualitative data via focus groups with College stakeholders.

In February 2020, the initial director of the QEP resigned from her responsibilities. A group of College employees, including the executive vice president, assistant director of ATLAS, two task force members, and five academic division heads attended the NACADA Administrator's Institute. Northeast stakeholders created action items, giving ATLAS a framework. They also revised the definition of advising to read, "Academic advising is a teaching and learning process wherein the College community motivates students to create a path through which educational, career, personal, and social goals may be achieved beyond their own aspirations."

A reinvigorated task force, with a new director, determined that Northeast needed to set definitions of student success, advising, and outcomes. This will begin by defining academic advising at Northeast. Advising learning outcomes and an advising syllabus must be developed. Professional development through advisor training will be designed and carried out. Finally, these efforts will be assessed as to their impact on student success as it is defined by the College. This plan will be accomplished over a timeline of 5 years.

Description of the focus of the QEP on enhancing student learning outcomes and/or student success.

122

ATLAS is centered on enhancing student success through specific student learning outcomes. Initial student learning outcomes, along with program learning outcomes and advisor learning outcomes, were proposed within the task force (Screenshot of POs, SLOs, and ALOs), based on best practices, the College's assessment practices, and meaningful conversation during both face to face and virtual meetings. The task force met via ZOOM technology to review the outcomes and make any necessary changes. These outcomes are listed below:

Program Outcomes:

PO 1: Enable each student to select an informed and appropriate pathway of study (Onboarding
PO 2: Help students identify and refine their life and career plans (Career Exploration)
PO 3: Train academic advisors such that they theoretically understand and practically implement principles of holistic advising. (Advisor Training)
PO 4: Provide a satisfactory advising experience for every student.

Student Learning Outcomes:

SLO 1: Each student will make an informed and appropriate pathway of study selection upon enrollment.
SLO 2: Each student will create a complete academic plan for his or her pathway of study.
SLO 3: Each student will utilize faculty advising to achieve continued, measurable progress toward academic and career goals.
SLO 4: Each student will utilize faculty advising to address and work to overcome any barriers to achieving their academic and career goals.

Advisor Learning Outcomes:

ALO 1: Each advisor will understand and implement the theory and practical applications of holistic advising.
ALO 2: Each advisor will help students identify and refine their life and career plans.
ALO 3: Each advisor will help students address and work to overcome any barriers to achieving their academic and career goals

Following NACADA's Administrator's Institute, College stakeholders revised the Student Learning Outcomes for Advising:

1. Students will make informed decisions regarding their pathway of study
   a. Understand associated career opportunities
   b. Understand college policies associated with progress towards credential completion
2. Students will make timely and informed progress toward credential completion.
   a. Utilize DegreeWorks software to understand credential requirements and progress
   b. Develop a personal and realistic timeline for credential completion
3. Students will engage as stakeholders in their advising process.
   a. Establish shared expectations with their academic advisors
   b. Practice effective course registration
4. Students will understand and interact with available institutional resources.

123

a. Utilize resources for educational goals
b. Utilize resources for career goals
c. Utilize resources for personal goals
d. Students who utilize or interact with Student Services programs, activities, and services will demonstrate an understanding of cultural and human differences and recognize their role in contributing to positive social change.
5. Students will understand the purpose of academic advising.
a. Understand the advising syllabus
b. Recognize the value of the academic core curriculum.
c. Understand that learning is an iterative process; learn to overcome obstacles and adapt to change.

Additional efforts to revise program learning outcomes and advisor learning outcomes are currently underway. These outcomes will influence the action items that become ATLAS.

7.2 Supporting Documentation

- Strategic Planning Council Retreat Minutes 2019
- QEP Proposal
- QEP Proposal Presentation
- QEP Framework Proposal
- September 6, 2019 QEP Task Force Minutes
- Screenshot Canvas Choosing a Name
- Email to the Campus Community
- Atlas Logo
- Screenshot of POs, SLOs, and ALOs
- Alumni Academic Advising Inventory
- board of trustees Academic Advising Inventory
- Employee Academic Advising Inventory
- Faculty Academic Advising Inventory
- Former Student Academic Advising Inventory;
- NEMCC Community Academic Advising Inventory
- Student Academic Advising Inventory

7.3: Administrative Effectiveness

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College demonstrates compliance with 7.3 by identifying administrative support services expected outcomes, selecting appropriate tools and targets for measurement, and documenting results used in making overall improvements to the services they provide.

Identification of Expected Outcomes

The Institutional Effectiveness Plans found in the *2019-2024 Five-Year Strategic Planning Document* provide the foundation for the evaluation and assessment process of Northeast's administrative support services. The administrative support services area includes the following: Computer/Telecommunications Services; Facilities and Maintenance; Finance & Fiscal Operations; Foundation/Alumni; Human Resources; Marketing/Public Relations; Planning and Research; and Public Information (*2019-2020 Organizational Chart*). Annually, each administrative support service area completes the following institutional effectiveness procedures:

1. Reviews and re-evaluates its purpose statement and makes necessary changes.
2. In the fall, staff members involved in each unit participate in the adoption of three (3) to five (5) expected outcomes that link directly to and are consistent with the appropriate goal in Northeast's purpose, its long-range goals and short-term goals. These linkages are documented inside of Campus Labs (assessment management software).
3. The staff develops assessment criteria and procedures for assessment. Results, analysis of results, and improvement actions are documented in the spring/summer at the completion of the assessment cycle.
4. Administrative support service areas document all accomplishments annually and enter these into Campus Labs.
5. Administrative support service areas complete and update Five-Year Projections each year.

Expected outcomes are reported using a five-column matrix. The five (5) columns contain Expected Outcomes; Tool/Target/Timeframe; Assessment Results; Analysis of Results; and Improvement Actions. Throughout the year, staff, with assistance from The Institutional Effectiveness Committee (TIE) liaisons and the Office of Planning and Research, collect assessment data and analyze the information to determine ways to improve the administrative

125

support areas. The evaluations contain both qualitative and quantitative measures such as *Campus Climate Survey* results, Student Satisfaction Inventory, and audits of area performance. Documenting evidence of the unit's use of assessment results for improvement is the final step in the annual effectiveness process. Click on each unit below to view the 2018-2019 institutional effectiveness plan.

- Computer/Telecommunications Services
- Facilities and Maintenance
- Finance & Fiscal Operations
- Foundation/Alumni
- Human Resources
- Marketing/Public Relations
- Planning and Research
- Public Information

Other supporting documents (previous years of IE plans):

- *2017-2022 Five-Year Strategic Planning Document*
- *2018-2023 Five-Year Strategic Planning Document*
- *2019-2024 Five-Year Strategic Planning Document*
- *2019 Organizational Chart*

Assessment of Outcome Achievement

Northeast Mississippi Community College employs an annual assessment cycle that runs concurrently with the Fiscal Year of the College (July 1- June 30, annually). Near the beginning of the cycle, in the Fall semester of each academic year, the director of Institutional Effectiveness sets the assessment process into motion with a TIE (The Institutional Effectiveness) Committee meeting. This committee is made up of representatives from every area of the College (a total of 71 units, including: academic, administrative, and service units). The members come together to hear of any updates or revisions to the IE process and to learn and/or practice a component of assessment (Minutes, TIE Committee Fall 2019).

In the Fall of 2018, a Canvas course was created and organized by work teams with team leaders. These team leaders were the Executive TIE Committee members and served as a contact person for guidance to the workgroup and questions they may have. A rubric is used to score each IE plan in several areas: quality of outcomes statements, assessment criteria/procedures, results, analysis of results, plans for improvement, and overall clarity of report (Evaluation Rubric for Instructional and Non-Instructional Units). The rubric was converted into to collaborative Excel documents and each work team was provided with a unique link to the plan that was assigned to them. Each team member would go into the collaborative document and score the plan based on the criteria as well as provide constructive feedback (Completed rubric, Math and Science division, Fall 2019).

7.3: Administrative Effectiveness

Once plans have been evaluated with feedback provided, TIE Committee members work with other members from same units to discuss the previous cycle's plan and make adjustments that might be needed based on the previous cycle's "improvement action." The director of Institutional Effectiveness also has assessment management software updated and ready for usage in time for this meeting so that TIE Committee members have access to their plan in the system. For Fall 2019, a field was added to each expected outcome in the assessment management software requiring the "improvement action" from the previous cycle be inserted at the beginning of the outcome work page. This helps promote intentional consideration of the prior year plan as campus units revise the current cycle's plan. This is another effort implemented to aid in closing assessment loops and moving forward with the next in an uninterrupted fashion. An additional layer of meta-assessment was implemented for the 2018-2019 Assessment Cycle in which plans received individualized feedback within Campus Labs from the Office of Planning & Research, providing multiple means for review and revision of upcoming IE plans (*Screenshot from Campus Labs of IE Plan Feedback*).

Evaluations and Assessments

Each division is evaluated by the campus community through the annual Campus Climate survey, which consists of six sections (Demographics, General Satisfaction, Communication, Administrative Services, Student Services, and Curriculum/Instruction) and a total of 115 items. The Office of Planning and Research administers this survey and compiles results. Employees mark responses ranging from "Strongly Agree" to "Strongly Disagree." This instrument was revised for Fall 2019 with logic built in to promote a more accurate collection of satisfaction results to aid all units in the institutional effectiveness process. The response rate increased from 39% in Fall 2018 to 44% in Fall 2019 (*Fall 2019 Campus Climate Survey; Fall 2018 Campus Climate Survey; 2017 Campus Climate Survey*).

Graduating students are asked to evaluate administrative support services by completing the Student Satisfaction Inventory during graduation practice held in May of each year. This survey assesses the student's level of satisfaction with programs and services and the student's perception of the importance of these programs and services. Students also rate environmental factors along with the student's impressions of the college experience. The Student Satisfaction Inventory consists of 113 items that address twelve areas of student satisfaction and importance plus a demographic profile. Survey results are compared against national norms compiled from over 614,000 students at nearly 900 two-year and four-year, public and private institutions that administer the survey. Respondents are asked to rate each item from "Very satisfied" to "Not satisfied at all" and "Very important" to "Not important at all." The results are reported using a 7- point Likert scale. This survey serves as an assessment tool for institutional effectiveness plans in various areas of the College (*Student Satisfaction Inventory*, May 2019).

Each administrative service area formulates goals which support the purpose of each unit, then develops and implements procedures to evaluate the extent to which goals are achieved. Performance audits completed for administrative services areas include such measurements as enrollment, retention, funding, planning, allocation of resources, downtime for computer services, and online request work orders (*2019-2024 Five-Year Strategic Planning Document*).

Evidence of Seeking Improvement

Northeast's planning and evaluation processes have resulted in continued improvements in administrative support services. Specific examples of improvements are described in the "Accomplishment Section" of the Five-Year Strategic Planning Document and the "Improvement Actions" column within the Institutional Effectiveness Plans. In the Fall of 2019, at the beginning of the FY20 assessment cycle, two additional fields were added into the College's assessment management system (Campus Labs) to help employees make intentional connections between previous and current assessment cycles, and the language was updated as detailed below:

- The field "Improvement Actions from Previous Cycle" with the instructions: *Copy and paste your Improvement Actions from the last cycle's plan here. This will guide you as you think about your plan for the new cycle.*
- The language *Write a short narrative that summarizes the previous cycle and how your plan was implemented and any changes that occurred as a result of your findings* was added at the beginning of each outcome in new IE plans.
- The field "Improvement Changes Made" with the instructions- *By looking at your improvement actions from last cycle, the current plan items, and comparing results from this plan to the previous, were there any changes or improvements made?* was added at the end of the end of each outcome and the choice will be checked by the employee filling out the plan at the close of the assessment cycle.

These two small additions promote more consideration of how assessment cycles flow into the next and inform decisions about ways to continuously improve processes and methods. The following examples detail improvements and illustrate accomplishments made in response to needs discovered during the review processes, indicating the College is effectively accomplishing its mission (*2019-2024 Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*):

Computer/Telecommunications Services

1. Upgraded instructional labs to Windows 10
2. Upgraded office desktops to Windows 10
3. Implemented Banner 9 administrative software
4. Converted MetroE 100MB internet circuits to ASE 1GB
5. Replaced aged server hardware (2) with new units
6. Became Beta site for implementation of Ellucian's ILP (Distance Learning Integration) software

Facilities and Maintenance

1. Daws Hall – Repaired AHU-1 with new shaft
2. 600 Second Street – Installed items to make Boys and Girls Club meet regulations
3. Anderson Hall – Installed new HVAC VFDs

7.3: Administrative Effectiveness

4. Seth Pounds – Renovated room for Marketing to use
5. Cartwright Hall – Replaced sidewalk on west side,
6. Cartwright Hall – Worked with Engineer to correct building pressure problem
7. Cartwright Hall - Installed new concrete walkway
8. Bonner Arnold Coliseum – Replaced two HVAC units
9. Tiger Stadium – Pressure wash stadium seating
10. Tiger Stadium – Repaired irrigation
11. Tiger Stadium – Prepared field for games
12. Tiger Stadium – Worked on replacing lights
13. Tiger Stadium – Worked on new visitor side press box
14. Boulevard – Installed Veterans monument
15. Boulevard – Installed Flag Pole with light

Finance and Fiscal Operations

1. Received an Unqualified Opinion on the college's financial statements.
2. Received a commendation from the Mississippi State Auditor as a result of the unqualified opinion on the college's financial statements.
3. Trained new employees and new budget managers on Banner Finance and Purchasing modules.
4. Processed all college payrolls, monthly reports, quarterly reports and W-2s on time and without error.
5. Completed required local, state, and federal reporting for financial data, including audit report, budget, and MBR in a timely manner.
6. Employees attended various training seminars in a variety of topics regarding business office operations.
7. Maintained compliance with accounting and auditing regulations.
8. Continued to refine, along with the vice president of Instruction's Office, the implementation of the college's textbook initiative through Canvas, the LMS for the college.
9. Maintained the college budget by providing oversight and guidance to budget managers through sound fiscal practices.
10. Presented at the Community College Business Officer (CCBO) Annual Convention

Foundation and Alumni

1. The Foundation disbursed $1,354,000 in awards/grant to the College in 2018; $272,000 in capital improvement/equipment, $277,000 in institutional support, $224,000 in athletics/fine arts, and $581,000 in scholarships.
2. Hosted numerous scholarship picture opportunities during home football and basketball games. This encompassed 648 scholarship recipients and donors. It allowed donors and students the avenue to meet and interact with one another.
3. Continued to receive gifts to the "Field of Dreams" Baseball & Softball Capital Gifts Campaign to help build a state-of-the-art facility for student athletes and community

129

members.
4. Continued the annual Tuition Guarantee Program sponsored by each county to students attending NORTHEAST.
5. Held the unveiling of the Veteran's Memorial Monument, an established site to honor veterans on the Booneville campus.
   Booneville Campus to honor our veterans.
6. Hosted the Ricky G. Ford Court dedication encompassing alumni, friends and family of Northeast, Foundation board of directors, and Northeast board of trustees
7. Established the Laura Tuckier Memorial Scholarship Endowment, Larry & Trudys Tuckier
   Scholarship Endowment, Oscar L. Shannon Memorial Scholarship Endowment, and the Dr. Bonita Lyons Scholarship Endowment

Human Resources

1. Refined electronic contract system through Banner processes
2. Hired full-time HR Generalist
3. Better established position control
4. Brought 25 new full-time employees on board
5. Successfully updated Leave Accrual Policy to allow more certifiable leave days at Retirement

Marketing/Community Relations

1. Represented Northeast at 88 different events to raise visibility, advance its brand, and articulate clear messaging.
2. Communicated our mission in 21 different speaking engagements.
3. Hosted and produced a weekly podcast, marketing all areas of the college to students, the institution, and the community. Went over the 10,000 mark in May when it comes to downloads of Tiger Talk, which started in October of 2017, including more than 5,100 unique downloads.
4. Reached out and/or pitched story ideas to area electronic media outlets on a nearly weekly basis.
5. Since July 1, Northeast appeared on local newscasts (WTVA, WTVA-ABC, WLOV, WCBI,
   WCBI-CW) 75 different times raising visibility of our award-winning institution.
6. Coordinated 19 different appearances on local radio stations promoting the College, including 17 appearances by the vice president of the Marketing/Community Relations department.
7. Solicited and provided promotional items to enhance the GameDay Experience at selected softball and baseball games along with assisting in the GameDay fan experience at football, basketball, baseball and softball games.

Planning and Research

Return to Table of Contents   7.3: Administrative Effectiveness

1. Celebrated Northeast's 70th birthday with a "party" at in-service.
2. Revamped the Fact Sheets as an aesthetically pleasing, recruitment piece.
3. Created M.A.U.I., an on-line course to educate the Northeast Community on the Assessment/Institutional Effectiveness process.
4. Lead the campus through the rough draft writing process of the Compliance Certification Document.
5. Coordinated and assessed professional development, including division presentations based on faculty attending NISOD.
6. Presented the success of M.A.U.I. at NISOD

Office of Public Information

1. Authorized over $35,000 in advertising expenditures for the college.
2. Maintained social media presence (Facebook, SnapChat, Pinterest, Twitter, Instagram, etc.)
3. Achieved approximately 1 million impressions on Facebook.
4. Marketed the college with consistency of message and visibility in print, radio, TV, Internet, theater and social media.
5. OPI staff housed the online Publicity Request Form with a new host.
6. Graphic artist assisted with design and produced of all advertising, social media graphics, campus event posters, annual reports and promotional materials for the college.
7. Vice president booked all advertising for the college with area media outlets.
8. Sports information director (SID) managed the college athletics web site.
9. Staff assisted with design and production of all college printed materials.
10. Assisted with coordinating two official media announcements.
11. Posted college related material on social media pages and college YouTube account.
12. Produced and distributed all college press releases to area media outlets.
13. Worked with area television stations WTVA, WLOV and WCBI to provide quality video packages for broadcast when stations were unable to staff college events

Northeast Mississippi Community College's administrative support services demonstrates their expected outcomes, selects appropriate tools and targets for measurement, and documents results that used in making overall improvements to the services they provide. This commitment is demonstrated through the ongoing process each unit follows, ensuring continuous improvement throughout each administrative unit.

7.3 Supporting Documentation

- *2019-2020 Organizational Chart*
- Minutes, TIE Committee Fall 2019
- Evaluation Rubric for Instructional and Non-Instructional Units
- Completed rubric, Math and Science division, Fall 2019
- Screenshot from Campus Labs of IE Plan Feedback
- *Fall 2019 Campus Climate Survey*

131

- *Fall 2018 Campus Climate Survey*
- *Fall 2017 Campus Climate Survey*
- *Student Satisfaction Inventory*, May 2019
- *2019-2024 Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*
- *2018-2023 Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*
- *2017-2022 Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*

132

7.3: Administrative Effectiveness

Section 8: Student Achievement

8.1: Student Achievement [CR]

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Northeast Mississippi Community College is in compliance with Core Requirement 8.1 by identifying a structured process in which goals and outcomes are identified, evaluated, and published that illustrate the variety of ways the institution examines student achievement, the nature of the students Northeast serves, and the kinds of programs the college offers. These goals and outcomes are consistent with the institution's purpose, the student population that it serves, and the wide array of program offerings available from which students choose. All units of the institution are encouraged to use multiple means of measurement in the assessment of expected outcomes. Northeast believes in a holistic approach to student success and that every unit- academic, administrative, and student services- practices a sound assessment process which ensures the entire institution is working towards continuous improvements in every area. Northeast measures student achievement annually as part of its ongoing, integrated, institutional effectiveness process for evaluating how well it is achieving its mission, vision and values. These efforts result in measures of student achievement that demonstrate the institution's compliance with SACSCOC CR 8.1.

Identification of Goals and Outcomes for Student Achievement

Goals and outcomes for student achievement are identified and developed through the planning process. Planning at Northeast is generally defined as the set of actions and decisions which lead to the development of strategies and the implementation of activities designed to help the College accomplish its adopted purpose. Planning helps the institution with allocating resources, adopting changes in the environment, and coordinating activities leading to fulfilling the commonly accepted purpose.

Planning begins with the institution's purpose statement. The purpose of the College defines those whom the College serves and the needs of those people. Next, the College adopts strategic long-range goals, which provide a clearer conception of the overall direction of the institution and encourage a heightened level of consensus regarding its purposes and the means of achieving the goals, which the College's Strategic Planning Council identifies. In addition, the strategic long-range goals serve as the basis for determining college wide short term (biennial) goals. These goals are developed through the Strategic Planning Council to focus on areas of improvement that need to be included in the planning cycle. To assist in accomplishing the short-

133

term goals, the chair of the Strategic Planning Council assigns team leaders and work groups develop strategies.

The adoption of these strategic long-range and short-term goals is accomplished by the establishment of measurable objectives. Northeast has established objectives called Institutional Effectiveness Indicators to demonstrate the College's effectiveness towards meeting its uniquely defined goals. The indicators set specific targets for student performance, satisfaction, and levels of instructional support necessary for the educational programs offered. The examination and evaluation of the data compiled for the Institutional Effectiveness Indicators helps to determine the extent to which the College is fulfilling its purpose.

To assist the College in achieving its purpose and goals, each division and service unit links its operations and expectations (expected outcomes) to the College Purpose Statement, Strategic Long-Range Goals, and Short-Term Goals through Divisional Purpose Statements and the Institutional Effectiveness Plans (IE Plans). The IE Plans use a five-column matrix format and allow each division, service area, and off-campus site to indicate its role in relating to the institutional purpose. Moreover, the IE Plan documents each area's acceptance of responsibility for contributing one or more of the Purpose Goals, Long-Range Goals, and Short-Term Goals.

The Planning Process involves nearly all college personnel and includes input from students, outside agencies, the public, and formal evaluation programs. *The Five-Year Strategic Planning Document 2019-2024 with 2018-2019 Annual Institutional Effectiveness/Assessment Plans* is a result of strategic long-range planning, short-term goal planning and institutional effectiveness/assessments.

The planning process involves the following committees: President's Cabinet, Administrative Council, Purpose Committee, Executive Strategic Planning Committee, Strategic Planning Council, Executive TIE (The Institutional Effectiveness) Committee, and TIE Committee (The Institutional Effectiveness).

Northeast Mississippi Community College evaluates success with respect to student achievement in relation to the institution's mission of the following established goals:

1. To provide accessible, high quality and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions
2. To provide industry-focused career and technical education that is student centered, comprehensive, and responsive to the employment needs of business and industry.
3. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
4. To provide developmental studies within the curriculum to strengthen the basic skills of students.
5. To offer continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment.
6. To provide employer-driven, industry-specific workforce education and training to businesses, industries, and individuals.

134

7. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction (*2019-2024 Five-Year Strategic Planning Document*, pp. 5, 11).

Evaluation of Goals and Outcomes

Through consistent assessment of measurable objectives, Northeast evaluates whether or not it is meeting these goals. These objectives, Institutional Effectiveness Indicators, set specific targets for student performance and satisfaction, as well as instructional support necessary to provide quality student educational programs (*2019-2024 Five-Year Strategic Planning Document*, p. 5). Institutional Effectiveness Indicators are statements about the characteristics of the College that demonstrate Northeast's effectiveness towards meeting its uniquely defined goals as well as showing that it meets the recognized minimum standards for a quality community college. The indicators set specific targets for student performance achievement appropriate to Northeast's mission. Thus, the Institutional Effectiveness Indicators serve as a planning and evaluation tool.

The Institutional Effectiveness Indicators are published annually in August in a report entitled *Report on: Institutional Effectiveness Indicators & College-Wide Short-Term Goals* (*Report on* Institutional Effectiveness Indicators 2018-2019) The report is the result on an institution-wide effort coordinated through Northeast's Strategic Planning Council. The first step in developing the indicators is determining strategic long-range goals and short-term goals. Next, the Strategic Planning Council proposes a group of indicators which are reviewed and prioritized. These indicators are adopted and used to gather baseline data about the College. Annually, the data provided for each indicator is gathered in cooperation with numerous departments and divisions. Each Institutional Effectiveness (IE) Indicator in the report is classified as "MET" or "NOT MET". Finally, the report is published to the Office of Planning & Research's web page (Screenshot of Institutional Effectiveness page).

The following is a description of relevant Institutional Effectiveness Indicators with three (3) years of results shown (*Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019).* Each indicator's target is set bi-annually by the Strategic Planning Council.

1. **Success of Transfer Students**- Academic transfer students who graduate from Northeast and/or transfer to four-year senior colleges will have cumulative grade point averages equal to or exceeding the cumulative grade point averages of the native university students. The University of Mississippi and Mississippi State University represent the institutions enrolling the vast majority of transfer students from Northeast.

University of Mississippi Overall Median Cumulative GPA of all New Transfers (number of students)		
Fall Semester	**Northeast Transfers**	**Native UM Students**
2018	3.18 (126)	3.12 (2923)
2017	3.26 (130)	3.07 (2929)
2016	3.25 (124)	3.09 (2336)

8.1: Student Achievement [CR]

Mississippi State University		
Overall Median Cumulative GPA of all New Transfers (number of students)		
Fall Semester	**Northeast Transfers**	**Native UM Students**
2018	3.19 (122)	3.16 (2621)
2017	2.99 (89)	3.16 (2292)
2016	3.10 (76)	2.99 (1832)

3. **Success Rate by Programs of Study/Grades**- Seventy percent (70%) of the overall college credit success rate will be obtained (with student success defined as achieving a grade of "C" or better).

Fall Semesters	**Overall Success Rate**	**Spring Semester**	**Overall Success Rate**
Fall 2018	83.3%	Spring 2019	84.2%
Fall 2017	79.9%	Spring 2018	83.6%
Fall 2016	78.3%	Spring 2017	80.6%

4. **Job Placement Rates for Vocational/Career-Technical Graduates**- The average annual placement rates of program completers for all vocational/career and technical programs at Northeast will be at least seventy percent (70%).

Year Reported	**Overall Placement Rate**
2018	95% (for 2017-2018 completers)
2017	78.5% (for 2016-2017 completers)
2016	87.6% (for 2015-2016 completers)

5. **Accreditation Status**- All programs eligible for accreditation will acquire accreditation with a three-year period of the initiation of the accreditation process and maintain programmatic accreditation.

Program	**Date of Accreditation**	**Accrediting Agency**
Associate Degree Nursing	2015 (2023)	Accreditation Commission for Education in Nursing

136

8.1: Student Achievement [CR]

Dental Hygiene Technology	2018 (2025)	Commission of Dental Accreditation of the American Dental Association
Medical Assisting Technology	2019 (TBD)	Commission on Accreditation of Allied Health Education Programs
Medical Laboratory Technology	2018 (2028)	National Accrediting Agency for Clinical Laboratory Science
Practical Nursing Education	2016 (2024)	Mississippi Community College Board (Mississippi Board of Nursing)
Radiologic Technology	2017 (2025)	Joint Review Committee on Education in Radiologic Technology
Respiratory Care Technology	2013 (2023)	Commission on accreditation for Respiratory Care

6. **Employer Satisfaction**- Seventy percent (70%) of the employers surveyed will indicate satisfaction with Northeast career and technical completers "overall job preparation- demonstrates the ability to perform job" (*Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019, 17-18*).

Year Reported	Overall Satisfaction Rating
2018 (for 2017-2018 completers)	91.5%
2017 (for 2016-2017 completers)	95.80%
2016 (for 2015-2016 completers)	86.3%

 *The Student Satisfaction Inventory has served as the assessment tool for evaluating student satisfaction and student perception of importance.

8. **Retention Rates**- Northeast tracks, reports, and publishes the retention of first-time, full-time, degree-seeking students to federal and state governing bodies each year. These cohorts consist of students who are attending college for the first-time, are enrolled for at least 12 semester hours, and are pursuing an associate degree. The retention rate is calculated based on the number of these students who enroll each fall and who are still enrolled in the subsequent fall. Northeast identifies as a target sixty-five percent (65%) of students who do not graduate or transfer will be retained in enrollment at Northeast. This target is based on the IPEDS Data Feedback Report. Due to not meeting the target for several years, Northeast created a Student Success Center in the Fall 2018 semester staffed with three coaches who contact students identified as at-risk. The Success Center is housed on campus with tutoring services, testing, and the campus food pantry, creating a space for students seeking additional help.

137

8.1: Student Achievement [CR]

Returning Students	Number	Present
Fall 2018	724 out of 1188	60.9%
Fall 2017	756 out of 1219	62.0%
Fall 2016	770 out of 1244	61.9%

9. **Examination/Licensure Passage Rates**- Eighty percent (80%) of Northeast students who complete instructional programs designed to prepare them for licensure examination will pass licensure examination on the first sitting of registry examination upon graduating from the program.

Program	2018	2017	2016
Associate Degree Nursing	9.3% (56/60)	92.30% (60/65)	81.0% (64/79)
Dental Hygiene	100% (17/17)	90% (18/20)	95.0% (19/20)
Medical Assisting	83% (10/12)	43% (3/7)	83.3% (10/12)
Medical Lab Tech	86% (6/7)	86% (6/7)	100% (5/5)
Practical Nursing Education	94% (29/31)	94.5% (35/37)	94.3% (33/35)
Radiologic Tech	80% (8/10)	80% (8/10)	91.0% (10/11)
Respiratory Care Tech	80% (8/10)	82% (9/11)	81.8% (9/11)
Overall	88% (134/147)	88.5% (139/157)	86.7% (150/173)

12. **Business and Industry Partnerships**- Seventy-five (75%) of students who complete programs offered by the Division of Workforce training and Economic Development designed to award national/state/regional credentials will earn said credential that has been requested by local business and industry.

Totals	Type of Credential	Number of Students enrolled in programs	Number of Students Completed Program	Program Completion Rate	Number of Credentials Earned	Overall Credentialing Rate
	MS Radiology Permits	71	71	100%	71	100%
	MS Certified Nurse Aide	48	42	88%	16	41%
	MS Commercial DL	62	62	100%	62	100%
	EMT	38	37	97%	9**	24%
Total State-recognized credentials		219	212	97%	158	75%
	OSHA-10	26	N/A	N/A	20	77%
	OPAC*	253	N/A	N/A	1359	75%
	NCRC*	1140	N/A	N/A	808	71%
Total Nationally-recognized credentials		1419			2187	65%
		1638			2345	70%

Northeast Mississippi Community College generates annual Institutional Effectiveness/ Assessment Plans as a result of strategic long-range and short-term goal planning. The planning process involves nearly all of the college personnel and includes input from students, outside agencies, the public, and formal evaluation programs.

Community College Report Card/Performance Profile

In 2010, the Mississippi Legislature passed HB 1071, which created the Education Achievement Council. The purpose of the Council, as stated in the bill, is to set education achievement goals for the state to monitor progress towards those goals through required institutional and state report cards (*Community College Performance Profile Executive Summary, 2018-2019*). Annually, Northeast submits the data necessary to inform the Report Card. Once the Report Card is published, the College can see how it measures up to the 15 other community colleges in the state (*Report Card 2018- Statewide*).

Information on the Community College Performance Profile includes benchmarks on student enrollment, degrees awarded, student success, student retention, student progress, workforce development information, HSE (high school equivalency) and adult basic education statistics, as well as enrollment and success in developmental or remedial coursework (college readiness). Each college's report includes information for the specific college, along with figures for the system (*see below*), used as benchmarks for Northeast:

139

REPORT CARD 2018 - NORTHEAST MISSISSIPPI COMMUNITY COLLEGE

ASPECT OF MISSION	COMMUNITY COLLEGE		ALL MS COMMUNITY & JUNIOR COLLEGES	
CREDIT STUDENT ENROLLMENT [Academic Year 2018]				
Total Headcount Enrollment	N	FTE	N	FTE
University Parallel (includes Associate Degree Nursing Students)	2,725	2,245	63,182	43,642
Career & Technical Education	801	676	19,088	14,630
Dual Credit/Dual Enrollment	887	197	14,337	3,718
Non-Degree Seeking	0	0	481	134
TOTAL STUDENTS ENROLLED	4,413	3,118	97,088	62,124
College Readiness	AVG SCORE		AVG SCORE	
Average ACT Composite Score of Entering Freshmen, Fall 2017	19.3		18.4	
STUDENT COMPLETION [Academic Year 2018]				
Total Graduates	N		N	
Students Receiving a Degree/Certificate (unduplicated)	618		16,867	
Type of Awards (NOTE: Students may receive more than one award a year)	N	Awards/ 100 FTE	N	Awards/ 100 FTE
University Parallel (AA & AS Degrees)	314	10.1	8,963	14.4
Career & Technical Education	339	10.9	11,448	18.4
AAS Degrees	269	8.6	5,016	8.1
Technical & Career Certificates	70	2.2	6,432	10.4
TOTAL AWARDS CONFERRED	653	20.9	20,411	32.9
STUDENT SUCCESS [Academic Year 2018]				
Total Student Success (NOTE: *Students are only included once & in the highest category)	N	PCT	N	PCT
Fall 2015 First-time, Full-time Cohort	1,121		15,331	
1. Earned Award w/in 150% of expected time to graduate*	328	29.3%	5,083	33.2%
2. Transferred w/in 150% of expected time to graduate*	254	22.7%	2,777	18.1%
3. Remained Enrolled w/in 150% of expected time to graduate*	108	9.6%	1,192	7.8%
TOTAL STUDENT SUCCESS	690	61.6%	9,052	59.0%
STUDENT RETENTION/PROGRESSION [Academic Year 2018]				
Total Retention [Fall 2016 First-time, Full-time Cohort]	N	PCT	N	PCT
AA & AS (Fall 16 to Fall 17)	626	63.4%	7,449	58.8%
AAS (Fall 16 to Fall 17)	103	70.1%	1,161	57.0%
TOTAL RETENTION	729	64.2%	8,610	58.6%
Total Progression [Fall 2016]	N	PCT	N	PCT
First-time, Part-time Cohort	18		1,266	
Earned 24 credit hours toward graduation at end of Year 2	0	0.0%	200	15.8%
First-time, Full-time Cohort	1,150		15,773	
Earned 42 credit hours toward graduation at end of Year 2	600	52.2%	7,035	44.6%
REMEDIATION SUCCESS [Academic Year 2018]				
Developmental English [Fall 2016]	N	PCT	N	PCT
First-time, Full-time Headcount Placed in Dev. English (unduplicated)	372		5,865	
Students who Successfully Completed Eng. Comp I w/in 2 years	188	50.5%	2,722	46.4%
Developmental Mathematics [Fall 2016]	N	PCT	N	PCT
First-time, Full-time Headcount Placed in Dev. Math (unduplicated)	617		8,539	
Students who Successfully Completed College Alg. w/in 2 years	217	35.2%	2,932	34.3%
WORKFORCE DEVELOPMENT [Fiscal Year 2018]				
Career & Technical Education (CTE) Credit Program Outcomes	N	PCT	N	PCT
Placement of CTE & Allied Health Graduates (excludes ADN students)	226	64.9%	6,585	86.0%
State/Nationally Recognized Credentials Earned	146		5,705	
Workforce Training (Fiscal Year 2018)	N		N	
Businesses/Organizations Served	27		528	
Workforce Training Enrollment (duplicated)	7,995		336,405	
Workforce Trainee Headcount (unduplicated)	3,731		106,061	
Total Workforce Instructional Hours	21,009		402,130	
National Career Readiness Certificates (CRC) Awarded	N		N	
CRCs Awarded	979		16,720	
COMMUNITY DEVELOPMENT [Fiscal Year 2018]				
High School Equivalency Diploma (HSED Program)	N	PCT	N	PCT
HSEDs Awarded	212		1,911	
Currently Enrolled Students Admitted with a HSED	190	4.3%	4,502	4.6%
Adult Education	N	PCT	N	PCT
Adult Education Enrollment (unduplicated)	730		7,723	
Participants w/ a Measurable Skills Gain	437	59.9%	3,880	50.2%

140

8.1: Student Achievement [CR]

IPEDS Graduation Rate (150% Standard Time)

In response to Dr. Wheelan's 2017 request for Northeast to select a student completion indicator, Northeast chose the IPEDS Graduation Rate at 150% of standard time (Student Completion Indicator Letter). Northeast publishes the IPEDS Graduation Rate on its website for at least the last five years (Student Achievement Publication). The reports disaggregate graduation rate data by gender, race/ethnicity, and Pell status and shows the nature of students the college serves through a disaggregation of students by gender, race/ethnicity, and financial aid type. The college is compared to a peer group of 29 institutions of the same type and with similar enrollment. Northeast's latest published IPEDS Graduation Rates at 150% are in the table below, taken from the 2019 IPEDS Data Feedback Report (*IPEDS Data Feedback Report 2019*):

Figure 10. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2015 cohort
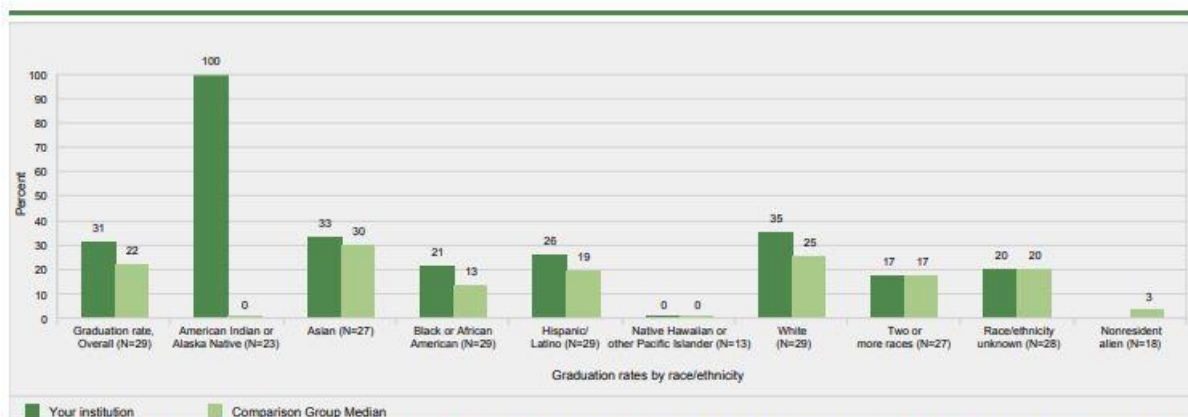
NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

Publication of Goals and Outcomes for Student Achievement

The Report on IE Indicators presents student achievement data for many metrics, including graduation and retention rates, job placement rates, state licensing examination success rates, and the success of transfer students. The Office of Planning and Research publishes on its web page the Report on IE Indicators, Northeast Mississippi Community College Report Cards, and the IPEDS Data Feedback Report containing 150% graduation rates disaggregated by gender and ethnicity (Student Achievement Publication). Also, Northeast makes available on its website additional outcomes such as 8-year graduation rates by Pell status, full-time and part-time status, gender, and race/ethnicity through the College Navigator (College Navigator).

Section 8.1 Supporting Documentation

- *2019-2024 Five-Year Strategic Planning Document*, p. 11
- *2019-2024 Five-Year Strategic Planning Document*, p. 5

141

- IE Indicators 2018-2019
- Student Achievement Publication
- *Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019*
- *Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019, pp. 17-18*
- *Community College Performance Profile Executive Summary, 2018-2019*
- *Report Card 2018- Statewide*
- Student Completion Indicator Letter
- IPEDS Data Feedback Report 2019
- College Navigator

142

8.2.a: Student Outcomes: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in student learning outcomes for each of its educational programs.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance

Northeast Mississippi Community College is in compliance with 8.2a by identifying learning outcomes, assessing the extent to which students achieve these outcomes, and providing evidence of seeking improvement based on analysis of student learning outcomes for each of its educational programs. The College uses Campus Labs, an assessment management system, to document its assessment. The assessment report is compiled with the information entered by representatives from each academic division. The compilation of the information is known at Northeast as the IE or Institutional Effectiveness Plan. The current plan format is a five (5) column model and includes the SLO (student learning outcome) or PLO (program learning outcome; the tool, target, and timeframe; results; analysis of results; and plans for improvement.

Every academic unit-Divisions and Educational Programs-at Northeast Mississippi Community College identifies measurable student learning outcomes, documents tools and achievement targets, and provides evidence of documented results and how those results will be used for continuous improvement of the unit--Divisions or Educational Program. This process is achieved through the completion of annual Institutional Effectiveness Plans. The plan was revised for the 2018-2019 assessment cycle into a 5-column model with more intuitive language to make the process more understood by all college employees. This revision was introduced through face-to-face training meetings as well as an assessment-focused professional development course called M.A.U.I. (Making Assessment Understood for Improvement). While most participants were from academic units, all employees were invited to enroll and participate in learning more about the process and benefits of assessment. The M.A.U.I. Report- 2018 includes demographics, collected data, and course structure so that the depth and breadth of what was covered can serve as evidence of a continual process of seeking improvement in the area of assessment. The compilation of Institutional Effectiveness (IE) Plans is placed into the *Five-Year Strategic Planning Document* and serves as a guide to each academic, administrative, and service unit of the institution.

Instructional Division IE Plans
Curriculum and Instruction
eLearning/Instructional Technology
Division of Business and Engineering Technology
Division of Fine Arts
Division of Health Sciences
Division of Languages and Humanities
Division of Mathematics and Sciences
Division of Social, Behavioral and Applied Sciences

Identification of Expected Outcomes

Northeast's educational programs are the foundation of the evaluation and assessment process as stated in the Institutional Effectiveness Plans published in the *Five-Year Strategic Planning Document* with Annual Institutional Effectiveness/Assessment Plans. Program faculty and administrators have developed program-level outcomes (PLO) for all programs and student learning outcomes (SLO) for the six (6) instructional divisions at Northeast. Expected outcomes are reported using a five-column matrix. The five columns contain Expected Outcomes, Tool/Target/Timeframe, Assessment Results, Analysis of Results and Improvement Action for each of the educational programs

Assessment of Outcome Achievement

Northeast Mississippi Community College employs an annual assessment cycle that runs concurrently with the Fiscal Year of the College (July 1- June 30, annually). Near the beginning of the cycle, in the Fall semester of each academic year, the director of Institutional Effectiveness sets the assessment process into motion with a TIE (The Institutional Effectiveness) Committee meeting. This committee is made up of representatives from every area of the College (a total of 71 units, including: academic, administrative, and service units). The members come together to hear of any updates or revisions to the IE process and to learn and/or practice a component of assessment. In the Fall of 2018, the director of Institutional Effectiveness set up a Canvas course that was organized into work teams with team leaders. These team leaders are the Executive TIE Committee members who served as a contact person for guidance to the workgroup and questions they may have.

A rubric is used to score each IE plan in several areas: quality of outcomes statements, assessment criteria/procedures, results, analysis of results, plans for improvement, and overall clarity of report (Evaluation Rubric for Instructional and Non-Instructional Units). The rubric is converted into to collaborative Excel documents and each work team is provided with a unique link to the plan that was assigned to them. Each team member goes into the collaborative document and scores the plan based on the criteria and provides constructive feedback

144

([completed rubric, Math and Science division, Fall 2019](#)). Once plans are evaluated, TIE Committee members work with other colleagues within their unit to discuss the previous cycle's plan and make adjustments that might be needed based on the previous cycle's "improvement action." The director of Institutional Effectiveness also has the assessment management system ready for TIE Committee members to input the current year's assessment information.

For Fall 2019, a field was added to each expected outcome in Campus Labs that requires the "improvement action" from the previous cycle be entered at the beginning of the outcome work page. This helped promote intentional consideration of the previous plan as revisions were made to the current plan. This aids in closing assessment loops and moving forward from one cycle to the next in an uninterrupted fashion. The director of Institutional Effectiveness implemented an additional layer of meta-assessment for the 2018-2019 Assessment Cycle where plans received individualized feedback within Campus Labs from the IE Office in order to have multiple means in which to review and revise IE plans from year to year ([Screenshot from Campus Labs of IE Plan Feedback](#)).

Evidence of Seeking Improvement

Northeast's planning and evaluation processes have resulted in continued improvements in educational programs. Specific examples of improvements are reported through "Accomplishments" entered by each unit in the assessment management system. In the fall of 2019, at the beginning of the FY20 assessment cycle, the director of Institutional Effectiveness added two additional fields into Campus Labs for IE reporting to help employees make intentional connections between previous and current assessment cycles, and updated language as detailed below.

- The field "[Improvement Actions from Previous Cycle](#)" with the instructions: *Copy and paste your Improvement Actions from the last cycle's plan here. This will guide you as you think about your plan for the new cycle*.
- The language *Write a short narrative that summarizes the previous cycle and how your plan was implemented and any changes that occurred as a result of your findings* was added at the beginning of each outcome in new IE plans.
- The field "[Improvement Changes Made](#)" with the instructions- *By looking at your improvement actions from last cycle, the current plan items, and comparing results from this plan to the previous, were there any changes or improvements made?* was added at the end of the end of each outcome and the choice is checked by the employee filling out the plan at the close of the assessment cycle.

These two small additions promote more consideration of how assessment cycles flow into the next and inform decisions about ways to continuously improve processes and methods. The following examples detail improvements made in response to needs discovered during the review processes. Other examples illustrate accomplishments resulting from successes indicating the

College is effectively accomplishing its mission (*2019-2024 Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*).

Evaluations and Assessments

Northeast Mississippi Community College values quality teaching and the importance of a shared commitment by the faculty and institution to create a positive learning environment. Northeast embraces a formative/summative, developmental and continuous improvement approach toward faculty evaluation. Information collected on faculty performance is used to improve teaching techniques and instructors' relationships with students. The methods, processes and schedule utilized to evaluate faculty are found below (*Northeast Procedures Manual 2019-2020, pp.27-29*):

Method	Who Performs?	Documentation Used	Timeframe
Classroom Observation	Division Head completes an observation on **half** the faculty within the division annually*	Classroom Observation Form (Page 2 of Administrative Evaluation of Teaching Personnel and Self-Evaluation)	New Faculty- annually for three years* All other faculty observed every other year
Student Evaluation of Faculty	Students evaluate both full and part-time faculty	Course Evaluation deployed through Canvas (Learning Management System)	All courses receive a Course Evaluation each term
Self-Evaluation by Faculty	All full and part-time faculty perform self-evaluation	Administrative Evaluation of Teaching Personnel and Self-Evaluation	Annually
Annual Evaluation by Division Head	Division Head evaluates both full and part-time faculty within their division	Administrative Evaluation of Teaching Personnel and Self-Evaluation	Annually

8.2.a: Student Outcomes: Educational Programs

| Faculty Conference | Division Head and faculty member (full and part-time) meet, review results from all evaluation methods, and establish a plan for professional growth by:

 1. Reviewing professional learning participation from the year (documentation will be attached to evaluation materials-both Division Head and Faculty will receive a cumulative report of all activities as report through Earning Your Stripes via email at end of each reporting period)

2. Identification of at least 3 Goals for Growth for the upcoming year (including plans for professional learning)

**See below for Improvement Plan process | Administrative Evaluation of Teaching Personnel and Self-Evaluation | Annually |

**Any faculty member who has been required to devise an Improvement Plan will be evaluated using the full process each year while on improvement status (Sample of Written Warning). The Improvement Plan is initiated by the faculty member's supervisor and encompasses steps 1 and 2 of the Disciplinary Procedures for Employees (Human Resources, Disciplinary Procedures for Employees; Sample of Written Warning). The length and conditions of the Improvement Plan are indicated in writing and provided to the faculty member in writing at the time the Improvement Plan is implemented. If conditions of the Improvement Plan are not met, step 3 of the Disciplinary Procedure for Employees (Suspension) will be enacted (Sample of Suspension).

Evaluation of any faculty member may occur at any time if need is indicated- for example, information reflected on the Student Evaluation of Faculty, etc.

Northeast students enrolled in courses both on the main campus and the off-site locations (including dual credit that is administered in local high schools) evaluate the educational programs of study by multiple means. The Student Evaluation of Faculty is administered each term and results are tabulated by the Office of Planning and Research. Results are disseminated to the appropriate faculty member and division head as part of the annual Faculty Evaluation Process. On-line courses were evaluated by both the Student Evaluation of Faculty and the MSVCC Virtual Course Survey through the Mississippi Virtual Community College (MSVCC) until the 2018-2019 academic year. MSVCC discontinued their deployment of this survey; however, Northeast replicated this survey (IR Review--ELearning Course Evaluations) and began collecting results through the Office of Planning and Research in the Fall of 2018.

8.2a Supporting Documentation

- *Evaluation Rubric for Instructional and Non-Instructional Units*
- Completed rubric, Math and Science division, Fall 2019
- Screenshot from Campus Labs of IE Plan Feedback- Construction Eng. Technology
- *2019-2024 Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*
- *Northeast Procedures Manual 2019-2020*, Sample of Written Warning, Appendix U
- *Northeast Procedures Manual 2019-2020*, Human Resources, Disciplinary Procedures for Employees (p. 22)
- *Northeast Procedures Manual 2019-2020*, Sample of Suspension, Appendix V
- IR Review--ELearning Course Evaluations
- *Northeast Procedures Manual 2019-2020*, pp.27-29

8.2.b: Student Outcomes: General Education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Within the Five-Year Strategic Planning Document 2019-2024, the College identifies three (3) competencies that all graduation candidates are expected to exhibit as a part of the general education core (*Five-Year Strategic Planning Document 2019-2024*, p. 34). This list also appears in the *Northeast Student Catalog 2019-2020* (*Northeast Student Catalog 2019-2020,* p. 59).

To earn a degree or a certificate, a student must demonstrate through periodic examinations and through other requirements, as stated in the course syllabi, that he/she is competent in all courses within a curriculum. In addition, completion requirements for associate degrees include being competent in reading, writing, and mathematics/sciences:

- **Reading competency** - Each student who completes an Associate Degree must demonstrate the ability to read and comprehend at a level commensurate with the reading level of the textbook and other reading assignments.
- **Writing competency** - Each student who completes an Associate Degree must demonstrate proficiency in written communications by composing effective sentences and paragraphs; applying correctly the rules of grammar, punctuation, spelling, word division, and word choice; and developing in written form clear, concise thoughts and ideas.
- **Mathematics/Science competency** - Each student who completes an Associate of Arts Degree must earn credit in MAT 1313, College Algebra, an equal course, OR a laboratory science course in BIO, CHE, PHY, AGR.

The Associate of Arts degree is awarded to students completing university parallel programs. Candidates for the A.A. degree must complete the following:

1. Earn a minimum of 62 semester hours applicable to a bachelor's degree of which 3 semester hours may be non-academic credits (Physical education or other activity courses, COE- Cooperative Education, LLS- Learning Life Skills).
2. Earn a grade point average of 2.0.
3. Complete the 32 semester hours of general education core consisting of:
   - English Composition (ENG 1113 and ENG 1123, 6 semester hours),
   - Social and/or behavioral science (6 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),

- Humanities (6 semester hours from history, literature, modern foreign language, philosophy, religion, art, speech, or music),
- Laboratory science (8 semester hours),
- Fine arts (3 semester hours selected from art/music/theatre appreciation, music survey, or art history),
- Mathematics (MAT 1313, equivalent or above, 3 semester hours).

The Associate of Applied Science degree is awarded to students completing requirements in technical programs. To receive the A.A.S. degree, candidates must:

1. Complete the number of semester hours as designated in programs of study.
2. Earn a minimum grade point average of 2.0.
3. Complete the 15 semester hours general education core consisting of:
   - English Composition (ENG 1113, 3 semester hours),
   - Social or behavioral science (3 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
   - Fine arts (3 semester hours selected from art/music/theatre appreciation),
   - Computer or computer related (3 semester hours) or Speech (SPT 1113, 3 semester hours)
   - College Algebra (MAT 1313) 3 semester hours or above, OR laboratory science course in BIO, CHE, PHY, AGR (4 semester hours).
4. Complete major courses consisting of 40-65 semester hours.
5. Complete other courses as suggested by adviser. Students who do not meet the requirements in their program of study will be changed to the program of study of Liberal Arts (*Northeast Student Catalog 2019-2020*).

Evidence of Attainment

All candidates for associate degrees must complete a general education core (*Northeast Student Catalog 2019-2020*). Within these core courses, students' ability to demonstrate the three (3) competencies is required. Each specific course syllabus within the core explains expected outcome objectives and assessment methods within the course. Below are examples of syllabi for courses within the general education core that demonstrate competencies:

- Laboratory in Psychology – PSY 2113 (Reading)
- English Composition I-ENG 1113 Syllabus (Writing)
- College Algebra-MAT 1313 Syllabus (Mathematics)

Evidence of attainment of these competencies also appears in the College's Institutional Effectiveness Plan for General Education. The expected results and assessment criteria are clearly outlined, along with the assessment results and the use of those results (*Five Year Strategic Planning Document 2019-2024; Five Year Strategic Planning Document 2018-2023; Five Year Strategic Planning Document 2017-2022*).

- Institutional Effectiveness Plan, General Education, 2019
- Institutional Effectiveness Plan, General Education, 2018

- Institutional Effectiveness Plan, General Education, 2017

Northeast students' general education competencies are also nationally benchmarked using the Educational Testing Service Proficiency Profile (ETSPP) and ACT WorkKeys. Results from the ETSPP test for the past two (2) years are shown below (reports retrieved from Educational Testing Service site). In 2018 the institution began using the ETSPP in lieu of the CAAP (Collegiate Assessment of Academic Performance).

ETSPP

Spring 2018 Results

ETS® Proficiency Profile

Summary of Scaled Scores
To show the ability of the group taking the test

Northeast Mississippi Community College
Abbreviated
Test Description: Abbreviated Form B
Number of students tested: 49
Number of students included in these statistics: 48
Number of students excluded (see roster): 1

Cohort Name: Spring 2018
Close Date: 06/07/2018
Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	445.54	442 to 449	16.52	432	445	457
Skills Subscores:							
Critical Thinking	100 to 130	111.60	110 to 113	4.79	109	110	115
Reading	100 to 130	117.79	116 to 120	6.80	114	116	123
Writing	100 to 130	115.52	114 to 117	4.31	112	116	118
Mathematics	100 to 130	113.17	112 to 115	4.81	111	113	116
Context-Based Subscores:							
Humanities	100 to 130	113.85	112 to 116	6.72	108	112	119
Social Sciences	100 to 130	113.83	112 to 116	6.20	109	113	119
Natural Sciences	100 to 130	115.52	114 to 117	5.48	111	116	120

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 48.

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Spring 2019 Results

ETS® Proficiency Profile

Summary of Scaled Scores
To show the ability of the group taking the test

Northeast Mississippi Community College
Abbreviated
Test Description: Abbreviated Form B
Number of students tested: 61
Number of students included in these statistics: 61
Number of students excluded (see roster): 0

Cohort Name: Spring 2019
Close Date: 06/11/2019
Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	440.21	437 to 443	17.51	426	441	450
Skills Subscores:							
Critical Thinking	100 to 130	110.44	109 to 112	5.91	107	110	114
Reading	100 to 130	116.02	114 to 118	6.73	111	116	122
Writing	100 to 130	113.66	112 to 115	4.85	111	113	118
Mathematics	100 to 130	113.18	112 to 115	5.93	110	113	116
Context-Based Subscores:							
Humanities	100 to 130	112.21	110 to 114	5.52	108	111	117
Social Sciences	100 to 130	112.11	110 to 114	5.72	109	111	116
Natural Sciences	100 to 130	114.90	113 to 117	5.93	109	116	120

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 61.

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Evidence of attainment of the General Education competencies for Career/Technical students is provided through indirect and direct measurement. Employers evaluate their satisfaction with graduate's communication skills on the *Employer Evaluation of Career/Technical Completers Survey.* Career/Technical students take the ACT WorkKeys assessment to provide evidence of attainment of General Education competencies. The results of these assessments are shown below (*2019-2024 Five-Year Strategic Planning Document*, 14-16; *2018-2023 Five-Year Strategic Planning Document*, 28-40; *2017-2022 Five-Year Strategic Planning Document*, 26-34).

Overall Satisfaction Ratings, *Employer Evaluation of Career/Technical Completers Survey*

Year Reported	Overall Satisfaction Rating
2018 (for 2017-2018 completers)	91.5%
2017 (for 2016-2017 completers)	95.80%
2016 (for 2015-2016 completers)	86.3%

Spring 2019, WorkKeys Results

 The ACT WorkKeys includes eight workplace skills assessments. Three of those- WorkKeys Applied Math, WorkKeys Workplace Documents and WorkKeys Graphic Literacy- are considered the core assessments, and when success is achieved for these three assessments, the NCRC is awarded. The National Career Readiness Certificate (NCRC) credential is based on a common language that is understood and valued across the country. The NCRC is designed to

152

form the basis for other occupation-specific skills credentials based on foundational technical skills documented by NCRC.

The NCRC certifies that job seekers have the core employability skills required across multiple industries and occupations. The NCRC is a portable credential that promotes career development and skill attainment for the individual and confirms to employers that an individual possesses basic workplace skills in reading, math, and locating information – skills that all jobs require.

Since July 1, 2019 to present (January 2020) 165 CTE students have been tested. Out of the 165 students who tested, 142 of those students received a state certificate in at least a Bronze credential. The Bronze credential is considered to have the necessary foundational skills for 16 percent of the workforce jobs, Silver, skills for 67 percent of the jobs, Gold, skills for 93 percent of the jobs, and platinum, skills for 99 percent of the workforce jobs.

23- No Certificate
44- Bronze
58- Silver
21- Gold
19- Platinum
165- Total

To compare Northeast graduates with students at state universities, Northeast tracks graduating students to analyze their success. Evidence from these reports shows that the cumulative GPA' s of Northeast students are consistently at or above those of native university students. Transfer grade point averages for the past three (3) years for two (2) state universities are shown below (*Report on Institutional Effectiveness & College-Wide Short-Term Goals 2018-2019*).

University of Mississippi Overall Median Cumulative GPA of all New Transfers (number of students)		
Fall Semester	**Northeast Transfers**	**Native UM Students**
2018	3.18 (126)	3.12 (2923)
2017	3.26 (130)	3.07 (2929)
2016	3.25 (124)	3.09 (2336)
Mississippi State University Overall Median Cumulative GPA of all New Transfers (number of students)		
Fall Semester	**Northeast Transfers**	**Native UM Students**
2018	3.19 (122)	3.16 (2621)
2017	2.99 (89)	3.16 (2292)
2016	3.10 (76)	2.99 (1832)

Plans for Continuous Improvement

153

8.2.b: Student Outcomes: General Education

In Spring 2020, Northeast introduced five (5) Core Learning Outcomes to replace the previous three (3) competencies. The Core Learning Outcomes are being implemented in the Fall 2020 semester:

1. Communication (verbal, written, and interpersonal),
2. Critical Thinking,
3. Collaboration,
4. Digital Literacy,
5. and Quantitative Fluency.

Each competency is embedded into each instructional institutional effectiveness plan and is measured at an institutional level. Faculty in each instructional division are being guided through the curriculum mapping process to ensure that the Core Learning Outcomes are covered throughout the General Education core curriculum. Other programs ensure the Core Learning Outcomes are found within the concentration area curriculum (e.g.-Health Sciences and Career Technical). A committee was formed to take the VALUE rubrics (from the VALUE Rubric Development Project by the Association of American Colleges & Universities) select those rubrics that align with the core learning outcomes, and verify that the rubrics fit the needs and serve the purposes of faculty members that will utilize the rubrics for a consistent grading mechanism in the measurement of the core learning outcomes at the institutional level. The committee is also charged with determining institutional targets based on national benchmarking data. Several sources are being used through the development of this additional assessment component- The Degree Qualifications Profile, Council for the Advancement of Standards in Higher Education, and the Liberal Education and America's Promise initiative (NEMCC Core Learning Outcomes, Informational Poster).

8.2b Supporting Documentation

- *2019-2024 Five-Year Strategic Planning Document*, p. 34
- *Northeast Student Catalog 2019-2020,* Screenshot
- *2019-2024 Five Year Strategic Planning Document*
- *2018-2023 Five Year Strategic Planning Document*
- *2017-2022 Five Year Strategic Planning Document*
- *2019-2024 Five-Year Strategic Planning Document*, 35-38
- *2018-2023 Five-Year Strategic Planning Document*, 27-40
- *2017-2022 Five-Year Strategic Planning Document*, 26-34
- *Report on Institutional Effectiveness & College-Wide Short-Term Goals 2018-2019*
- NEMCC Core Learning Outcomes, Informational Poster

8.2.c: Student outcomes: Academic and Student Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in academic and student services that support student success.
Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Identification of Expected Outcomes

The Institutional Effectiveness Plans found in the Five-Year Strategic Planning Document 2019-2024 provide the foundation for the evaluation and assessment process of Northeast's educational support services. Educational support services include the following: Athletics, Campus Security, Enrollment Services, Financial Aid, Guidance Services, Housing, Division of Learning Resources and Library, Student Government/lntramurals and Success Center. Annually, each educational support service area completes the following institutional effectiveness procedures:

1. Reviews and re-evaluates its purpose statement and makes necessary changes.
2. In the fall, staff members involved in each unit participate in the adoption of three (3) to five (5) expected outcomes (goals) that link directly to and are consistent with the appropriate goal in Northeast's Purpose Statement, its long-range goals, and short-term goals.
3. Educational support service areas devise outcomes that support the purpose and goals of the unit.
4. The staff then develop assessment criteria and procedures for assessment.

Expected outcomes are reported using a five-column matrix. The five (5) columns contain Expected Outcomes, Tool/Target/Timeframe, Assessment Results, Analysis of Results, and Improvement Actions. Throughout the year, staff, with assistance from The Institutional Effectiveness Committee (TIE) liaisons and the Office of Planning and Research, collect assessment data and analyze the information to determine ways to improve the educational support area. Evaluations, such as Campus Climate Survey, Survey of Student Opinion, and audits of area performance, contain both qualitative and quantitative measures. Documenting evidence of the unit's use of assessment results for improvement is the final step in the annual effectiveness process (*2019-2024 Five-Year Strategic Planning Document, with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*).

Academic and Student Services IE Plans
Athletics
Campus Safety
Enrollment Services—Admissions and Records
Financial Aid
Guidance Services
Housing
Division of Learning Resources and Library
Student Government/Intramurals
Student Success Center

Evaluations and Assessments

Each unit of the institution is evaluated by the campus community through the annual Campus Climate survey, which consists of six sections (Demographics, General Satisfaction, Communication, Administrative Services, Student Services, and Curriculum/Instruction) and a total of 115 items. The Office of Planning and Research administers this survey and compiles results. Employees mark responses ranging from "Strongly Agree" to "Strongly Disagree." This instrument was revised for Fall 2019 with logic built in to promote a more accurate collection of satisfaction results to aid all units in the institutional effectiveness process. The response rate increased from 39% in Fall 2018 to 44% in Fall 2019 (*Fall 2019 Campus Climate Survey, Fall 2018 Campus Climate Survey, 2017 Campus Climate Survey*).

Campus Climate Survey, Fall 2017-2019, three year comparison			
Item	**Fall 2019 Mean Score**	**Fall 2018 Mean Score**	**Fall 2017 Mean Score**
Northeast has an effective Institutional Research process which collects and analyzes data (Northeast has an effective Institutional Research process which collects, analyzes, and reports on institutional data- Fall 2019)	4.33	4.3	4.34
Northeast has an effective Institutional Research process which disseminates the results of its research to support planning and evaluation (this item was combined into the previous for Fall 2019)	N/A	4.35	4.32
The Office of Planning and Research/Effectiveness uses the results to improve the overall college planning and	4.29	4.3	4.26

156

8.2.c: Student outcomes: Academic and Student

evaluation process (The Office of Planning and Research assists the College to improve its overall planning and evaluation process- Fall 2019).			
Staff and faculty know what the institution's strategic long-range goals are (Employees know what the institution's strategic long-range goals are- Fall 2019).	4.1	4.02	4.08

Graduating students are asked to evaluate educational support services by completing the Student Satisfaction Inventory. This survey is administered during the graduation practice held in May of each year. This survey assesses the student's level of satisfaction with programs and services and the student's perception of the importance of these programs and services. Students also rate environmental factors along with the student's impressions of the college experience. The Student Satisfaction Inventory (SSI) consists of six (6) parts: Background Information, College Services, College Environment, College Impressions, College Experiences and Additional Questions. Survey results are compared against national norms compiled from over 20,000 students at thirty-nine (39) colleges that administer the survey. Respondents are asked to rate each program from "Strongly Satisfied" to "Strongly Dissatisfied" to "No Opinion." The results are reported using a 5-point Likert scale. This survey serves as an assessment tool for institutional effectiveness plans in various areas of the college (*Student Satisfaction Inventory, October 2019*).

During the spring semester, students who have taken classes at Northeast at New Albany or Northeast at Corinth off-site locations are asked to complete the Northeast at New Albany Student Survey or the Northeast at Corinth Student Survey. The purpose of these surveys is to evaluate course content, materials, instructors, and services. Respondents are instructed to mark responses ranging from "Very Satisfied" to "Very Dissatisfied" regarding services or programs provided at the off-campus sites. The results are analyzed by the Northeast Office of Planning and Research and disseminated in newsletter format (Memo- NE at Corinth, April 2019; Memo- NE at New Albany, April 2019). These surveys serve as an assessment tool for the institutional effectiveness plans for the off-campus sites (*2019-2024 Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*, 243-253).

Distance Learning students are asked to assess their satisfaction with student services by completing the Northeast Mississippi Community College eLearning survey. Northeast has administered this survey to all students enrolled in virtual course sections since Fall of 2018. The Distance Learning Coordinator uses the results of this survey as an assessment tool for the institutional effectiveness plan for Distance Learning (IR Review--ELearning Course Evaluations; 2019-2024 *Five- Year Strategic Planning Document, with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*, eLearning).

Evidence of Improvement

8.2.c: Student outcomes: Academic and Student

Northeast's planning and evaluation processes have resulted in continued improvements in educational support services. Specific examples of improvements are described in the "Accomplishment Section" of the Five-Year Strategic Planning Document and the "Use of Results" column within the Institutional Effectiveness Plans. The following examples detail improvements made in response to needs discovered during the review processes. Other examples illustrate improvements resulting from successes, indicating the College is effectively accomplishing its mission (*Five-Year Strategic Planning Document 2019-2024 with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*).

Student Services

- Launched the Student Success Center
- Created a point rating system used to identify at-risk students.
- Simplified the Tutor Application.
- Implemented online Tutor Application.
- Developed electronic sign-in portal for Co-Lab and Tutor Lab.
- Piloted Road to Success class (course designed to promote success among students
- placed on academic probation.)
- Of the 15 student enrolled in the pilot Road to Success Course (probation class), 13
- successfully completed the course. One withdrew from college to join the military.
- Decreased the average number of absences per student.
- Increased the number of hours earned per student.
- Promoted Students Success Center resources through the Diversity Fair.
- Created process that promote class attendance, increased in GPA, and graduation.
- Connected students with special needs to the Special Populations Counselor.
- Success Coaches received certification in Adult Mental Health First Aid.
- Implemented the use of Dropout Detective for all students.
- Sponsored "Northeast Now" on campus; a 3 day recruitment event for all in-district high school seniors, as well as Ashland High School Seniors, Hickory Flat Seniors. 24 schools attended in 2018, Day 1 total: 475; Day 2 total: 485; Day 3 total: 575; 3-day total 1535
- Thank you notes sent to students that participated in orientation
- Sent 4,592 Christmas cards to all in-district, out-of-district, and out-of-state students.
- Gave complementary event passes to high school seniors that came for a campus visit, requested information, ACT list, applicants, and all NE in district seniors. Total of 1,732
- Sent 1497 Housing postcards reminding seniors to apply as soon as possible.
- Participated in all local college/career programs serving all 22 in-district high schools & 3 out-of-state high schools including McNairy Central (TN), Adamsville (TN), and Hardin County (TN).
- Gave presentations to all senior classes at each in-district school regarding admissions, financial aid, housing, etc…. 22 high schools, 1455 students total
- Visited schools to promote dual enrollment and serve refreshments during break at Booneville and Alcorn Central

158

Continuous Improvements

All student service areas begin a rotation of program review in Spring 2020. These areas are evaluated by an external team of reviewers (those identified that have expertise in relevant areas to the program being evaluated) on a rotating basis utilizing the same format and process as the educational program reviews.

8.2c Supporting Documentation

- *Five-Year Strategic Planning Document, 2019-2024 with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*
- *Fall 2019 Campus Climate Survey*
- *Fall 2018 Campus Climate Survey*
- *Fall 2017 Campus Climate Survey*
- Student Satisfaction Inventory, October 2019
- *2019-2024* Five-Year Strategic Planning Document with 2018-2019 Annual Institutional Effectiveness/Assessment Plans, 243-253
- IR Review--ELearning Course Evaluations
- *2019-2024 Five- Year Strategic Planning Document, with 2018-2019 Annual Institutional Effectiveness/Assessment Plans*, eLearning

159

Section 9: Educational Program Structure and Content

9.1: Program Content [CR]

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

Judgement of Compliance:

<u>X</u> Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast's educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education; therefore, the College complies with Section 9.1.

(a) Embody a coherent course of study

The purpose of Northeast Mississippi Community College is to provide the students of its five-county district and beyond with opportunities to obtain a comprehensive and affordable education by awarding the Associate of Arts degree, the Associate of Applied Science degree, and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek a college education (Purpose Statement Goals 1 and 2, *2019-20 Northeast Procedures Manual*, p. 8)

Northeast's Board of Trustees empowered the College to grant the Associate of Arts degree in 1948. During subsequent years, certificates were authorized for vocational education. In 1978, the College began awarding the Associate of Applied Science degree. Northeast continues to offer the two associate degrees. The Associate of Arts degree is awarded to students completing the university parallel programs of study, and the Associate of Applied Science degree is awarded to students completing requirements in technical programs of study. The Associate of Arts degree is awarded when a student has earned a minimum of 62 semester hours, of which three semester hours may be non-academic credits. The Associate of Applied Science degree is awarded to students completing the number of semester hours designated in their specific program of study (Programs of Study, *2019-2020 Northeast Student Catalog*).

Northeast defines an educational "program of study" as a coherent sequence of courses that may lead to the student's transferring coursework to a senior institution or gaining employment in a technical field. Before 2018, the College offered 60 different university parallel programs of study leading to the Associate of Arts degree. In the Fall of 2018, to increase graduation rates, the College reduced the number of university parallel programs to two, General Studies and Nursing (BSN). The College offers 29 technical programs of study leading to the Associate of Applied Science degree (Programs of Study, *Northeast Student Catalog 2019-2020*). When

students apply for College admission, they select a program of study leading to a degree (*Northeast Application for Admissions*).

Northeast also offers 13 career certificate programs leading to a certificate of completion (Programs of Study, *Northeast Student Catalog 2019-2020*). All 13 certificate programs are awarded in compliance with the standards prescribed by the Mississippi Community College Board and the State Department of Education Office of Vocational and Technical Education (MCCB Curriculum Download; MCCB Curriculum Diesel Power).

(b) are compatible with the stated mission and goals of the institution

Northeast's educational programs are compatible with the stated mission and goals of the College. Northeast's purpose statement and goals are as follows:

Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

1. To provide accessible, high quality and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions
2. To provide industry-focused career and technical education that is student centered, comprehensive, and responsive to the employment needs of business and industry.
3. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
4. To provide developmental studies within the curriculum to strengthen the basic skills of students.
5. To offer continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment.
6. To provide employer-driven, industry-specific workforce education and training to businesses, industries, and individuals.
7. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction (*Northeast Procedures Manual 2019-2020*, p. 8)

Northeast's two Associate of Arts general studies programs of study (General Studies and Nursing (BSN)) provide accessible, high quality and cost-effective curricula preparing students for continued studies via transfer to four-year institutions; therefore, Northeast's Associate of Arts educational programs are compatible with the mission and purpose goal a of the purpose statement (*Northeast Student Catalog 2019-2020*, Programs of Study).

161

Northeast's 29 Associate of Applied Sciences programs of study provide industry-focused career and technical education that is student centered, comprehensive, and responsive to the employment needs of business and industry; therefore, Northeast's Associate of Applied Sciences educational programs are compatible with the mission and purpose goal b of the purpose statement (*Northeast Student Catalog 2019-2020*, Programs of Study).

(c) are based upon fields of study appropriate to higher education

The curriculum is maintained through a statewide uniform course numbering system and articulation agreement. All Mississippi Public Community/Junior Colleges utilize a uniform course numbering system, which was adopted in 1971 by the State Board of Community/Junior Colleges. This publication is revised annually and facilitates uniform course transfer to state institutions of higher learning. In an effort to strengthen the course transferability between state universities and community colleges, an articulation agreement was established in 1991. Representatives from the board of trustees of State Institutions of Higher Learning and the Mississippi State Board of Community/Junior Colleges update this articulation agreement annually (*Academic Uniform Course Numbering System Fall 2018; IHL-MCCB Articulation Agreement 2018-19*).

For university parallel curricula, it is vital that the programs of study be reviewed periodically and that revisions be made where appropriate. To accomplish this, there is an IHL Articulation Subcommittee of the University Chief Academic Officers' Council with Community and Junior College representatives to serve on this subcommittee as nonvoting members for information purposes.

Proposed changes in course offerings or transfer hours shall be made in accordance with the following procedures:

1. In consultation with Chief Academic Officers, each institution shall identify proposed articulation agreement changes to IHL through its Articulation Subcommittee representative by May 15 each year.
2. The IHL Articulation Subcommittee representative and representatives of each academic department/dean's office which offers the program involved shall discuss articulation agreement changes between May 16 and June 10.
3. Proposed changes approved by the IHL Articulation Subcommittee will be shared by IHL with the community/junior college representatives. Community/junior college representatives will have until June 30 to review and comment on the proposed articulation changes.
4. The IHL Articulation Subcommittee and community/junior college representatives will meet to discuss articulation changes. This meeting will take place between July 1 and July 31. This meeting will include IHL and CJC articulation committee members.
5. The IHL Chief Academic Officers will consider approval of proposed articulation changes at their August meeting.
6. Articulation changes shall be communicated to universities and community/junior colleges (Presidents and chief academic officers) by September 30 for changes that are to be implemented the following fall semester. Any changes to these published dates are

162

subject to approval by the IHL Chief Academic Officers and the Mississippi Community and Junior Colleges Academic Officers Association.

Upon approval, the changes will be published and distributed to the universities and community/junior colleges. It is intended that the document be used as a minimum program of transfer and not replace articulation agreements between individual universities and community/junior college (*IHL-MCCB Articulation Agreement 2018-19*)

The State of Mississippi has adopted a standardized curriculum for each career and technical program (MCCB Curriculum Download; MCCB Curriculum Diesel Power). Career/technical curricula are evaluated, on a pre-determined, rotating basis, by the Mississippi Community College Board (*MCCB Curriculum Revision Schedule 2018-19*). The Mississippi Community College Board's Division of Workforce, Career and Technical Education is responsible for working with community college deans and other personnel to develop innovative curriculum and professional training systems. The Office of Curriculum and Instruction was founded in 2013 under the Division of Workforce, Career and Technical Education at the Mississippi Community College Board. The office is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand (*Office of Curriculum and Instruction Policies and Procedures Manual*, p. 6).

The Office of Curriculum and Instruction begins the curriculum review process with a review of industry certifications and accreditation changes. Curriculum specialists conduct an analysis of programs to identify national trends of curriculum design, examines national standards and/or accrediting agency student learning outcomes, identifies related industry certifications, potential module design and determines potential entry and exit points.

Curriculum is not written until business and industry representatives are identified and agree to participate in the curriculum development process. To ensure local demands are met through programmatic curricula, the MCCB works with college Workforce Education directors, Career and Technical Education administrators, and faculty advisory committees or councils to solicit business and industry representatives to participate in curriculum development process.

Each college offering the program is invited and encouraged to participate in the curriculum development. The faculty and administrators that participate comprise the writing team for the program curriculum and hold a series of pre-writing (virtual) and writing (face-to-face) meetings. During these meetings the writing team agrees upon courses within the program of study for the career certificate, technical certificate, and the AAS degree options. They define and organize student-learning outcomes, develop instructional and assessment samples and finalize all other components of the curriculum document. After the curriculum is in a final draft format, an online, post-writing team meeting is held to present an overview of major changes and updates to the curriculum. Interested parties have the opportunity to ask questions and complete a validation survey (*Office of Curriculum and Instruction Policies and Procedures Manual*, p. 8-15).

Northeast's Instruction Council has the responsibility for approving all institutional courses and programs of study in order to ensure coherence and appropriateness to higher education

163

(Instruction Council Role Regarding Curriculum, *Northeast Procedures Manual 2019-20, p.66-69*). The only transfer courses considered for approval by Instruction Council are academic courses found in the Uniform Course Numbering System (*Uniform Course Numbering System 2018*) and approved for articulation by one of the state universities in Mississippi (*IHL-MCCB Articulation Agreement 2018-19*). The Instruction Council also approves course additions and deletions for career-technical programs (Curriculum Proposal Form; Instruction Council Minutes).

Evaluation of Program Curriculum

Northeast uses information such as GPA transfer data and the results of the Career Employer Satisfaction surveys to validate program content. Results for the past three years are shown below (*Report on Institutional Effectiveness Indicators and College Wide Short Term Goals*).

Table 9.1.1. GPA transfer data for 2015 – 2017, comparing native university students to Northeast transfer students.

GPA Transfer Data						
	Fall 2017		**Fall 2016**		**Fall 2015**	
University	**Northeast**	**Native**	**Northeast**	**Native**	**Northeast**	**Native**
The University of Mississippi	3.36	3.05	3.26	2.95	3.36	3.05
Mississippi State University	3.01	3.12	3.07	3.09	3.01	3.12

Table 9.1.2. Employer Satisfaction of Northeast graduates for 2015-2017.

Employer Satisfaction	
Year Surveyed	Percent Indicating Satisfaction
2017 (2016-17 completers)	83.90%
2016 (2015-16 completers)	97.60%
2015 (2014-15 completers)	83.90%

In order to assure that the curricula offered by Northeast are current, appropriate, and complete, evaluation of the degree programs of study are completed regularly. Each curriculum is assigned a full-time faculty member who has experience advising in the field of study and who has been assigned responsibilities for curriculum coordination. The curriculum coordinator is listed first on the advisor list for each Program of study in the Northeast Student Catalog (

Accounting Technology Program of Study, & Practical Nursing Education Program of Study, *Northeast Student Catalog 2019-2020*).

Each year, curriculum coordinators, along with faculty advisors, review the particular curriculum for depth and breadth and document that the General Education Core is included in the curriculum.

Upon completion of the curriculum evaluation, the faculty member(s) forwards any recommendations for change to the appropriate division head for discussion at the monthly division meeting (Curriculum Proposal Form; Social Behavioral and Applied Sciences Division Meeting Minutes September 7, 2018). The recommendations of the faculty will be the basis of curriculum recommendations and will be presented by the appropriate division head at Instruction Council (Curriculum Proposal Form; Instruction Council Minutes May 30, 2018). The Instruction Council brings the proposed curriculum changes to a vote and submits approved changes to the board of trustees through the president for final approval (President's Cabinet Meeting Minutes October 2, 2018; Board of Trustees Meeting Minutes October 9, 2018; Curriculum, *Northeast Procedures Manual 2019-20*, p. 66-69).

Additionally, a Curriculum Review Committee composed of college and non-college personnel evaluates curricula annually. Each division has its curricula reviewed on a pre-determined rotating basis (Curriculum Review, *Five Year Strategic Planning Document 2018-2022*, p. 14; Curriculum Review, *Northeast Procedures Manual 2019-20*, p. 66-69). All curriculum recommendations from the Curriculum Review Committee will be forwarded to the appropriate division for consideration. If approved by the faculty within the division, the curriculum proposals will be forwarded to the Instruction Council (Curriculum, *Northeast Procedures Manual 2019-20*, p. 66-69).

9.1 Supporting Documentation

- Purpose Statement Goals 1 and 2, *2019-20 Northeast Procedures Manual*, p. 8
- Programs of Study, *Northeast Student Catalog 2019-2020*
- Northeast Application for Admissions
- MCCB Curriculum Download
- MCCB Curriculum Diesel Power
- *Academic Uniform Course Numbering System Fall 2018*
- *IHL-MCCB Articulation Agreement 2018-19*
- *MCCB Curriculum Revision Schedule 2018-19*
- *Office of Curriculum and Instruction Policies and Procedures Manual*, p. 6
- *Office of Curriculum and Instruction Policies and Procedures Manual*, p. 8-15
- Instruction Council Role Regarding Curriculum, *Northeast Procedures Manual 2019-20*, p.66-69
- Curriculum Proposal Form
- *Report on Institutional Effectiveness Indicators and College Wide Short Term Goals*

- Accounting Technology Program of Study, & Practical Nursing Education Program of Study, *Northeast Student Catalog 2019-2020*
- Social Behavioral and Applied Sciences Division Meeting Minutes September 7, 2018
- Instruction Council Minutes May 30, 2018
- President's Cabinet Meeting Minutes October 2, 2018
- Board of Trustees Meeting Minutes October 9, 2018
- Curriculum Review, *Five Year Strategic Planning Document 2018-2023*, p. 14

9.1: Program Content [CR]

9.2: Program Length [CR]

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast complies with 9.2 because each degree program it offers are based on at least 60 semester credit hours.

Northeast's board of trustees empowered the College to grant the Associate of Arts degree in 1948. During subsequent years, certificates were authorized for vocation education. In 1978, the College began awarding the Associate of Applied Science degree. Northeast continues to offer the two associate degree programs. The Associate of Arts degree is awarded to students completing university parallel programs, and the Associate of Applied Science degree is awarded to students completing requirements in technical programs. The Associate of Arts degree is awarded when a student has earned a minimum of 62 semester hours and the Associate of Applied Science degree is awarded when a student has earned a minimum of sixty (60) semester hours. Graduates of the Associate of Arts degree programs must complete thirty-two (32) semester hours of general education core classes, while graduates of the Associate of Applied Science degree programs must complete a general education core of 15 semester hours (Graduation & Programs of Study, *Northeast Student Catalog 2019-2020,* AA Degree Audit, AAS Degree Audit).

Northeast defines an education "program of study" as a coherent sequence of courses that may lead to the student's transferring coursework to a senior institution or gaining employment in a technical field. Prior to 2018, the College offered 60 different university parallel programs of study. In the Fall of 2018, in an effort to increase graduation rates, the College reduced the number of university parallel programs to two, General Studies and BSN-Nursing. There are 28 technical programs of study leading to the Associate of Applied Science degree (Programs of Study, *Northeast Student Catalog 2019-2020*). The technical programs comply with the standards and program length established by the Mississippi Community College Board and the State Department of Education Office of Vocational and Technical Education (MCCB Curriculum Download; MCCB Curriculum Industrial Maintenance; MCCB Curriculum Medical Laboratory Technology; MCCB Curriculum Business Technology).

When students apply for College admission, they select a program of study leading to a degree (Northeast Admission Application).

Northeast also offers 13 career certificate programs leading to a certificate of completion (Programs of study, *Northeast Student Catalog 2019-2020*). All 13 certificate programs comply with the standard and program length established by the Mississippi Community College Board and the State Department of Education Office of Vocational and Technical Education (MCCB Curriculum Download; MCCB Curriculum Diesel Power).

Since 1991, Institutions of Higher Learning in Mississippi have identified and published a listing of courses they accept as meeting the requirements for collegiate appropriateness in higher education. The publication entitled *IHL-MCCB Articulation Agreement 2018-19,* hereafter called the Articulation Agreement, provides the rationale for Northeast's determination of coherence in selection and sequencing of courses in each program of study. The Articulation Agreement strengthens the course transferability between state universities and community colleges. The board of trustees of state Institutions of Higher Learning (IHL) and the Mississippi Community College Board (MCCB) approve the updated Articulation Agreement annually (*IHL-MCCB Articulation Agreement 2018-19, p 2-3*).

The State of Mississippi has adopted a standardized curriculum for each career and technical program (MCCB Curriculum Download). The Office of Curriculum and Instruction, under the MCCB's Division of Workforce, Career and Technical Education, is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand (*Office of Curriculum & Instruction Policies and Procedures Manual 2018*).

The Office of Curriculum and Instruction evaluates curricula for career/technical education on a pre-determined rotating basis (*MCCB Curriculum Revision Schedule 2018-19*). Curriculum revision begins with a thorough review of industry needs, certifications, and accreditation changes. Input is sought from business and industry members, workforce directors, faculty and administrators. Each college that offers the program is invited and encouraged to participate in the curriculum development. The faculty and administrators that participate comprise the writing team for the program curriculum and hold a series of pre-writing (virtual) and writing team (face to face) meetings. During these meetings, the writing team agrees upon courses within the program of study for the career certificate, technical certificate, and AAS degree options. They define and organize student-learning outcomes, develop instructional and assessment samples and finalize all other components of the curriculum document. After the curriculum is in a final draft format, an online, post-writing team meeting is held to present an overview of major changes and updates to the curriculum. Interested parties have the opportunity to ask questions and complete a validation survey (*Office of Curriculum & Instruction Policies and Procedures Manual 2018, p. 8-15*).

Northeast's Instruction Council has the responsibility for approving all institutional courses and programs of study in order to establish and maintain appropriate program length (Instruction Council Role Regarding Curriculum, *Northeast Procedures Manual 2019-20, 67-69*).

9.2: Program Length [CR]

9.2 Supporting Documentation

- Graduation, *Northeast Student Catalog 2018-2019*
- Programs of Study, *Northeast Student Catalog 2018-2019*
- AA Degree Audit
- AAS Degree Audit
- MCCB Curriculum Industrial Maintenance
- MCCB Curriculum Medical Laboratory Technology
- MCCB Curriculum Business Technology
- MCCB Curriculum Download
- MCCB Curriculum Diesel Power
- *IHL-MCCB Articulation Agreement 2018-19, p 2-3*
- *Office of Curriculum & Instruction Policies and Procedures Manual 2018*
- *Office of Curriculum & Instruction Policies and Procedures Manual 2018, p. 8-15*
- Instruction Council Role Regarding Curriculum, *Northeast Procedures Manual 2019-20, 67-69*

9.3: General Education Requirements [CR]

The institution requires the successful completion of a general education component at the undergraduate level that:
> **a. is based on a coherent rationale.**
> **b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**
> **c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

a. is based on a coherent rationale.

The general education core of classes is required for each student graduating with an associate degree from Northeast Mississippi Community College. Classes included in the general education core are proposed by the faculty at a divisional level. If the proposal is found acceptable by the division's faculty, the proposal is forwarded to Instruction Council, which is comprised of division heads from the various academic divisions, the eLearning coordinator, library director, the vice president of Planning and Research (SACS-COC liaison), the director of Guidance and Counseling, the director of Student Success, and the vice president of Instruction. After approval of Instruction Council, the proposal is forwarded to President's cabinet and then to the board of trustees for approval (Curriculum Proposal Form; Curriculum, *Northeast Procedures Manual 2019-2020,* 67-69; Social Behavioral and Applied Sciences Division Meeting Minutes September 7, 2018; Instruction Council Minutes May 30, 2018; President's Cabinet Minutes October 2, 2018; Board of Trustees Minutes October 9, 2018).

Classes selected for the general education core are broad in nature and reinforce cognitive skills and effective learning opportunities for each student.

b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.

For the Associate of Art degree, students must complete 32 semester hours of general education core consisting of:

                   9.3: General Education Requirements [CR]

- English Composition I and II (ENG 1113 and ENG 1123, 6 semester hours),
- Social and/or behavioral science (6 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
- Humanities (6 semester hours from history, literature, modern foreign language, philosophy, religion, art, speech, or music),
- Laboratory science (8 semester hours), selected from biology, chemistry, or physics,
- Fine arts (3 semester hours selected from art/music/theatre appreciation, music survey, or art history),
- Mathematics (MAT 1313, College Algebra, equivalent or above, 3 semester hours) (Graduation, *Northeast Student Catalog 2018-2019,* Programs of Study, *Northeast Student Catalog 2018-2019,* AA Degree Audit).

For the Associate of Applied Science degree, students must complete 15 semester hours of general education core consisting of:

- English Composition (ENG 1113, 3 semester hours),
- Social or behavioral science (3 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
- Fine arts (3 semester hours selected from art/music/theatre appreciation),
- Computer or computer related (3 semester hours) OR Speech (SPT 1113, 3 semester hours),
- College Algebra (MAT 1313) 3 semester hours or above OR laboratory science course BIO, CHE, PHY, AGR (4 semester hours) (Graduation, *Northeast Student Catalog 2018-2019,* Programs of Study, *Northeast Student Catalog 2018-2019,* AAS Degree Audit).

c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

For the Associate of Art degree, students must complete 32 semester hours of general education core consisting of:

- English Composition I and II (ENG 1113 and ENG 1123, 6 semester hours),
- Social and/or behavioral science (6 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
- Humanities (6 semester hours from history, literature, modern foreign language, philosophy, religion, art, speech, or music),
- Laboratory science (8 semester hours), selected from biology, chemistry, or physics,
- Fine arts (3 semester hours selected from art/music/theatre appreciation, music survey, or art history),
- Mathematics (MAT 1313, College Algebra, equivalent or above, 3 semester hours) (Graduation & Programs of Study, *Northeast Student Catalog 2019-2020;*
- AA Degree Audit).

For the Associate of Applied Science degree, students must complete 15 semester hours of general education core consisting of:

- English Composition (ENG 1113, 3 semester hours),
- Social or behavioral science (3 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
- Fine arts (3 semester hours selected from art/music/theatre appreciation),
- Computer or computer related (3 semester hours) OR Speech (SPT 1113, 3 semester hours),
- College Algebra (MAT 1313) 3 semester hours or above OR laboratory science course BIO, CHE, PHY, AGR (4 semester hours) (Graduation & Programs of Study, *Northeast Student Catalog 2019-2020,* AAS Degree Audit).

9.3 Supporting Documentation

- Curriculum Proposal Form
- Curriculum, *Northeast Procedures Manual 2019-20, 67-69*
- Social Behavioral and Applied Sciences Division Meeting Minutes September 7, 2018
- Instruction Council Minutes May 30, 2018
- President's Cabinet Minutes October 2, 2018
- Board of Trustees Minutes October 9, 2018
- Graduation, *Northeast Student Catalog 2018-2019*
- Programs of Study, *Northeast Student Catalog 2018-2019*
- AA Degree Audit
- AAS Degree Audit

9.4: Institutional Credits for an Undergraduate Degree

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

All students completing programs of study at Northeast Mississippi Community College are encouraged to participate in graduation. Students desiring to graduate must meet eligibility requirements for residency and competency.

To be eligible for graduation, a transfer student must complete a minimum of one semester (15 semester hours) in residence. Transfer students must complete at least 25% of their degree requirements at Northeast in order to graduate (Student Services Graduation, *Northeast Student Catalog 2019-2020*).

For each student wishing to graduate, the Records Office generates a degree audit as part of the registrar's degree check.   This degree audit checks for minimum credits earned at Northeast, minimum credits earned for degree, a 2.0 GPA requirement, General Education course requirements, and required courses for the program of study (Audit Report – General Studies Student). Students who do not meet all the graduation requirements are counseled by the Registrar to help them decide how to obtain the needed requirements.

9.4 Supporting Documentation

- Student Services Graduation, *Northeast Student Catalog 2019-2020*
- Audit Report – General Studies Student

9.5: Institutional Credits for a Graduate/Professional Degree

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

Judgement of Compliance:

___Compliant   ____Non-Compliant   __X__Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College does not offer degrees above the Associate level.

9.6: Post-Baccalaureate Rigor and Curriculum

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

Judgement of Compliance:

___Compliant   ____Non-Compliant   __X__Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College does not offer degrees above the Associate level.

9.7: Program Requirements

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College defines and publishes its graduation and degree requirements for its undergraduate programs in the *Northeast Student Catalog* (Programs of Study & Graduation, *Northeast Student Catalog 2019-2020*). This publication includes the general education core requirements for the Associate of Arts degree and the Associate of Applied Science degree. The general education core requirements are also published in the DegreeWorks software (Academic student DegreeWorks; CTE student DegreeWorks).

Northeast conforms to commonly accepted standards and practices for degree programs in university parallel programs through the use of the statewide *Articulation Agreement* between the Mississippi board of trustees for Institutions of Higher Learning and the State Board for Community and Junior Colleges (IHL-MCCB Articulation Agreement 2018-19). Northeast also utilizes the Uniform Course Numbering and articulation agreements with individual institutions (Uniform Course Numbering System 2018). The college reviews all of its degree programs on a rotating basis with the Curriculum Review Committee, which includes members from business, industry, and other educational institutions. Faculty advisors also review the curricula annually to ensure compliance with the Articulation Agreement. Recommendations for curriculum changes are reviewed by the college's Instruction Council, which consists of the Dean of Instruction and the college's academic division heads. Curriculum changes that are approved by the Instruction Council are forwarded to the board of trustees for final approval. All university parallel programs include 32 semester hours of general education core requirements (Programs of Study & Graduation, *Northeast Student Catalog 2019-2020*).

Northeast conforms to commonly accepted standards and practices for career-technical degree programs through the use of the *Revised Mississippi Curriculum Frameworks for Vocational-Technical Programs*. These standardized curriculum programs are developed by the Research and Curriculum Unit for Workforce Development at Mississippi State University. These programs are developed by appointed committees, which include members from program-related business, industry, and community college faculty. Each curriculum is then approved by the State Department of Education. Career-technical degree programs are also reviewed by the Curriculum Review Committee on a rotating basis. All career-technical degree programs include at least fifteen semester hours of general education core requirements *(Curriculum Frameworks for Mississippi Vocational-Technical Programs)*.

9.7 Supporting Documentation

- Programs of Study & Graduation, *Northeast Student Catalog2019-2020*
- Academic student DegreeWorks
- CTE student DegreeWorks
- IHL-MCCB Articulation Agreement 2018-19
- Uniform Course Numbering System 2018
- *Curriculum Frameworks for Mississippi Vocational-Technical Programs*

Section 10: Educational Policies, Procedures, and Practices

10.1: Academic Policies

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Judgement of Compliance:

_X__ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College (NEMCC) publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and series of the institution. These policies are published and disseminated through the *Northeast Student Catalog 2019-2020* which is posted to the college website, nemcc.edu (*Northeast Student Catalog 2019-2020*). Information concerning academic standing, determination of grade point average (GPA), absenteeism, probation and suspension criteria, graduation requirements, student services, academic calendars and others are available in this publication. To ensure the *Northeast Student Catalog* accurately reflects the programs and services of Northeast, they are reviewed and updated in an ongoing process by the faculty, division heads, or members of administration (January 2020 Board Minutes Approved).

In the "General Information" section of the *Northeast Student Catalog 2019-2020,* the College's Purpose Statement says, "Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves - Alcorn, Prentiss, Tippah, Tishomingo and Union Counties - by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education" (Purpose Statement). This Purpose Statement developed by the board of trustees and college employees drives the College's academic practices.

Academic Policy/Procedure Development

The Northeast board of trustees develops academic policies that are published in the board of trustees Policy Book (*Board of Trustees Policy Book 2019-2020*) The board of trustees evaluates academic policies each year through a subcommittee appointed by the Board chairperson (February 12 Board Minutes Approved). The subcommittee meets prior to a regularly scheduled board of trustees' meeting, and the subcommittee makes recommendations to the Board at the next regularly scheduled meeting where recommendations are raised for a vote. If approved, new policy or policy revisions are added to the *Board of Trustees Policy Book* and an appropriate procedure is developed (Note May 14, 2019).

Academic policies are published and disseminated annually for all students through the *Northeast Student Catalog* (*Northeast Student Catalog 2019-2020*) which is posted on the Northeast website at nemcc.edu. Multiple years of catalogs are posted to the College's website.

Faculty Role in Determining Policies

The planning procedure for Northeast Mississippi Community College faculty is the same as for other constituents. Northeast's planning procedure has broad-based involvement for students, faculty, staff, and administration. Ideas for change and/or improvement (proposals) may originate with faculty members, students, individual employees, or with divisions and departments. Proposals for change are recorded on the appropriate form and presented to the division head (Curriculum Changes). Proposal forms proceed from the division head to the appropriate vice president and then to the Administrative Council. If the Administrative Council approves the proposals, the proposals proceed to the President's Cabinet and then to the president who may approve or reject the proposals and/or pass proposals to the board of trustees (Curriculum Changes). Any proposal may be rejected at any level and sent back to the originator. Rejected proposals may be reworked and resubmitted for further consideration. Planning proposals must be presented to the Administrative Council chair one week prior to the official meeting date (*Northeast Procedures Manual 2019-2020*, p. 47)

Northeast recognizes the faculty's role in institutional decision making and governance through the committee process. Northeast establishes campus committees to aid the faculty in their efforts to improve the institution's educational program. The campus committees and their purposes are published annually and are comprised of administration, faculty, staff, and students (Committee Listings, 2019-2020). The faculty and administration meet students' educational needs by serving on the following committees:

> **The Institutional Effectiveness (TIE) Committee**—This committee determines that expected outcomes are consistent with the institutional purpose, that the research conducted is adequate to ensure the effectiveness of the institution, and that each committee member works with his or her division head to review respective institutional effectiveness plans (TIE Committee Minutes, October 4, 2019).

> **Instruction Council**—This committee assists and advises the vice president of Instruction concerning all phases of the academic, technical, and vocational programs, including course offerings, programs of study, instructional procedures, relationships with other institutions of higher learning, and academic standards. The committee reviews proposals for course or program of study changes, recommends improvements in instruction, and helps coordinate the curriculum and instruction program (Instruction Council Minutes January 31, 2018).

Retention

According to the Purpose Statement, Northeast will respond to the needs of all who seek a college education (*Northeast Student Catalog, 2019-2020,* Purpose Statement). Student retention is a vital part of this response and is linked directly to student success. Through various policies and practices, Northeast strives to continually improve student retention.

179

10.1: Academic Policies

Class Attendance

Northeast students are required to attend all classes. Absences from class should be the result of unavoidable circumstances such as sickness, family deaths, hazardous road conditions, and so forth. Excused absences will entitle the student to reasonable opportunities to complete make-up assignments or exams. (Excused absences are those incurred as a result of attending a school sponsored activity or short-term military active duty.) It is the student's responsibility to see the instructor before the activity to make-up work.

Students who are missing for more than 10 minutes of class will be given an absence for the class meeting, equivalent to not attending class. If a student arrives between the class start time and the first 10 minutes, the student will receive a tardy. Three tardies is the equivalent of an absence. Students who are absent from class more than 14% (two weeks) of the scheduled class meetings will be reported to the Records Office for excessive absences. The instructor of the class will inform the student of the existence of excessive absences upon the student's return to class. Students who are removed from class for nonattendance will have a status of CO (cut-out) and a grade of F recorded for the courses. Classes for which a student is listed as CO (cut-out) count as enrollment under federal financial aid regulations and are used by the financial aid office in the computation of attempted hours for financial aid eligibility. Students who are cut-out of a class should process a class withdrawal for that class by the posted deadline in order to prevent a grade of F being recorded. A student who has been cut-out of class may appeal to be readmitted by the instructor for the class.

Faculty will report attendance and Cut Outs via the Faculty Attendance Tracker. Programs with Special Attendance Policies - In the Health Science programs, students are required to meet the required clock hours as deemed by the state curriculum. Due to this requirement, please see the program/departmental handbook for additional information (*Northeast Student Catalog 2019-2020,* Academic Policies, Class Attendance).

Withdrawal

General Information

Students who successfully complete the withdrawal process, either class or college, will receive a grade of "W" on their official college transcript. Withdrawals (Ws) are not used in the computation of a student's semester or cumulative grade point average. Withdrawals are used by the Financial Aid Office in the computation of attempted hours for financial aid eligibility (*Northeast Student Catalog 2019-2020,* Academic Policies, Class Withdrawal).

Withdrawal from Class

Northeast Mississippi Community College strongly supports activities that promote student success in classes and degree programs. With this goal in mind, the college provides a means for students to withdraw from individual classes. Students are encouraged to maintain their enrollment in all courses for the full semester. In cases where the academic load is too great to

180

maintain, the student may reduce his/her load by withdrawing from one or more classes. Students are strongly encouraged to maintain full-time status (12 or more hours), if practical. The class withdrawal period begins with the ninth week of class (or equivalent period in summer and intersession) and continues up to one week prior to the beginning of final exams. Student that receive state aid (MTAG, MESG) must enroll in and complete 15 semester credit hours each semester (*Northeast Student Catalog 2019-2020,* Academic Policies, Class Withdrawal).

The student who desires to withdraw from class should contact the instructor of the individual course. The following process applies to all class withdrawals:

Procedure for Class Withdrawal

1. Student meets/discusses withdrawal with instructor, division head, Counseling Center, or Instruction Office. (Online classes may talk to eLearning Office)
2. Student & Instructor complete form together.
3. Form is sent electronically to Financial Aid.
4. Financial Aid reviews effects of withdrawal on student's aid.
5. Financial Aid enters notes about effects into online database.
6. Form is sent electronically to Business Office.
7. Student contacts Business Office:
   -If withdrawal will not have adverse effects on the student's financial aid, the student pays a fee. The form is sent electronically to the admissions and records office for processing.
   -If withdrawal will have adverse effects on the student's financial aid, the business office informs the student (Sends student over to financial aid, if necessary). The student can pay the fee, and the is form sent to Records for processing, **or** the student can cancel the withdrawal.

The withdrawal period begins the day after drop/add and ends on the Monday one week before final exams. Online classes will follow the MSVCC calendar withdrawal ending dates.

The $10 withdrawal fee may be waived in extenuating circumstances, as determined by the vice president of Finance (*Northeast Student Catalog 2019-2020,* Academic Policies, Withdrawal; Class Withdrawal Example, Redacted).

Withdrawal from College

College withdrawal is available for students who, because of personal hardship, can no longer attend any classes. A student may withdraw from college at any time up to one week prior to the beginning of final exams. Students who desire to withdraw from college should contact their advisor or the Counseling Center to begin the process. Students are responsible for completing the College Withdrawal process which includes:

Procedure for College Withdrawal

1. Student meets/discusses withdrawal with instructor, Division Head, Counseling Center, or Instruction Office. (Online classes may talk to eLearning Office)
2. Student & Instructor complete form together.
3. Form is sent electronically to Financial Aid.
4. Financial Aid reviews effects of withdrawal on student's aid.
5. Financial Aid enters notes about effects into online database.
6. Form is sent electronically to Housing Office, if student resides in campus housing. Form is sent electronically to Business Office.
8. Student contacts Business Office:
   -If withdrawal will not have adverse effects on the student's financial aid, the student pays a fee. The form is sent electronically to the enrollment services office for processing.
   -If withdrawal will have adverse effects on the student's financial aid, the business office informs the student (Sends student over to financial aid, if necessary). The student can pay the fee, and the is form sent to Records for processing, **or** the student can cancel the withdrawal.

The withdrawal period begins the day after drop/add and ends on the Monday one week before final exams. Online classes will follow the MSVCC calendar withdrawal ending dates. ***$25 withdrawal fee waived in extenuating circumstances, as determined by vice president of Finance (*Northeast Student Catalog 2019-2020,* Academic Policies, College Withdrawal; College Withdrawal Example, Redacted).

College Credit

Semester Hour Defined

Federal Definition of a Credit Hour

According to federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

a) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;

b) At least an equivalent amount of work as outlined in item a above for other academic activities as established by the institution including laboratory work, internships, studio work, and other academic work leading to the award of credit hours.

Application of Credit Hour Policy

10.1: Academic Policies

This credit hour policy applies to all courses that award academic credit (i.e. any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, and laboratory. Credit hours are awarded only for work that meets the requirements outlined in this policy. Each division is responsible for ensuring this standard is met. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be fully online, a hybrid of face-to- face contact with some content delivered by electronic means, or one delivered in a lecture (face-to-face) format. Courses that have less structured classroom schedules, studio work, or any other academic work leading to the award of credit hours, at a minimum, should state clearly learning objectives and expected outcomes and workload expectations that meet the standards set forth above (*Northeast Procedures Manual 2019-20,* pg. 67-68).

The regular school session is divided into two semesters. Credit is calculated in semester hours. For example, a lecture course pursued one hour a week for a semester carries one semester hour of credit; one pursued three hours a week carries three hours of credit.

Students who have completed 30 hours or more in their current program are considered sophomores (*Northeast Student Catalog 2019-2020,* Academic Policies).

Credit Hour Loads

Full-time - Enrollment in 12 or more semester hours.
Part-time - Enrollment in less than 12 hours.
Normal Load -Usually 15 or 16 hours per semester.
(Determined by dividing the total number of hours required for graduation by the number of terms required for a full-time student to complete the program.) (*Northeast Student Catalog 2019-2020,* Academic Policies)

Credit by Examination

Advanced Placement (AP Credit)

Students enrolling at Northeast Mississippi Community College may be awarded advanced college credit if they present satisfactory scores on the advanced placement examination administered through the College Entrance Examination Board and if they participated in and received credit for an AP course(s) offered through their high schools. This policy applies to each AP course for which a student is requesting credit. Students may receive up to 12 hours credit with no more than eight hours or two courses in one subject area.

Grades of "Z" (satisfactory) will be recorded on the transcript for course(s) in which advanced placement credit is earned once the transcription fee is paid. These courses will not affect the grade point average.

The following table details the awarding of credit at Northeast:

183

AP Examination	Score	Hours Credit	Northeast Course
Biology	3	4	BIO 1134
English Lit./Comp	3	3	ENG 1113
English Lit./Comp	4/5	6	ENG 1113/ENG 1123
Calculus AB	3	3	MAT 1513 or MAT 1613
Calculus BC	3	6	MAT 1523 or MAT 1623
U.S. History	3	3	HIS 2213
U.S. History	4/5	6	HIS 2213/HIS 2223

(*Northeast Student Catalog 2019-2020,* Academic Policies)

Challenge Examinations – Nursing

The Northeast Mississippi Community College Associate Degree Nursing Program allows currently licensed practical nurses the opportunity to challenge two nursing courses in the curriculum. These courses are NUR 1118 - Nursing Fundamentals and NUR 1229 - Nursing Care of the Family. The challenge exams are National League for Nursing's NACE I Foundations of Nursing Examination and NACE I Childbearing/Care of the Child Examination. Both exams are computer-based exams.

Steps in seeking advanced placement:

1. Apply for admission to the college.
2. Apply for admission to the Associate Degree Nursing Program.
3. Provide the Division of Health Sciences with information so that your LPN license may be validated (name and social security number). You must hold a current, unrestricted license to participate in the advanced placement option.
4. Testing Registration: please find the Directions for On-Line Registration for NACE Challenge Exams on page 4 of the LPN to ADN Advanced Place Division of Health Science web page. The cost of the challenge exams are $55.00 for NACE I Foundation of Nursing and $30.00 each for NACE I Nursing Care of Childbearing Family and NACE I Nursing Care of the Child.
5. The NUR 1118 challenge examination must be taken and passed before the NUR 1229 challenge can be taken. The passing score on the NUR 1118 challenge examination is 75%. The passing score on the NUR 1229 examination is 70% (average on two portions of the exam). The exams are graded and scored by the NLN. The challenge examination may be taken once and may not be repeated for 1 year. Challenge credit is good for five years.
6. Licensed Practical Nurses who successfully challenge into the program must meet all program entrance and progression requirements. Admission is based on admission to the college and compliance with ADN admission and progression requirements and space availability. Admission is not guaranteed. Applicants seeking admission or readmission

to NUR 1229, NUR 2339 or NUR 2449 who meet the admission criteria are rated, ranked, and admitted as space is available in the following order: 1) readmission students, 2) LPN-ADN challenge students, and 3) students transferring nursing credit from another institution.

7. Credit Awarded on Transcript: Challenge credit is noted on the official Northeast transcript with a grade of "Z" after the student has completed the ADN Orientation Course, enrolled in the clinical nursing course, and paid the transcription fee. (*Northeast Student Catalog 2019-20,* Academic Policies, Nursing Challenge).

Challenge Examinations

Through challenge examinations, a qualified student may receive credit for college work without the formal procedure of class attendance. Each academic head will determine the requirements for such credit, and requests for these examinations will be considered if the background of the applicant indicates substantial knowledge about the requested examination area. A grade of "Z" will be recorded for successful completion of a challenge examination.

A student who seeks advanced placement through challenge examination credit will follow the procedure listed below:

1. Apply for admission to the college.
2. Must have been accepted in the program of study for which the student plans to challenge.
3. Schedule the examination with the academic head of the specific course being challenged.

If a student makes a satisfactory grade on the exam, the instructor will submit the grade to the vice president of Instruction's Office. The vice president of Instruction will write a memo to the Records office and the Business office. Once the student has paid the transcripting fee, the Business office will notify the Records Office. The Records Office will record a grade of "Z" for the course (*Northeast Student Catalog 2019-2020,* Academic Policies).

List of Challenge Exams

Northeast offers a list of challenge exams to students, who are instructed to check the course title to ensure it conforms with the title used by their college:

ACT 1713 - Electricity for Heating, Ventilation, Air Conditioning and Refrigeration
BOT 1213 - Professional Development
BOT 1233 - Microsoft Word I
BOT 1313 - Applied Business Math
BOT 1613 - Medical Office Terminology I
CON 1213 - Construction Materials
CON 2123 - Construction Cost Estimating
CSC 1123 - Computer Applications I
EET 1114 - DC Circuits
ELT 1193 - Fundamentals of Electricity

ELT 1213 - Electrical Power
ELT 1413 - Motor Control Systems
ELT 2613 Programmable Logic Controllers
ELT 2623 Advanced Programmable Logic Controllers
IMM 1111 - Industrial Maintenance Safety
IMM 1121 - Industrial Maintenance Math and Measurement
IMM 1131 - Industrial Maintenance Blueprint
IMM 1313 - Principles of Hydraulics and Pneumatics
IMM 1813 - Industrial Electricity for Industrial Maintenance Mechanics
IST 1123 - IT Foundations
IST 1133 - Fundamentals of Data Communications
MET 1113 - Medical Terminology
MFL 1213 Elementary Spanish I
MFL 1223 Elementary Spanish II
MFL 2213 Intermediate Spanish I
MFL 2223 Intermediate Spanish II
MST 1114 - Power Machinery I
MST 1124 - Power Machinery II
MST 1413 - Blueprint Reading
MST 1613 - Precision Layout
MST 2714 - Computer Numerical Control Operations I
MST 2813 - Metallurgy
(*Northeast Student Catalog 2019-2020,* Academic Policies).

Military Credit

When a student requests that military credits be evaluated for transfer credit, the student will provide the original Joint Services Transcript (JST) form to the college. This form/transcript lists the military education and experiences with the course descriptions along with recommendation for college course credit. Upon review of the JST by the registrar, Northeast credit may or may not be awarded. The JST will be placed in the student's file and remain part of their permanent record (*Northeast Student Catalog 2019-2020,* Academic Policies).

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) offers students an opportunity to earn college credit by examination for prior learning. Northeast Mississippi Community College will award credit on the CLEP subject area examinations only to matriculated Northeast students.

1. The student must determine the transferability of CLEP credit to another institution. Northeast does not certify the applicability of CLEP credit to other postsecondary institutions. Students may contact the Counseling Center for a complete list of exams.
2. All courses excluding ENG 1113 and ENG 1123 listed in the Northeast Catalog are eligible for credit if CLEP has an examination in that subject.
3. No credit is given for CLEP general examinations.

4. Credit on the CLEP subject examinations will be awarded to students who received a scaled score of 50 or more.
5. Credit earned by CLEP subject examination is limited to 18 hours. The student will be required to earn 12 semester hours of credit in a regular fall or spring semester at Northeast before CLEP credit earned at Northeast will be recorded or transfer CLEP credit recognized and recorded on the student's transcript.
6. No grade points will be awarded for CLEP credit and a grade of "Z" will be recorded on the student's transcript for all CLEP credit earned.
7. CLEP credit may not be used to satisfy the minimum residence requirements for graduation at Northeast.

A transcription fee will be charged to students who want their CLEP scores recorded on their transcript (*Northeast Student Catalog 2019-2020,* Academic Policies).

Articulated Credit for Career / Technical Course Work

Eligibility
- To be eligible for articulated credit, a student must:
  - Complete the articulated Secondary Career and Technical Education Program
  - Score 70% or higher on the Mississippi Career Planning and Assessment System (MS-CPAS2) in their secondary program of study
- To be awarded articulated credit, a student must:
  - Enroll in the community or junior college within 18 months of graduation

A grade of Z will be awarded for approved high school courses. Students that receive a "Z" grade in courses will count toward graduation; however, courses will not count for grade point average (*Northeast Student Catalog 2019-2020,* Academic Policies).

Grades / Grading

Examinations
Examinations are given at the close of each semester and at such other times as instructors deem necessary. Absence from the final examination, except in cases of extreme emergency, results in a grade of "F" being recorded for the course. If, for reasons acceptable to the instructor, a student is unable to take any examination when regularly scheduled, he/she will be expected to make immediate arrangements to remove this deficiency.

Grades

A	Superior
B	Good
C	Satisfactory
D	Poor
F	Failure
I	Incomplete
W	Official Withdrawal
N	Audit

187

10.1: Academic Policies

Z	Pass without grade points

Within each division, the grading scale will be standardized for each course.

At the beginning of the semester, each student will be given a clear and detailed explanation of how grades are determined and what standards must be met for each course.

The temporary grade "I" may be submitted only in the following cases:

Whenever the student was absent from the final examination for an acceptable reason.
Whenever the student has failed, because of acceptable reason, to complete all assignments.

It is the responsibility of the student to initiate action to remove an "I" that he or she has received. If the "I" is not resolved by the end of the following semester, it automatically becomes "F".

Grades submitted at the end of each term are considered final.

Students can view their grades through Banner self-service or on the MyNEMCC mobile application. Hard copies are available on request in the Records Office.

Grade Points:

Grade	Grade Points Per Hours
A	4
B	3
C	2
D	1
F	0
I	0
W	0
N	0
Z	0

Grade points are based on total hours attempted. A GPA of less than 2.0 is unsatisfactory for purposes of graduation and transfer of credit to four-year institutions.

Z-GRADE - The "Z" grade is assigned for Advanced Placement (AP) credit, for credit by examination as in the College Level Examination Program (CLEP), and for credit based on Armed Forces experiences. (The "Z" grade may also be awarded for specified and approved educational experiences and represents academic credit earned.) The "Z" grade is comparable to a grade of "C" or higher and does indicate passing. "Z" grades do not affect the student's grade point average and are not used in computing academic honors. "Z" grades are awarded by the Registrar of the college and are not subject to change (*Northeast Student Catalog 2019-2020, Academic Policies*).

Repeat Course Policy

Effective Fall 2005, a student is permitted to retake up to two different courses (limited to Northeast courses only), not to exceed eight semester hours, in which he or she made a "D" or "F", with the original grade remaining on the transcript but not counted toward the student's

institutional GPA. Only the higher grade will be computed in the institutional GPA. A student may retake a course only once under this policy, and it must be taken at Northeast. Some courses may not be eligible for this policy. Students may not retake a course in which an "F" was received as a sanction for academic misconduct. This repeat course policy is only in effect for Northeast and may not apply at other institutions (*Northeast Student Catalog 2019-2020,* Academic Policies).

Effective Fall 2017, repeated courses taken at Northeast Mississippi Community College are excluded at the end of each semester, leaving only the highest grade to count into the student's GPA. Courses will be marked "E" for exclusion from the GPA. Health Science Program Courses: DHT, MET, MLT, NUR, PNV, RCT, and RGT are not eligible for exclusion.

Repeated courses are automatically excluded by Banner at the end of each semester, leaving only the highest grade to count into the student's GPA (*Northeast Student Catalog 2019-2020,* Academic Policies; Repeat course example, Redacted; Repeat Course Example 2, Redacted)

Auditing Courses

1. Regularly enrolled students and others may audit a course with permission of the vice president of Instruction.
2. Any student who audits a course is expected to complete all work with the exception of the final examination.
3. No credit may be granted for audit courses.
4. No laboratory work may be audited.
5. Tuition is charged for auditing courses.

(*Northeast Student Catalog 2019-2020,* Academic Policies; Examples of audited course, Redacted)

Grade Appeal

Access to the records by students and parents of dependent students may be gained by written request, specifying the records to be released, the reason for their release, and to whom the records should be released. The request must be signed and dated. After examination of the records, it is possible for the student to challenge entries and add factual, explanatory information to the records. This challenge does not give the student the right to question the appropriateness of a grade (grades earned by taking the final examination), but instead does allow for the examination of the correctness of the recording of the grade which has been given by an instructor. If the College does not amend a record as requested, the student will be notified and informed of the right to a hearing. Results of hearings will be given in writing to eligible students according to procedures that shall include:

1. Hearings will be conducted within a reasonable time frame;
2. Parents and/or eligible students will be given notice of date, place, and time of hearing;
3. The hearing will be conducted by an official of the institution, named by the president of the College, who does not have a direct interest in the outcome of the hearing;

189

4. Parents and/or eligible students can present evidence relevant to the issue and may be represented by individuals including attorneys; and
5. Decisions will be given in writing in a reasonable period of time and will be based solely on evidence presented at the hearing.

For at least the previous five years, Northeast has not had a grade appeal that has risen to the level of the policy above. No students or parents of dependent students have engaged in this process by signing and dating a request. Students are verbally instructed by the vice president of Instruction's office or the Records Office to ask the instructor to examine the correctness of the grade. This conversation between instructor and students sometimes results in a grade change form that is completed in an online form (Grade Correction Form Completed).

The College logs all parties, other than College employees, who have requested or obtained access to a student's records. This log contains the reason why access was requested. The log is not made available to anyone other than the student and the College employees. When information concerning a student is requested by a third party, they must be notified that the Family Educational Rights and Privacy Act of 1974 prohibits the college from sharing information with any outside party without written permission from the student.
A complete copy of the Family Educational Rights and Privacy Act of 1974 is available in the Records Office (*Northeast Student Catalog 2019-2020,* Academic Policies).

Forgiveness Grade Policy

Academic Forgiveness offers a fresh start to students who have been separated from the college for at least two (2) consecutive semesters and wish to re-enroll. Under this policy, the student may receive W's for any courses with F's or D's within a single semester. The student will retain credits for any courses in which a grade of C or better was earned.

Academic Forgiveness can be granted only once during a student's career at Northeast.
By federal regulation, the Financial Aid Office must include all courses attempted in evaluating a student's satisfactory academic progress. There will be no "automatic" eligibility for aid based on academic forgiveness.

A student receiving benefits from Veterans Administration will not be reimbursed for repeating courses which had been passed.

This policy applies to Northeast records only. In case of transfer to another institution, students will be bound by that college's terms and conditions for accepting transfer credits. This can only be used for coursework after 1993. Grades before this period are archived and cannot be changed (*Northeast Student Catalog 2019-2020,* Academic Policies, Forgiveness Grade Policy; Forgiveness Grade, Redacted)

Make-up Work

The student must make appointments for required makeup work and other matters. However, instructors are not expected to give individual attention or makeup tests that have resulted from

the student's being absent without justifiable reason. The student can normally expect an "F" for the test or quiz missed due to the absence under this condition. Arrangements for completing approved make-up work must be made with the instructor within a two-week period (*Northeast Student Catalog 2019-2020,* Academic Policies).

Satisfactory Progress

Students enrolled in the college are expected to demonstrate performance in their course-work sufficient to lead to the eventual completion of their program. The following is a summary of the progress requirements for the various program types:

A student must maintain a minimum grade point average of 2.0 to remain in "good standing" with the college. Students who fail to maintain this status for one semester are designated as "probation 1". A student may be classified as probation 1 for one term. If he/she does not meet the cumulative GPA of at least 2.0 by the end of his/her second consecutive semester in residence, he/she will be suspended for one semester. A student who has been suspended may request readmission from the vice president of Instruction. If a suspended student is readmitted, he/she must reach a cumulative GPA of at least 2.0 by the end of the second semester following his/her return or he/she will be excluded from the college (*Northeast Student Catalog 2019-2020,* Academic Policies).

Student Support

Americans with Disabilities Act/Section 504 of the Rehabilitation Act of 1973 (ADA)

Northeast Mississippi Community College provides adaptations and modifications to the learning environment for eligible impaired and/or disabled students. All students with a disability, including eLearning students, are strongly encouraged to contact the ADA/Section 504 Counselor/Coordinator to discuss their disability and the appropriate accommodations. Students may also contact the ADA/Section 504 Compliance Officer.

Students must self-identify in order to receive accommodations. Northeast Disability Applications may be obtained from the Counseling Center in Ramsey Hall or online from Northeast's website (*Northeast Student Catalog 2019-2020,* Student Services).

Complaint/Grievance Appeal Procedures for Students

The Northeast Mississippi Community College complaint/grievance appeal procedure is designed to assure a systematic method for resolving complaints involving students. A complaint/grievance is defined as a claim by a student that there has been a violation, misinterpretation, or misapplication of an established practice, policy, or procedure. A complaint/grievance may be initiated as a result of claims of discrimination, faculty/staff misconduct, grade appeals, or other issues between students and faculty/staff members. Complaints involving sexual harassment are covered under a separate policy which can be found in the Northeast Procedures Manual and the Northeast Student Handbook/Planner.

The Northeast Mississippi Community College and its board of trustees, administration, faculty, and staff shall continue its policy of nondiscrimination as related to the acts of discrimination (Title VI), or violation of the rights of the disabled (Section 504 of the Rehabilitation Act of 1973). Students, faculty, and staff all have the right to file a grievance against fellow students, faculty, or staff without the fear of retaliation from any person external or internal to Northeast. Students who have reason to believe that their rights under law or campus policy have been denied in such areas as admission, financial assistance, employment, residence hall assignment, disciplinary actions, or any other campus matters may seek to resolve them in the following manner:

Academic Matters

The student should first contact the instructor involved and attempt to resolve the complaint/grievance at the instructor level. If the student is unable to resolve the issue at the instructor level, the student should contact the academic division head for the instructor involved and attempt to resolve the complaint/grievance.

The Appeal Procedure

- If the student is unable to resolve the issue at the division head level, the student should seek resolution with the vice president of Instruction.
- If the student is not satisfied with the decision of the vice president of Instruction, he or she may, within ten (10) workdays of the response, request in writing an appellant hearing before the Student Grievance Committee.

The Student Grievance Committee

The Student Grievance Committee is composed of the executive vice president (Chair), two faculty members (one male, one female), two staff members (one male, one female), and one academic division head.
- The appeal must be written and must be submitted to the chair of the grievance committee.
- The executive vice president will notify the student of the time, date, and location of the Student Grievance Committee hearing.
- The student must be present when the grievance is heard. The student may have an advisor present during the hearing.
- The responsibility of the committee shall be limited to a review of the case to determine if established Northeast policies, procedures, or practices were followed or interpreted correctly or to determine if discrimination and/or sexual harassment occurred.
- The Grievance Committee will respond in writing to the grievance within ten (10) business days by certified mail.
- If the student remains unsatisfied, he/she may appeal through a signed, written statement to the president of the College. The decision of the president will be final.
(*Northeast Student Catalog 2019-2020,* Student Services; Student grievance appeal committee meeting minutes, Redacted).

Academic Advising

Each student enrolled at Northeast is assigned an academic advisor. The student is encouraged to meet with their advisor periodically during each semester. The role of the faculty advisor is (1) to plan the class schedule, (2) to provide up-to-date information about careers, (3) to refer students to the proper sources for assistance, (4) to encourage students in their efforts to be successful, and (5) to approve academic programs for graduation from Northeast Mississippi Community College.

Student Responsibilities

All colleges establish certain requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses, programs of study, and campus residence requirements. Advisors, counselors, faculty, and division heads will help a student meet these requirements, but the student is responsible for fulfilling the degree requirements. The student is responsible for being acquainted with regulations and procedures as stated in the college catalog and handbook, and other official publications of the college. For these reasons, it is important for students to familiarize themselves with these publications and remain currently informed throughout their college career.

Priority Registration Day

The first day of pre-registration for the fall and the spring semesters will be designated as priority registration day. Currently enrolled students will meet with their faculty advisor, on that day and during the following week, to review the student's academic progress and to plan a class schedule for the next semester.

Orientation

All students who apply for admission are invited to an orientation on campus. Students who are interested in enrolling in eLearning courses may participate through an on-campus orientation or virtual orientation that is available through the college's website (www.nemcc.edu).

College Program of Study

A program of study is defined as a concentration of course work within a particular discipline. The program of study is designed to produce entry-level competencies for specific career fields.

Changing of Program of Study

To change a program of study, currently enrolled students should go to the Counseling Center in Ramsey Hall for assistance. Prospective students may contact the Office of Admissions and Records in Ramsey Hall.

Class Scheduling

The academic advisor will assist students in planning class schedules prior to each semester. Dates for student registration will be assigned by the director of Enrollment Services. Students should schedule an appointment with the academic advisor several days prior to the registration date to plan schedules for the upcoming semester.

Conference Periods

The instructors have scheduled one period each day to be used for make-up work and individual counseling. The conference periods/office hours will be announced in each class and will be posted on each faculty member's door. (*Northeast Student Catalog 2019-20,* Student Services).

Graduation

According to the *Northeast Student Catalog 2019-2020* section titled "Graduation," all students completing programs of study at Northeast Mississippi Community College are encouraged to participate in graduation (*Northeast Student Catalog 2019-2020,* Graduation). Students desiring to graduate must apply for their degree/diploma in the Records office before the posted deadline. Application dates for applying for graduation are posted each semester.

Residency Requirement

To be eligible for graduation, a transfer student must complete a minimum of one semester (15 semester hours) in residence. Transfer students must complete at least 25% of their degree requirements at Northeast in order to graduate. A cumulative grade point average of 2.0 must be earned on all academic work in order to graduate. Transfer students must present all prior academic transcripts at the time of enrollment. Earned academic transcripts from other institutions presented during the last semester may not be counted towards the degree/diploma.

Competency Requirement

To earn a degree or a certificate, a student must demonstrate through periodic examinations and through other requirements, as stated in the course syllabi, that he/she is competent in all courses within a curriculum. In addition, completion requirements for associate degrees include being competent in reading, writing, oral communication, fundamental mathematical skills, and computer literacy.

- Reading competency - Each student who completes an Associate Degree must demonstrate the ability to read and comprehend at a level commensurate with the reading level of the textbook and other reading assignments. Reading competency can be demonstrated by successful completion of ENG 0113 Beginning English and Reading, by a score of 67 on the Accuplacer Reading Test, or by successful completion of a three-hour social/behavioral science course.
- Writing competency - Each student who completes an Associate Degree must demonstrate proficiency in written communications by composing effective sentences and paragraphs; applying correctly the rules of grammar, punctuation, spelling, word

194

division, and word choice; and developing in written form clear, concise thoughts and ideas. Writing competencies are developed in English Composition.

- Mathematics competency - Each student who completes an Associate of Arts Degree must earn credit in College Algebra (MAT 1313), an equal course, or a higher-level course.
- To qualify for graduation, all candidates must meet the specific requirements for a degree or certificate.

Exception for Graduation Participation

A student may participate in the spring graduation exercise if he/she is within seven semester hours of meeting the degree requirements and if he/she has a 2.00 GPA. The student must plan to complete the degree-required courses in the immediate summer term after participating in graduation. A vocational student lacking a summer term meeting the certificate requirements may participate in graduation if he/she has a 2.00 GPA, and if he/she plans to complete the requirements in the immediate summer school after graduation. In both cases, the degree or certificate awards will be made after all required course work is completed. (*Northeast Student Catalog 2019-2020,* Graduation)

Associate of Arts Degree:

The Associate of Arts degree is awarded to students completing university parallel programs. Candidates for the A.A. degree must complete the following:

1. Earn a minimum of 62 semester hours applicable to a bachelor's degree of which 3 semester hours may be non-academic credits (Physical education or other activity courses, COE, LLS). LLS 1223 Life Skills Development is considered as an academic course.
2. Earn a grade point average of 2.0.
3. Complete the 32 semester hours of general education core consisting of:
    - English Composition I and II (ENG 1113 and ENG 1123 , 6 semester hours),
    - Social and/or behavioral science (6 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
    - Humanities (6 semester hours from history, literature, modern foreign language, philosophy, religion, art, speech, or music),
    - Laboratory science (8 semester hours),
    - Fine arts (3 semester hours selected from art/music/theatre appreciation, music survey, or art history),
    - Mathematics (MAT 1313, equivalent or above, 3 semester hours) (*Northeast Student Catalog 2019-20,* Graduation).

Associate of Applied Science Degree:

The Associate of Applied Science degree is awarded to students completing requirements in technical programs. To receive the A.A.S. degree, candidates must:

1. Complete the number of semester hours as designated in programs of study.
2. Earn a minimum grade point average of 2.0.
3. Complete the 15 semester hours general education core consisting of:
   - English Composition (ENG 1113, 3 semester hours),
   - Social or behavioral science (3 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
   - Fine arts (3 semester hours selected from art/music/theatre appreciation),
   - Computer or computer related (3 semester hours) OR Speech (SPT 1113 , 3 semester hours)
   - College Algebra (MAT 1313) 3 semester hours or above OR laboratory science course BIO, CHE, PHY, AGR (4 semester hours).
4. Complete major courses consisting of 40-65 semester hours.
5. Complete other courses as suggested by adviser. Students who do not meet the requirements in their program of study will be changed to the program of study of General Studies (*Northeast Student Catalog 2019-2020,* Graduation).

*Cooperative Education - Three hours of Co-op (COE) or Learning and Life Skills (LLS) credit are accepted for elective credit in each degree program published in this catalog. These courses are considered as non-academic credit. Therefore, they may account for no more than 3 hours of the 62 required for graduation (*Northeast Student Catalog 2019-2020,* Graduation).

Certificate

A certificate is awarded to a student who successfully completes the prescribed programs of study. The requirements for graduation are:
- Complete each unit of the prescribed program of study.
- Earn a minimum grade point average of 2.0 in the program (*Northeast Student Catalog 2019-2020,* Graduation).

Graduation and Transfer-Out Rates

Graduation and transfer-out rates may be obtained in the Admissions and Records Office in Ramsey Hall or on the office of planning and research web page (*Northeast Student Catalog 2019-2020,* Graduation; Performance Profiles).

Academic Transcripts

An academic transcript will be issued only upon a written and signed request from the student provided that all college obligations have been met. The fee for an Official Transcript is $10. Students will request transcripts by going to the College's website to request their transcript (Transcripts nemcc.edu). Wherever possible, an electronic transcript will be sent to our college partners accepting these transcript formats. Others will be mailed. Additional fees will apply for Overnight or Rush delivery of transcripts. Northeast Mississippi Community College has appointed Credentials Solutions as the designated agent for processing and sending official electronic transcripts on behalf of Northeast Mississippi Community College. The PDF transcript that is produced using this service contains the identical information as the printed transcript and

can be certified as unaltered by uploading the file to the company's website that is provided during the delivery process. Credentials Solutions has been granted the authority to deliver all such electronic transcript requests on behalf of Northeast Mississippi Community College and respond to any inquiries regarding the transactions (Transcript Request; Transcripts nemcc.edu).

Limitation on Catalog of Record

The catalog under which a student first enters a degree program is referred to as a Catalog of Record. A student must complete their degree program within five years in order to graduate under the Catalog of Record. Students taking longer than five years to complete their degree program must meet the degree requirements listed in the current catalog at the time of graduation (Limitation on Catalog of Record).

Veterans

The college is approved to train veterans and war orphans under the existing public laws.

Academic Requirements

A student receiving benefits under Chapter 30, 31, 32, 35, 1606, 33 (Post 9/11), and VRAP must maintain a cumulative grade point average (GPA) of at least a 2.0. If the required GPA is not met by the end of the second consecutive semester in residence the student will be suspended by the college. Students will need to follow the published guidelines for suspended/excluded students (Veterans Academic Requirements).

Curriculum

Under the direct supervision of the division heads, the quality and quantity of the instructional program resides with the faculty. Programs of study are regularly reviewed by the faculty and the Instruction Council. Programs of study considered for adoption must support the purpose and philosophy of the College.

Articulation Agreement

Since 1991, Institutions of Higher Learning in Mississippi have identified and published a listing of courses they accept as meeting the requirements for collegeiate appropriateness in higher education. The publication entitled Mississippi Articulation & Transfer Tool (MATT) is published on a website at matttransfertool.com hosted by all Mississippi Institutions of Higher Learning (Articulation Agreement Intro). An articulation agreement is an understanding between two academic institutions that a course offered at one institution will be accepted for transfer credit at the partnering institution. Articulation agreements help students take appropriate courses at the community/junior college that will transfer for credit toward a bachelor's degree at the university of their choice. Mississippi Institutions of Higher Learning and the Mississippi Community College Board have a statewide articulation agreement which governs the transfer of credits between Mississippi community/junior colleges and Mississippi public universities (Articulation Agreement Intro).

Uniform Course Numbering System

The system of identifying courses in all university parallel curricula was adopted in 1971 to become implemented in the fifteen public junior college districts during the 1972-73 school years. The leadership and efforts provided by the Mississippi Community and Junior College Academic Officers' Association make this course numbering system possible. A general revision of the numbering system is prepared on an annual basis in the fall. This approval process occurs only once during each academic year (Uniform Course Numbering System).

New courses are presented each year to the chair of a Uniform Course Numbering System Screening Committee by September 1. The recommendation is then brought to a vote by the Mississippi Community and Junior College Academic Officers' Association membership at the October meeting. Courses approved at the October meeting are scheduled for implementation for the following fall semester. When a new course is added, the course name, complete course description, student learning outcomes, and the course number are included in the updated Uniform Course Numbering System document each spring. Each course in the numbering system has a three-letter prefix which identifies the subject field to which the course belongs. Examples: ENG identifies an English course; MAT identifies a math course, etc... (UCNS Document, 6).

Curriculum Establishment and Revision

Northeast's Instruction Council has the responsibility for approving all institutional courses and programs of study in order to ensure coherence and appropriateness to higher education (Instruction Council Role Regarding Curriculum, *Northeast Procedures Manual 2019-2020, p.67-69)*. The only transfer courses considered for approval by Instruction Council are academic courses found in the Uniform Course Numbering System (*UCNS Document*) and approved for articulation by one of the state universities in Mississippi (*MATT*). The Instruction Council also approves course additions and deletions for career-technical programs (Curriculum Proposal Form; Instruction Council Minutes, January 31, 2018).

For university parallel curricula, it is vital that the programs of study be reviewed periodically and that revisions be made where appropriate. To accomplish this, there is an IHL Articulation Subcommittee of the University Chief Academic Officers' Council with Community and Junior College representatives to serve on this subcommittee as nonvoting members for information purposes.

Proposed changes in course offerings or transfer hours shall be made in accordance with the following procedures:

1. In consultation with Chief Academic Officers, each institution shall identify proposed articulation agreement changes to IHL through its Articulation Subcommittee representative by May 15 each year.

2. The IHL Articulation Subcommittee representative and representatives of each academic department/dean's office which offers the program involved shall discuss articulation agreement changes between May 16 and June 10.
3. Proposed changes approved by the IHL Articulation Subcommittee will be shared by IHL with the community/junior college representatives. Community/junior college representatives will have until June 30 to review and comment on the proposed articulation changes.
4. The IHL Articulation Subcommittee and community/junior college representatives will meet to discuss articulation changes. This meeting will take place between July 1 and July 31. This meeting will include IHL and CJC articulation committee members.
5. The IHL Chief Academic Officers will consider approval of proposed articulation changes at their August meeting.
6. Articulation changes shall be communicated to universities and community/junior colleges (presidents and chief academic officers) by September 30 for changes that are to be implemented the following fall semester. Any changes to these published dates are subject to approval by the IHL Chief Academic Officers and the Mississippi Community and Junior Colleges Academic Officers Association.

Upon approval, the changes will be published and distributed to the universities and community/junior colleges. It is intended that the document be used as a minimum program of transfer and not replace articulation agreements between individual universities and community/junior colleges (*IHL-MCCB Articulation Agreement 2018-19*)

The State of Mississippi has adopted a standardized curriculum for each career and technical program (*MCCB Curriculum Download; MCCB Curriculum Diesel Power*). Career/technical curricula are evaluated, on a pre-determined, rotating basis, by the Mississippi Community College Board (MCCB Curriculum Review Schedule 2019-20). The Mississippi Community College Board's Division of Workforce, Career and Technical Education is responsible for working with community college deans and other personnel to develop innovative curriculum and professional training systems. The Office of Curriculum and Instruction was founded in 2013 under the Division of Workforce, Career and Technical Education at the Mississippi Community College Board. The office is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand (*Office of Curriculum and Instruction Policies and Procedures Manual*, p. 5).

The Office of Curriculum and Instruction begins the curriculum review process with a review of industry certifications and accreditation changes. Curriculum specialists conduct an analysis of programs to identify national trends of curriculum design, examines national standards and/or accrediting agency student learning outcomes, identifies related industry certifications, potential module design and determines potential entry and exit points.

Curriculum will not be written until business and industry representatives are identified and agree to participate in the curriculum development process. In an effort to ensure local demands are met through programmatic curricula, the MCCB will work with college Workforce Education directors, Career and Technical Education administrators, and faculty advisory

committees or councils to solicit business and industry representatives to participate in curriculum development process.

In coordination with the Workforce, Career, and Technical Education Summer Conference, the Office of Curriculum and Instruction will administer a statewide survey that will collect data from faculty, staff, and administrators for each curricula framework. Faculty and administrators are asked to evaluate the curricula quality, share information regarding updated national standards and identify future training needs.

Each college that offers the program is invited and encouraged to participate in the curriculum development. The faculty and administrators that participate comprise the writing team for the program curriculum and hold a series of pre-writing (virtual) and writing (face-to-face) meetings. During these meetings the writing team agrees upon courses within the program of study for the career certificate, technical certificate, and the AAS degree options. They define and organize student-learning outcomes, develop instructional and assessment samples and finalize all other components of the curriculum document. After the curriculum is in a final draft format, an online, post-writing team meeting is held to present an overview of major changes and updates to the curriculum. Interested parties have the opportunity to ask questions and complete a validation survey (*Office of Curriculum and Instruction Policies and Procedures Manual*, p. 8-15).

Evaluation of Program Curriculum

Northeast uses information such as GPA transfer data and the results of the Career Employer Satisfaction surveys to validate program content. Results for the past three (3) years are shown below (*Report on Institutional Effectiveness Indicators and College Wide Short-Term Goals 2018-2019*)

GPA transfer data for 2015 – 2017 is found in the chart below, comparing native university students to Northeast transfer students:

GPA Transfer Data						
	Fall 2017		**Fall 2016**		**Fall 2015**	
University	**Northeast**	**Native**	**Northeast**	**Native**	**Northeast**	**Native**
The University of Mississippi	3.36	3.05	3.26	2.95	3.36	3.05
Mississippi State University	3.01	3.12	3.07	3.09	3.01	3.12

Employer Satisfaction of Northeast graduates for 2015-2017.

Employer Satisfaction	
Year Surveyed	Percent Indicating Satisfaction

200

10.1: Academic Policies

2017 (2016-17 completers)	83.90%
2016 (2015-16 completers)	97.60%
2015 (2014-15 completers)	83.90%

In order to assure that the curricula offered by Northeast are current, appropriate, and complete, evaluation of the degree programs of study are completed regularly. Each curriculum is assigned a full-time faculty member who has experience advising in the field of study and who has been assigned responsibilities for curriculum coordination. The curriculum coordinator is listed first on the advisor list for each Program of study in the *Northeast Student Catalog* (Accounting Technology Program of Study, & Practical Nursing Education Program of Study, *Northeast Student Catalog 2019-2020*).

Each year, curriculum coordinators, along with faculty advisors, review the particular curriculum for depth and breadth and document that the General Education Core is included in the curriculum.

Upon completion of the curriculum evaluation, the faculty member(s) forwards any recommendations for change to the appropriate division head for discussion at the monthly division meeting (Curriculum Proposal Form; Social Behavioral and Applied Sciences Division Meeting Minutes September 7, 2018). The recommendations of the faculty will be the basis of curriculum recommendations and will be presented by the appropriate division head at Instruction Council (Curriculum Proposal Form; Instruction Council Minutes May 30, 2018). The Instruction Council brings the proposed curriculum changes to a vote and submits approved changes to the board of trustees through the president for final approval (President's Cabinet Meeting Minutes October 2, 2018; Board of Trustees Meeting Minutes October 9, 2018; Curriculum, *Northeast Procedures Manual 2019-20*, p. 66-69).

Additionally, a Curriculum Review Committee composed of college and non-college personnel evaluates curricula annually. Each division has its curricula reviewed on a pre-determined rotating basis (Curriculum Review, *Five Year Strategic Planning Document 2018-2022*, p. 17; Curriculum Review, *Northeast Procedures Manual 2019-20*, p. 67-69). All curriculum recommendations from the Curriculum Review Committee will be forwarded to the appropriate division for consideration. If approved by the faculty within the division, the curriculum proposals will be forwarded to the Instruction Council (Curriculum, *Northeast Procedures Manual 2019-20*, p. 66-69). This process is described in detail in the following paragraphs.

In order to assure students that the curricula offered by Northeast are current, appropriate, and complete, evaluation of the degree programs of study are completed regularly. Each curriculum is assigned a full-time faculty member who has knowledge of the field and who has assigned responsibilities for curriculum coordination. The curriculum coordinator is listed first on the advisor list for each program of study in the college catalog. Each fall, curriculum coordinators, along with faculty advisors, review the particular program for depth and breadth. Upon completion of the curriculum evaluation, the Advisory Committee forwards any

recommendations to the appropriate division head for discussion at the monthly faculty division meeting. The recommendations of the faculty and the Advisory Committee will be the basis of curriculum recommendations and will be presented by the appropriate faculty division head at the next monthly Instruction Council meeting. The Instruction Council brings the proposed curriculum changes to a vote and submits approved changes to the board of trustees through the president for final approval.

Each division has its curricula reviewed on a rotating basis. A Curriculum Evaluation Committee comprised of Northeast and non-college personnel evaluates curricula annually. Non-college personnel involved in this process include representatives from secondary education, other post-secondary institutions, and, when appropriate, members of business and industry. This links Northeast with its constituencies. During this evaluation, each curriculum will be reviewed in the following areas:

1. Past success rates by programs of study/grades.
2. Relevance of courses within curriculum.
3. Documented need for the curriculum.
4. Compatibility of curriculum and institutional purpose.
5. Credentials of faculty to adequately teach curriculum.
6. Financial Support for curriculum (*2019-2024 Five-Year Strategic Planning Document, 17; 19-20 Northeast Procedures Manual, 68*).

Faculty within each division completes a curriculum review instrument for each program of study. Faculty rate the curricula of the programs of study as acceptable or unacceptable in the following areas:

1. Coherent sequence
2. Satisfaction of general education core
3. Sufficient and appropriate number and types of electives
4. Appropriateness of transfer and/or immediate employments in the field (Curriculum Review Instrument Completed*)*

Curriculum found unacceptable in any area requires written recommendations for improvement. Curriculum recommendation from the Curriculum Evaluation Committee or from faculty members within the division are forwarded to the Instruction Council. Actions taken by the Instruction Council are forwarded to the board of trustees through the president for final action.

To establish a new program or to alter an existing program, a proposal must be presented by a faculty member or a group of faculty to the appropriate division head. The division head then submits the proposal to the division's faculty for review and evaluation. If the proposal is found acceptable by a simple majority vote, it is forwarded to the Instruction Council, which is comprised of the academic division heads, the eLearning Coordinator, the registrar, the success center director, the counseling center director, the financial aid director, the executive vice president, the vice president of Instruction, the SACSCOC liaison, the assessment coordinator, and the assistant to the vice president of Instruction (Committee-Listings-2019-2020, 5). The vice president of Instruction chairs this committee. If the proposal is approved by the Instruction

202

Council, it is forwarded to the board of trustees through the resident for final approval (*19-20 Northeast Procedures Manual*, 67-68; Board of Trustees (May 19 Board Minutes Approved; January 2020 Board Minutes Approved).

In summary, requests for curriculum course changes must be submitted according to the following procedure:

1. The initial request must be referred to the appropriate division head.
2. The request must be approved by the Instruction Council.
3. The request is then submitted to the president for consideration by the board of trustees.

Evaluation

Each educational program evaluates its program and learning outcomes on a regular basis. The evaluation process is both qualitative and quantitative as evidenced by the use of data from institutional sources such as surveys, interviews, graduation rates, transfer rates, job placement rates, and licensure examination passage rates. Northeast's educational programs are reviewed on a five-year cycle. The following table shows the current review schedule:

Northeast Mississippi Community College Program Review Calendar

Division	Scheduled Review
Language & Humanities	Fall 2019 (prev. review Spring 2015)
Social/Behavioral/Applied Sciences	Fall 2020 (prev. review Fall 2015)
Health Sciences	Fall 2021 (prev. review Spring 2017)
Math & Science	Fall 2022 (prev. review Fall 2017)
Fine Arts	Fall 2023 (prev. review Fall 2018)
Business & Engineering Technology	Fall 2024 (prev. review Spring 2019

The evaluation provides a procedure for continuous improvement in all instructional programs. Review and evaluation procedures acknowledge program accomplishments, as well as identify areas needing improvement (*2019-2024 Five-Year Strategic Planning Document,* 17).

10.1 Supporting Documents
- *Northeast Student Catalog 2019-2020*
- January 2020 Board Minutes Approved
- Purpose Statement
- 2019-2020 Board of Trustees Policy-Book
- February 19 Board Minutes Approved
- Note May 14, 2019
- Curriculum Changes
- *2019-2020 Northeast Procedures Manual*, pg. 47
- Committee Listings 2019-20
- TIE Committee Minutes October 4, 2019
- Instruction Council Minutes January 31, 2018

10.1: Academic Policies

- Academic Policies
- Class Withdrawal Example Redacted
- *Northeast Procedures Manual 2019-20*, pg. 66-67
- Repeat course example, Redacted
- Repeat Course Example 2, Redacted
- Examples of audited course, Redacted
- Grade Correction Form Completed
- Forgiveness Grade, Redacted
- Student grievance appeal committee meeting minutes, Redacted
- Transcripts nemcc.edu
- Graduation
- Transcript Request
- Limitation on Catalog of Record
- Veterans Academic Requirements
- Articulation Agreement Intro
- Uniform Course Numbering System
- Screenshot, Mississippi Community College Board, Uniform Course Numbering System
- Instruction Council Role Regarding Curriculum, *Northeast Procedures Manual 2019-20*, p.67-69
- Curriculum Proposal Form
- Instruction Council Minutes, January 31, 2018
- IHL-MCCB Articulation Agreement 2018-19
- MCCB Curriculum Download
- MCCB Curriculum Diesel Power
- MCCB Curriculum Review Schedule 2019 2020
- *Office of Curriculum and Instruction Policies and Procedures Manual*, p. 6
- *Office of Curriculum and Instruction Policies and Procedures Manual*, p. 8-15
- *Report on Institutional Effectiveness Indicators and College Wide Short-Term Goals*
- *Northeast Student Catalog 2019-2020,* Programs of Study
- *Northeast Student Catalog 2019-2020,* Accounting Technology Program of Study
- *Northeast Student Catalog 2019-2020,* Practical Nursing Education Program of Study
- *Social Behavioral and Applied Sciences Division Meeting Minutes September 7, 2018*
- *Instruction Council Minutes May 30, 2018*
- *President's Cabinet Meeting Minutes October 2, 2018*
- *Board of Trustees Meeting Minutes October 9, 2018*
- *Five Year Strategic Plan 2019-2024*
- *Curriculum Review Instrument Completed*
- *Committee Listings 2019-20, p.5*
- *Northeast Procedures Manual 2019-20*, pg.67-68
- *Board of Trustees Minutes Approved May 2019*
- *Board of Trustees Minutes Approved January 2020*
- *Five Year Strategic Plan 2019-2024*, pg. 17

204

10.2: Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Judgement of Compliance:

_X__Compliant   ____Non-Compliant   ____Not Applicable

Judgement of Compliance:

Northeast Mississippi Community College makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. Current academic calendars, grading policies, cost of attendance, and refund policies are made available within the *Northeast Student Catalog 2019-2020*:

Academic Calendars
Grading Policies
Cost of Attendance
Refund Policies

The Northeast board of trustees adopted a policy affirming the institution's commitment to disclosing public information that is published in the *Board of Trustees Policy Book 2019-2020*:

Northeast Mississippi Community College is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient. Information provided to the public includes the following:

• Northeast's current student catalog describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution. Archival editions of electronic catalogs are available on the college's website sufficient to serve the needs of alumni and former and returning students.
• All forms of print and electronic communications officially representing Northeast are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.
• Northeast publishes the locations and programs available at branch campuses, and other off campus instructional locations, along with a description of the programs and services available at each location.
• Northeast publishes statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rate and other measures of student success appropriate to institutional mission.
• Northeast has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty (*Board of Trustees Policy Book 2019-20,* pg. 66-67).

Further, the college publishes and disseminates information on academic programs, retention and graduation rates, crime reports, financial aid procedures, health and safety, net pricing, gainful employment, financial aid, and voter registration on the college website (Northeast Student Catalog 2018-2019, Student Consumer Information)

10.2 Supporting Documentation

- *Northeast Student Catalog 2019-2020*, Academic Calendars
- *Northeast Student Catalog 2019-2020,* Grading Policies
- *Northeast Student Catalog 2019-2020,* Cost of Attendance
- *Northeast Student Catalog 2019-2020,* Refund Policies
- *Board of Trustees Policy Book 2019-20, pg.* 66-67
- Northeast Student Catalog 2019-2020, Student Consumer Information

10.3: Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgement of Compliance:

_X_Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College ensures the availability of archived official catalogs, published digitally since 2015, with relevant information for course and degree requirements sufficient to serve former and returning students. Catalogs are published electronically on the college website at www.nemcc.edu in multiple locations, ensuring access from different areas of the website for former or returning students. Northeast archives student catalogs in electronic format for a period of at least five years. The vice president of Instruction and instruction office staff maintain the catalog and are responsible for updating and archival (Catalog Archives, Screenshot).

10.3 Supporting Documentation

- Catalog Archives, Screenshot

207

10.4: Academic Governance

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant ____Not Applicable

Narrative of Compliance:

10.4(a) Northeast Mississippi Community College publishes and implements policies on the authority of faculty in academic and governance matters. Handbooks and manuals are posted on the college's website at www.nemcc.edu under "Publications" (*Publications Screenshot*). The responsibility and authority of Northeast Mississippi Community College faculty members in the academic matters of the college are outlined in the *Northeast Procedures Manual 2019-2020* under the heading "Academic Freedom and Responsibility" (*Northeast Procedures Manual 2019-2020,* 15). The responsibilities of the institution's faculty are defined as follows:

- The responsibility to disseminate up-to-date information based on scholarly research that is pertinent to students' potential for success in academia and the world of work.
- The responsibility to conform to professionally endorsed principles and practices.
- The responsibility of teaching and evaluating material outlined in the course syllabi (based on consensus of faculty members within the same discipline as well as contacts with instructors at two-year and four-year institutions).
- The responsibility to provide a variety of methods of delivery that lead students to develop their own skills (*Northeast Procedures Manual 2019-2020,* 15)

In addition, faculty members "are constrained by ethical behavior conforming to professionally endorsed principles and practices relative to subject area discipline" (*Northeast Procedures Manual 2019-2020,* 15). The *Northeast Procedures Manual 2019-2020* details instructors' responsibilities in the following areas: Teaching Responsibilities, Library Weeding Policy, and Curriculum (*Northeast Procedures Manual 2019-2020,* 80; 74-75; 67-68).

The involvement of the Northeast faculty in the governance of the institution is outlined in Section 200: Local Governance" of the *Board of Trustees Policy Book* in the section labeled "Relationship of the Board of Trustees to the Faculty" and item b. "Responsibility of the Faculty" (*19-20 Northeast Board Policy Book,* 23). This section states that faculty and employees will receive directions and instructions through administrative channels and be provided access to both the *Northeast Procedures Manual* and the *Board of Trustees Policy Book.* Special assignments may be given to faculty members at any time by the president or his or her designated representative. The following responsibilities of faculty to the institution are also listed:

1. Instructor agrees to support and attend college-sponsored student and faculty activities.
2. Instructor agrees to adhere to all policies, terms, and conditions as set forth in the *Northeast Procedures Manual*, a copy of which is posted on the NEMCC website. (*Procedures Manual Screenshot*).
3. For academic faculty, the contract is based on fifteen (15) semester hours of academic instruction during the fall and spring semesters. These fifteen (15) semester hours may be assigned per semester either in the day or evening programs at any location within the NEMCC district.
4. For technical faculty, the contract is based on twenty (20) contact hours per week per regular school semester or the number of hours required to teach the program curriculum. Contract is valid provided it qualifies for reimbursement from the Mississippi Community College Board.
5. For career faculty, the contract is based on the number of contact hours required to teach the program curriculum. Contract is valid provided it qualifies for reimbursement from the Mississippi Board for Community and Junior Colleges (*Northeast Board Policy Book 2019-2020, 22-23*).

The *Northeast Procedures Manual 2019-2020* further defines the role of faculty members in the governance of the institution. In the "Recommendations for Change in Procedure" (*Northeast Procedures Manual 2019-2020, 6*), the manual states, "In order for this document and these procedures to function effectively, the College depends on each of you to offer recommendations for changes through your appropriate supervisor" (*Northeast Procedures Manual 2019-2020, 6*). In addition, Section 300: Human Resources/Personnel, the subsection "Conditions of Employment" (*Northeast Procedures Manual 2019-2020, 51*) lists the following faculty responsibilities:

1. Each faculty member must adhere to the course syllabus developed by the division and approved by the division head and vice president of Instruction.
2. Each faculty member should plan to meet the full class period/ semester and provide instruction that is commensurate with collegiate standards.
3. Each faculty member is expected to arrive in the building 15 minutes prior to the beginning of class and begin class on time.
4. Each faculty member will advise a limited number of students and participate in planned advising activities, including summer orientation.
5. Each faculty member must arrange a daily out-of-class office conference period.
6. Each faculty member is expected to provide the flexibility of class schedule described in the faculty contract.
7. Each faculty member must attend all divisional and general faculty meetings.
8. Graduation participation is required.
9. Each faculty member is expected to remain abreast of current changes in his or her discipline.
10. Each faculty member is expected to use appropriate language to communicate thoughts and ideas; however, he or she is also expected to avoid the use of vulgar and inappropriate language.

11. Full-time faculty are expected to avoid supplemental employment that conflicts with the duties of full-time faculty.
12. Full-time faculty are required to be at their assigned duty location from 8:00 to 3:00 Monday through Thursday. Friday duties will be assigned as set forth in an activities calendar developed by the vice president of Instruction.

The *Northeast Procedures Manual 2019-2020* defines the make-up and function of faculty responsibilities in governance and academic matters under Section 600 Educational Support in the "College Committees" section (*Northeast Procedures Manual 2019-2020,* 113):

Committees play an important role in policy and decision-making at Northeast. Participation in committees provides faculty and staff the opportunity to help shape the future of the college and its programs. The college has designated committees by three categories (1) standing, (2) Ad Hoc and, (3) Special. A list of committees is posted on Northeast's webpage.

- Standing – A committee that has defined goals and meets on a regular basis.
- Ad Hoc – A committee that has a definite time and task.
- Special – A committee that has a defined task and meets only when necessary.

All faculty, administrators, and most staff serve on a maximum of three standing committees. As the primary function of the college is to provide quality instruction, most standing committee membership is generally assigned to faculty. At the beginning of the fall semester, faculty and staff may select the committees that they wish to serve on in the coming year. The president or division vice president may choose additional members to fill a particular need (i.e. not enough volunteers or specific expertise required). Membership in some committees is determined by virtue of an individual's position (i.e. President's Cabinet or Administrative Council). A list of committees and their membership is maintained in the Office of the Planning and Research (*Northeast Procedures-Manual 2019-2020,* 113; Committee Listings 2019-2020*)

Committees in which faculty participate that support the College's direction and operations include:

Athletics
Commencement
Cultural Arts
Developmental & Remedial Education
Discipline
Diversity
Graduation Rate & Retention
Grievance—Staff
Health/Wellness
Homecoming
Instruction Council
Instructional Technology

210

Insurance
Library
Marketing
Orientation
Employee Development
Public Relations
Safety
Science Fair
Section 504
Strategic Planning
Student Grievance
Technology
TIE The Institutional Effectiveness
Title IX
Traffic Appeals
(Committee Listings 2019-2020; Instruction Council Minutes December 16, 2019; Developmental & Remedial Education Minutes March 1, 2019; Instructional Technology Committee Minutes November 7, 2018; Student Grievance Appeal Committee Minutes December 4, 2018)

The *Northeast Procedures Manual 2019-2020,* Appendix N, executive vice president provides a view of the College's administrative chain of command including faculty members who ultimately report to the vice president of Instruction, who reports to the executive vice president (*Northeast Procedures Manual 2019-2020,* Appendix N). Any faculty member may submit an *Institutional Planning Proposal (Northeast Procedures Manual 2019-2020,* Appendix I) to their division head, who may approve the proposal and send it to the vice president of Instruction, who may approve and send to the executive vice president, who may approve and forward on to the Administrative Council for approval. If the Administrative Council approves the proposal, the proposal proceeds to the President's Cabinet and then to the president who may approve or reject the proposal and/or pass a proposal to the board of trustees. Any proposal may be rejected at any level and sent back to the originator. Rejected proposals may be reworked and resubmitted for further consideration.

Annually, as part of the College's planning process, faculty are asked to review and re-evaluate their division's purpose statement and to make necessary changes. Each fall, faculty involved in each educational unit participate in the adoption of expected outcomes that link directly to and are consistent with the appropriate goal in Northeast's Purpose, long-range goals, and short-term goals. Faculty members devise Student Learning Outcomes and develop assessment criteria and procedures for assessment. Throughout the year, faculty collect assessment data and analyze the information to determine ways to improve the educational process. The evaluations contain both qualitative and quantitative measures, such as student evaluations of faculty, satisfaction surveys, rubrics, and embedded assessments. Faculty use the results of the assessments to plan and to budget for improvements in instruction. If the results of assessments indicate a need, faculty may add the item to the annual *Needs Assessment Survey,* which is processed through the division level to the College's Budget Committee. All activities and equipment for which monies are

requested within the budget must be identified in the *Needs Assessment Survey (Five-Year Strategic Planning Document 2019-2024,* pg. 9-10; Needs Assessment March 2019).

The Office of Planning & Research issues a *Campus Climate Survey* to full-time faculty, staff, and administration annually and uses the results as an assessment tool and to inform the Institutional Effectiveness Plans of various institutional areas. The following table shows the results of the Campus Climate Survey pertinent to faculty's role in governance for the prior three years (*Campus Climate Report 2017-2018; Campus Climate Report 2018-2019; Campus Climate Report Fall 2019*):

Campus Climate Surveys 2017-2019	2019	2018	2017
Item	**Mean Rank**	**Mean Rank**	**Mean Rank**
The Office of Planning and Research uses the results to improve the over-all college's planning and evaluation process.	4.29	4.30	4.26
Everyone in my division tries to work together.	4.28	4.28	4.30
I am satisfied with the extent to which information is shared within my division.	Question revised. See below	4.14	4.04
Staff and faculty know what the institution's strategic long-range goals are.	4.10	4.02	4.08
The College's policies and procedures are fairly and uniformly followed.	3.86	4.00	3.80
The administration promotes teamwork and cooperation among employees.	4.18	4.10	4.04
The campus organization promotes good communication.	question revised	3.82	3.68
Inter-departmental communication	3.95	N/A	N/A
Top-down institutional Communication	3.89	N/A	N/A
Top-down departmental Communication	4.13	N/A	N/A
Professional development is valued at NEMCC.	4.34	4.10	4.02

10.4(b) Northeast Mississippi Community College demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy. Northeast offers two (2) associate degree programs: the Associate of Arts degree is awarded to students completing university parallel programs of study, and the Associate of Applied Science degree is awarded to students completing requirements in technical programs of study.

212

Northeast defines an educational "program of study" as a coherent sequence of courses that may lead to the student's transferring coursework to a senior institution or gaining employment in a technical field. Beginning with the Fall 2018 semester, Northeast offers the General Studies program of study in which each student chooses his or her academic electives based on the student's chosen transfer college or university, as approved at the January 2018 meeting of Instruction Council (Instruction Council Minutes January 31, 2018; *Northeast Student Catalog 2019-2020,* Programs of Study). The college also offers the Nursing (BSN) program of study for students planning to transfer to a senior institution. The college offers twenty-nine (29) Associate of Applied Science degrees (*Northeast Student Catalog 2019-2020,* Programs of Study). When students apply for college admission, they also apply for a program of study leading to a degree (*Northeast Student Catalog 2019-2020,* Enrollment Services).

Northeast also offers thirteen (13) Career and Technical Certificate programs leading to a certificate of completion (*Northeast Student Catalog 2019-2020,* Programs of Study). All thirteen certificate programs are awarded in compliance with the standards prescribed by the Mississippi Community College Board Division of Workforce, Career, and Technical Education. A sample curriculum for the Accounting Technology Certificate is attached (Business Technology Curriculum 2016).

In order to assure students that the curricula offered by Northeast are current, appropriate, and complete, evaluation of the degree programs of study are completed regularly. Each curriculum is assigned a full-time faculty member who has knowledge of the field and who has assigned responsibilities for curriculum coordination. The curriculum coordinator is listed first on the advisor list for each program of study in the college catalog. Each fall, curriculum coordinators, along with faculty advisors, review the particular program for depth and breadth. Upon completion of the curriculum evaluation, the Advisory Committee forwards any recommendations to the appropriate division head for discussion at the monthly faculty division meeting. The recommendations of the faculty and the Advisory Committee will be the basis of curriculum recommendations and will be presented by the appropriate faculty division head at the next monthly Instruction Council meeting. The Instruction Council brings the proposed curriculum changes to a vote and submits approved changes to the board of trustees through the president for final approval.

Each division has its curricula reviewed on a rotating basis. A Curriculum Evaluation Committee comprised of Northeast and non-college personnel evaluates curricula annually. Non-college personnel involved in this process include representatives from secondary education, other post-secondary institutions, and, when appropriate, members of business and industry. This links Northeast with its constituencies. During this evaluation, each curriculum will be reviewed in the following areas:

1. Past success rates by programs of study/grades.
2. Relevance of courses within curriculum.
3. Documented need for the curriculum.
4. Compatibility of curriculum and institutional purpose.
5. Credentials of faculty to adequately teach curriculum.

6. Financial Support for curriculum (*Five Year Strategic Plan 2019-2024*, pg. 17; *Northeast Procedures Manual*, pg. 68).

Faculty within each division complete a curriculum review instrument for each program of study. Faculty rate the curricula of the programs of study as acceptable or unacceptable in the following areas:

1. Coherent sequence
2. Satisfaction of general education core
3. Sufficient and appropriate number and types of electives
4. Appropriateness of transfer and/or immediate employments in the field (Curriculum Review Instrument Completed)

Curriculum found unacceptable in any area requires written recommendations for improvement. Curriculum recommendation from the Curriculum Evaluation Committee or from faculty members within the division are forwarded to the Instruction Council. Actions taken by the Instruction Council are forwarded to the board of trustees through the president for final action.

To establish a new program or to alter an existing program, a proposal must be presented by a faculty member or a group of faculty to the appropriate division head. The division head then submits the proposal to the division's faculty for review and evaluation. If the proposal is found acceptable by a simple majority vote, it is forwarded to the Instruction Council, which is comprised of the academic division heads, the eLearning Coordinator, the registrar, the success center director, the counseling center director, the financial aid director, the executive vice president, the vice president of Instruction, the SACSCOC liaison, the assessment coordinator, and the assistant to the vice president of Instruction (*Committee Listings 2019-2020*, pg. 5). The vice president of Instruction chairs this committee. If the proposal is approved by the Instruction Council, it is forwarded to the board of trustees through the president for final approval (*Northeast Procedures Manual*, pg. 67-68; May 19 Board of Trustees Minutes Approved; January 2020 Board Minutes Approved).

In summary, requests for curriculum course changes must be submitted according to the following procedure:

1. The initial request must be referred to the appropriate division head.
2. The request must be approved by the Instruction Council.
3. The request is then submitted to the president for consideration by the board of trustees.

Evaluation

Each educational program evaluates its program and learning outcomes on a regular basis. The evaluation process is both qualitative and quantitative as evidenced by using data from institutional sources such as surveys, interviews, graduation rates, transfer rates, job placement rates, and licensure examination passage rates. Northeast's educational programs are reviewed on a five-year cycle. The following table shows the current review schedule:

10.4: Academic Governance

Northeast Mississippi Community College Program Review Calendar

Division	Scheduled Review
Language & Humanities	Fall 2019 (prev. review Spring 2015)
Social/Behavioral/Applied Sciences	Fall 2020 (prev. review Fall 2015)
Health Sciences	Fall 2021 (prev. review Spring 2017)
Math & Science	Fall 2022 (prev. review Fall 2017)
Fine Arts	Fall 2023 (prev. review Fall 2018)
Business & Engineering Technology	Fall 2024 (prev. review Spring 2019

The evaluation provides a procedure for continuous improvement in all instructional programs. Review and evaluation procedures acknowledge program accomplishments, as well as identify areas needing improvement (*Five Year Strategic Plan 2019-2024*, pg. 17).

Learning Outcomes

Learning outcomes are established by division, department, and course. Student outcome competencies are established in each course by the faculty and are included in the syllabus provided to students (English Composition I-ENG 1113 Syllabus; College Algebra-MAT 1313 Syllabus; Public Speaking SPT 1113 Syllabus; U.S. History II-HIS 2223 Syllabus; Art Appreciation-ART 1113 Syllabus; Engineering Graphics-DDT 1163 Syllabus; Nursing Fundamentals-NUR 1118 Syllabus)

Evidence of continuous improvement is based on the analysis of student learning outcomes as reflected in curriculum changes, teaching methodology, and curriculum delivery. The following examples detail specific changes based on analysis of student learning outcomes:

- Instructors in the Division of Fine Arts developed a new assessment to better evaluate students' understanding of the plastic arts.
- The culinary arts program incorporated the use of visual aids in the Equipment Adoption project and is now requiring students to work on the project during class time so students can be monitored and ask questions as they develop their projects.
- Computer applications instructors changed the software computer assessment to include performance-based scenarios such as simulation training, laboratory assignments, and practice tests to improve outcomes (*2019-2024 Five Year Strategic Planning Document*, pg. 35, 63, 98).

215

10.4(c) Northeast Mississippi Community College places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. As stated in *Northeast Procedures Manual* 2019-2020, the faculty is to teach the subject matter of the assigned course as outlined in the official syllabus for that course. *The Northeast Procedures Manual* 2019-2020 details non-teaching assignments of faculty to be advising, committee assignments, and institutional decision-making with regard to determining the breadth, depth, scope, and nature of the curricula and the course content within the curricula (*Northeast Procedures Manual 2019-20,* pg. 46-47; 51).

Content and Quality of Curriculum

The curriculum is established and administered by the faculty and its committees. Each division regularly reviews its curricula (*Northeast Procedures Manual 2019-2020*, 67-69; September 2019 Division Meeting Languages and Humanities Division Meeting Minutes*). Curricula are established or altered within a division by submission of a curriculum proposal form by a faculty member or members to the respective division head (Curriculum Review Instrument Completed*; Curriculum Changes). Upon receipt of the proposal, the division head submits the proposal to the division's faculty for review and evaluation. If the proposal is accepted by the faculty by a simple majority vote, the proposal is forwarded to the Instruction Council that serves as the curriculum committee. The Instruction Council is comprised of the academic division heads, the eLearning Coordinator, the director of enrollment services, the success center director, the counseling center director, the financial aid director, the vice president of Instruction, the vice president for Planning and Research and SACSCOC liaison, the director of Institutional Effectiveness, the director of Financial Aid, and the assistant to the vice president of instruction (Committee Listings 2019-2020, pg. 5). The vice president of Instruction chairs the committee. If the Instruction Council approves the proposal by simple majority vote, the proposal moves through the president to the board of trustees for final approval (*Northeast Procedures Manual 2019-2020*, pg. 67-68; Board of Trustees May 19 Board Minutes Approved; January 2020 Board Minutes Approved).

Each curriculum's content is outlined in a program of study that details the required courses to earn an associate degree or certificate. All programs of study conform to the Northeast requirements for graduation as described in the *Northeast Student Catalog 2019-2020* (Programs of Study - Northeast Mississippi Community College).

The *Northeast Procedures Manual 2019-2020* covers the following procedures regarding the faculty's responsibility for the content and quality of the curriculum:

Teaching Responsibilities

Teaching responsibilities are comprised of three major elements: teaching load, office hours, and college-related instructional/student services activity (80). The quality and quantity of the instructional program reside with the faculty and under the direct supervision of the division heads (*Northeast Procedures Manual 2019-2020,* p. 67-68).

Textbook Selection

The same textbook must be used for all classes that have the same course number. The selection of a particular textbook for a course is left to the discretion of the faculty members who teach the course. The selected textbook must be submitted to the appropriate division head for review and approval. Textbook orders are placed with the bookstore manager by the respective division heads. Deadlines for textbook adoptions will be set by the vice president of Instruction. Faculty members that do not place textbook orders by the appropriate deadline may not have books available for start of the semester (*Northeast Procedures Manual 2019-2020,* pp. 77-78).

Grading and Examinations

The faculty determine the evaluation methods and standards to be met for each course. At the beginning of each semester, each student is given a clear and detailed explanation of how grades are determined and what standards must be met for each course. This information is distributed to the students on the course syllabus (*Northeast Procedures Manual 2019-2020,* pp. 71-72; *English Composition I-ENG 1113 Syllabus; College Algebra-MAT 1313 Syllabus; Public Speaking SPT 1113 Syllabus; U.S. History II-HIS 2223 Syllabus; Art Appreciation-ART 1113 Syllabus; Engineering Graphics-DDT 1163 Syllabus; Nursing Fundamentals-NUR 1118 Syllabus*).

Final examinations (which must be comprehensive) are given at the end of each semester. A written (paper or Canvas) final examination is given to each student in each course on the class schedule. No exceptions are made. Early final examinations are not given to classes or individuals by day, evening, or online instructors. Appeals from students requesting to take early finals are referred to the vice president of Instruction. The final grade of a student who is absent from a final examination, except in cases of unusual emergency, is automatically construed and recorded as a failure. If for reasons acceptable to the vice president of Instruction and the instructor, a student is unable to take a final examination at the regularly scheduled time, the student will be expected to make immediate arrangements to remove the deficiency. Grades must be recorded by the instructor into Banner no later than 24 hours after an examination has been administered. An exam schedule is developed and distributed by the vice president of Instruction (*Northeast Procedures Manual 2019-2020,* pp. 77-78).

Grade Changes

In the event of an inadvertent grade entry, the instructor obtains a Grade Correction Form on Formstack, an electronic form service. The completed electronic form is submitted to the Office of Admissions and Records. The Office of Admissions and Records makes the correction to the student's grade in Banner. Instructors may initiate a correction of grade for a period of one year after the course is completed. After one year, the grade correction requires approval from the vice president of Instruction (*Northeast Procedures Manual 2019-2020, pg. 73; Grade Correction Form Completed*).

Campus Committees

Northeast recognizes the faculty's role in institutional decision making and governance through the committee process. Northeast establishes campus committees to aid the faculty in their efforts to improve the institution's educational program. The campus committees and their purposes are published annually and are comprised of administration, faculty, staff, and students (Committee Listings 2019-2020). The faculty and administration meet students' educational needs by serving on the following committees:

> **The Institutional Effectiveness (TIE) Committee**—This committee determines that expected outcomes are consistent with the institutional purpose, that the research conducted is adequate to ensure the effectiveness of the institution, and that each committee member works with his or her division head to review respective institutional effectiveness plans.

> **Instruction Council**—This committee assists and advises the vice president of Instruction concerning all phases of the academic, technical, and vocational programs, including course offerings, programs of study, instructional procedures, relationships with other institutions of higher learning, and academic standards. The committee reviews proposals for course or program of study changes, recommends improvements in instruction, and helps coordinate the curriculum and instruction program.

> **Academic Discipline Committee**—This committee reviews college policies and recommends action to the vice president of Instruction regarding academic discipline matters.

Curriculum Effectiveness

The faculty is principally responsible for the effectiveness of the curriculum, and several criteria are used to assess the curriculum's effectiveness. The criteria involve student learning outcomes, performance on licensure and certification exams, retention and graduation rates, and professional growth and development.

Student Learning Outcomes—The faculty develops student learning outcomes for each course, and develops expected outcomes, assessment criteria, and evaluation methods for each course. Once an outcome has been evaluated, instructors implement changes resulting from the evaluation. Instructors in the Division of Fine Arts developed a new assessment to better evaluate students' understanding of the plastic arts. For example, as a result of students not meeting the assessment criteria, the culinary arts program incorporated the use of visual aids in the Equipment Adoption project and is now requiring students to work on the project during class time so the instructor can monitor students and answer questions as students develop their projects. Another example may be found in the general education institutional effectiveness plan: the computer software core competency assessment was changed to include performance-based scenarios such as simulation training, laboratory assignments, and practice tests to improve outcomes (*Five-Year-Strategic-Plan 2019-2024*, pg. 35, 63, 98).

Performance on Licensure and Certification Exams—According to the *Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019,* 80% of

218

Return to Table of Contents   10.4: Academic Governance

Northeast students who complete instructional programs designed to prepare students for licensure examinations will pass them on the first sitting of registry examination upon graduating from a Northeast program. In 2018, 7 of 7 programs met and/or surpassed this goal (21).

Retention and Success Rates—Northeast defines retention rate as the number of students who actually complete the course compared to the number of students who began the course. Northeast defines success rate as students earning a grade of "D" or above compared to the total number of students who enrolled in the course. The success and retention rates for selected courses are tabulated by the Office of Planning & Research and disseminated to the campus community, including the division heads and the vice president of Instruction (*REVISED-Report-Spring-2018-EL-vs-TRAD-retention-and-success-rates*; *Elearning-Comprehensive-Comparison-Report-Fall-2018*). Northeast continues to improve the quality of its curriculum through ongoing qualitative and quantitative assessment at all levels of the institution. According to the *Report on Institutional Effectiveness Indicators & College-Wide Short-Term Goals 2018-2019,* the overall college credit success rate will be 70% or above with student success being defined as a "C" course average or better. In the Fall 2018 and Spring 2019 semesters, the overall success rate was 83.3% and 84.2%, respectively (*IE Indicators 2018-2019,* pg. 10).

Professional Growth and Development—Northeast provides full support for both directed and self-selected professional development activities. Faculty, administration, and staff comprise the Employee Development committee that meets once per semester to evaluate previous staff development activities and to plan upcoming activities (*Committee Listings 2019-2020,* pg. 7). Each faculty member plans and implements his or her own professional growth and development by completing a formative evaluation at the end of each spring semester, working on these goals during the fall and spring semesters, and then having a conference with the division head to discuss progress and completion of professional development activities. The formative evaluation is listed under part "V. FUTURE GROWTH PLAN" on the evaluation instrument (Formative Eval CTE, Redacted; Faculty FT/PT Formative Evals, Redacted*).*

Curriculum Review— Each division has its curricula reviewed on a rotating basis. A Curriculum Evaluation Committee comprised of Northeast and non-college personnel evaluates curricula annually. Non-college personnel involved in this process include representatives from secondary education, other post-secondary institutions, and, when appropriate, members of business and industry. This links Northeast with its constituencies. During this evaluation, each curriculum will be reviewed in the following areas:

1. Past success rates by programs of study/grades.
2. Relevance of courses within curriculum.
3. Documented need for the curriculum.
4. Compatibility of curriculum and institutional purpose.
5. Credentials of faculty to adequately teach curriculum.
6. Financial Support for curriculum (*Five Year Strategic Plan 2019-2024,* pg. 17; *Northeast Procedures Manual 2019-20, pg. 67-*68).

All curriculum recommendations from the Curriculum Review Committee are forwarded to the Instruction Council. Actions taken by the Instruction Council are forwarded through the

president to the board of trustees for final action (*Northeast Procedures Manual 2019-2020*, pg. 67-68; *May 19 Board of Trustees Minutes Approved*; *January 2020 Board of Trustees Minutes Approved*).

Career and technical curricula are evaluated on a pre-determined rotating basis by the Mississippi Community College Board. These curricula are also reviewed annually by the local advisory committee (*Advisory Construction Minutes 2019; Advisory Drafting Minutes 2019; Advisory Precision Minutes 2019*). Additionally, programs that are externally accredited has their curriculum reviewed as part of the accreditation process (*IE Indicators 2018-2019*, pg. 16).

10.4 Supporting Documentation

- Publications Screenshot
- *Northeast Procedures Manual 2019-2020*, pg. 15
- *Northeast Procedures Manual 2019-2020*, pg. 80
- *Northeast Procedures Manual 2019-2020*, pg. 74-75
- *Northeast Procedures Manual 2019-2020*, pg. 67-69
- Procedures Manual Screenshot
- *Board of Trustees Policy Book 2019-2020, pg. 22-23*
- *Northeast Procedures Manual 2019-2020*, pg. 6
- *Northeast Procedures Manual 2019-2020*, pg. 51
- *Northeast Procedures Manual 2019-2020*, pg. 113
- Committee Listings 2019-2020
- *Northeast Procedures Manual 2019-2020, Appendix N*
- *Northeast Procedures Manual 2019-2020, Appendix I*
- *Five Year Strategic Plan 2019-2024*, pg. 9-10
- Needs Assessment March 19, 2019
- *Campus Climate Report 2017-2018*
- *Campus Climate Report 2018-2019*
- *Campus Climate Report Fall 2019*
- *Instruction Council Minutes January 31, 2018*
- *Northeast Student Catalog 2019-2020, Programs of Study.pdf*
- *Northeast Student Catalog 2019-2020 Enrollment Services.pdf*
- *Business Technology Curriculum 2016*
- *Five Year Strategic Plan 2019-2024*, pg. 17
- *Northeast Procedures Manual 2019-2020, pg. 68*
- *Curriculum Review Instrument Completed*
- Committee Listings 2019-2020, pg. 5
- *Northeast Procedures Manual 2019-2020*, pg. 67-68
- *Board of Trustees- May 19 Board Minutes Approved*
- *January 2020 Board Minutes Approved*
- *English Composition I-ENG 1113 Syllabus*
- *College Algebra-MAT 1313 Syllabus*
- *Public Speaking SPT 1113 Syllabus*

- *U.S. History I-HIS 2223 Syllabus*
- *Art Appreciation-ART 1113 Syllabus*
- *Fundamentals of Drafting-DDT 1163 Syllabus*
- *Nursing Fundamentals-NUR 1118 Syllabus*
- *Northeast Procedures Manual 2019-2020*, pg. 71-72
- *Northeast Procedures Manual 2019-2020*, pg. 73
- *Grade Correction Form Completed*
- *Five Year Strategic Plan 2019-2024*, pg. 35
- *Five Year Strategic Plan 2019-2024*, pg. 63
- *Five Year Strategic Plan 2019-2024*, pg. 98
- *IE Indicators 2018-2019*, pg. 10
- Committee Listings 2019-2020, pg. 7
- Formative Eval CTE, Redacted
- Faculty FT/PT Formative Evals, Redacted
- *IE Indicators 2018-2019*, pg. 16
- Instruction Council Minutes December 16, 2019
- Developmental & Remedial Education Minutes March 1, 2019
- Instructional Technology Committee Minutes November 7, 2018
- Student Grievance Appeal Committee Minutes December 4, 2018
- Advisory Construction Minutes 2019
- Advisory Drafting Minutes 2019
- Advisory Precision Minutes 2019

10.5: Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgement of Compliance:

_X__Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the college. Northeast does not engage independent contractors or agents used for recruiting purposes or for admission activities.

Admissions Policies

Northeast Mississippi Community College, an open-door institution, has clearly defined admission policies, which are disseminated to the public through its webpage, the student catalog, and recruitment materials. These policies are in alignment with the purpose statement of the institution, which states that the College exists to meet the educational and career needs of the individual students and the community within the five county district it serves, and beyond that scope, it responds to the needs of all who seek a college education (*Northeast Five-Year Strategic Planning Document 2019-24, pg. 8*). In an effort to serve the diverse needs of its student body, the College admits students in one of the following categories: regular, transfer, visiting, readmission, dual, early, Mi-Best, international, and senior citizen (Northeast Admissions Webpage*; Northeast Student Catalog 2019-20)*. Once a student is admitted, he/she may enroll in courses on the main campus or off-site locations, and he/she is eligible to register for any mode of delivery of instruction, whether traditional, hybrid, or distance learning.

Regular Admission

New (regular) students are admitted once they have submitted the following:

1. A completed Northeast Mississippi Community College application for admission.
2. A transcript proving graduation from an approved and/or accredited high school or private academy, completion of an approved home school program, or documentation of a passing score on the General Education Development Test (GED), HiSet, or TASC.
3. Scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT).
NOTE: Some CTE students may be required to take the WORK KEYS test with a required score prior to the completion of the enrollment process.

NOTE: ACT scores are not required for students over 21 years of age for acceptance into NEMCC; however, the test may be required for entry into specific programs. A placement test may also be required.
*(*New (Regular) Admissions - Student File; Re-Admit – Student File).

Transfer Admission

Students who have attended other accredited institutions of higher learning may be admitted to the college by submitting:

1. A completed Northeast Mississippi Community College application for admission.
2. All official transcripts from all colleges and/or universities attended. Credits will be accepted from other regionally accredited colleges/universities. Students who have earned under a 2.0 GPA at a previous institution must seek admission via the admissions appeal process. Failure to list all previously attended colleges/universities may result in cancellation of enrollment
3. A transcript proving graduation from an approved and/or accredited high school or private academy, completion of an approved home school program or documentation of a passing score on the General Educational Development (GED), High School Equivalency Test (HiSET) or Test Assessing Secondary Completion (TASC) test. Students who have completed a minimum of 12 semester hours of credit from a single college or university are exempt from this requirement.
4. Scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT). (If over 21 years of age, SAT or ACT scores are not required. The College may require scores on the Accuplacer exam for placement purposes.
5. Students with a transfer GPA below a 2.0 must seek admission through the Admissions Committee. The student must submit an appeal letter. The Admissions Committee will review the appeal letter and all college transcripts. The student will be notified of the committee's decision. *(*Admissions Committee Decision Letter*).*
(Northeast Student Catalog 2019-20; Transfer Admission Webpage;

Transfer Admission -Student File*)*

Visiting Admission

Students who wish to attend a session at Northeast during a summer session and then re-enter the college last attended the regular session are considered visiting students, and they may apply by completing an application for admission and an official transcript from their home institution (*Northeast Student Catalog 2019-2020;* Visiting Students – Northeast Webpage;

Visiting Admissions – Student File*).*

 Dual Admission

High School students who desire to complete college classes while maintaining their status as high school students may gain dual admissions by submitting the following:

1. Northeast Mississippi Community College application for admission

2. High School transcript which documents a minimum of fourteen (14) high school units with a grade point average of 3.0 or higher on a 4.0 scale (a home-schooled student must submit a notarized transcript prepared by a parent, guardian or custodian with a signature and date.
3. ACT scores
4. Unconditional letter of recommendation from the high school principal and/or guidance counselor. A home-schooled student must submit a written recommendation from the student's parent, legal guardian, or legal custodian.

Selective academically qualified high school students enrolled in college level courses at their respective schools may earn dual credit, both high school and college credit at the same time (*Northeast Student Catalog 2019-20;* Dual Admissions Webpage; Dual enrollment brochure form; Priority Registration Day Post-Card; Dual Admissions – Student File*).*

MI-BEST Admission

For admission into the Mississippi Integrated Basic Education and Skills Training (MI-BEST) integrated pathways program, the applicant must:

1. Gain acceptance into the MI-BEST program in a declared pathway through the division of Workforce Development;
2. Complete a Northeast Mississippi Community College application for admission (*Northeast Student Catalog 2019-20;* MI-Best Admissions Webpage; MI BEST Admissions – Student File*).*

International Admission

Based on NEMCC's mission statement, international students will be admitted to Northeast Mississippi Community College if they can prove ties to the College's five-county district, such as being a family member of an area resident, being a foreign exchange student in a district high school, or having a sponsor who lives in the district. International applicants must be degree seeking, and in addition to the regular admission criteria, must submit the following:

1. Documentation of a minimum score of 525 paper based, 197 computer based, or 72 internet based on the "Test of English as a Foreign Language" (TOEFL);
2. Sponsor Declaration Form which demonstrates evidence of sufficient funds to cover college and personal expenses while in attendance;
3. Tuition, fees, dormitory fees, and meal tickets must be paid at the time of registration.
4. Translated proof of comprehensive medical health insurance coverage;
5. Provide high school and/or college transcripts with English evaluation of that coursework
6. Provide translated records of two vaccinations for measles, mumps, and rubella; provide evidence of vaccination for hepatitis B; and provide results of an Interferon Gamma Release Assay (IGRA) a blood assay for Mycobacterium tuberculosis: (i.e.; QuantiFERON TB Gold® or T-Spot®) and a chest x-ray performed within two months prior to beginning class. The blood assay and x-ray must be performed in the United States. [Students with signs or symptoms of tuberculosis or an abnormal x-ray will not be

allowed to attend class without clearance from the Health Department.] Students are responsible for all costs associated with the tuberculosis screening.

7. Verification of appropriate VISA status (additional fees may apply).

If the high school or college previously attended by an international student is outside the United States, the transcript submitted to Northeast Mississippi Community College must be certified by World Education Services (WES) credential services. International students must enroll as a full-time student. The college reserves the right to determine the number of international students admitted and to change policies stated herein as deemed necessary. International students will be billed at the out-of-state tuition rate and will have to meet standard admission requirements. Undocumented students will be billed at the out-of-state tuition rate and will have to meet standard admission requirements. If the high school or college previously attended by an undocumented student is outside the United States, the transcript submitted to Northeast Mississippi Community College must be certified by WES credential services *(Northeast Student Catalog 2019-2020;* International Admissions Webpage; Sponsor Declaration Form, International Admissions – Student File*)*.

Senior Citizen Admission

Senior citizens (age 62 or older) are admitted tuition-free to classes as space is available. However, they assume responsibility for the purchase of books, lab fees, and any other materials (*Northeast Student Catalog 2019-20;* Senior Citizen Admissions Webpage; Senior Citizen Admissions – Student File. After meeting the admissions requirements, all students are mailed an acceptance letter. This letter lists the student's major, advisor's name, and advisor's email address. The role of the faculty advisor is to assist in planning the class schedule, provide up-to-date information about careers, refer students to proper sources for assistance, encourage students in their efforts to be successful, and approve academic programs for graduation. Students are encouraged to contact their advisors any time they need assistance. The advisor is available to conference with the student during each semester via email, telephone, or in person (Acceptance Letter – Student File).

Admission Appeals

The director of Enrollment Services/Registrar reviews all materials submitted by transfer applicants with a GPA of below a 2.0 from their transfer institution. Any transfer students with a GPA of below a 2.0 must submit an appeal letter to the Admissions Committee, which is made up of faculty and staff who have been selected by the president. The Admissions committee will review the transcripts and letter from the student and the director of Enrollment Services/Registrar will act on the decision of the committee. If a student is denied admission, he/she may appeal the decision to the vice president of Student Services. The applicant must request an appeal hearing in writing to the vice president of Student Services. The written request must specify the reason that the decision is unacceptable. In addition, the applicant must specify the facts that should be considered that would justify a different decision than was made by the admissions committee. (*Northeast Student Catalog 2019-2020;* Student Record Appeal Granted Redacted*).*

After meeting the admissions requirements, students are mailed an acceptance letter. This letter lists the student's major, advisor's name, and advisor's email address. The role of the faculty advisor is to assist in planning the class schedule, provide up-to-date information about careers, refer students to proper sources for assistance, encourage students in their efforts to be successful, and approve academic programs for graduation. Students are encouraged to contact their advisors any time they need assistance. The advisor is available to conference with the student during each semester via email, telephone, or in person (Admissions Letter - Student File).

Recruitment Materials

Northeast Mississippi Community College's executive vice president oversees publications and recruitment materials to ensure the goals of the college and professional integrity are maintained. The executive vice president's organizational chart reflects the flow of responsibility and the College's checks-and-balances system (*Northeast Procedures Manual 2019-2020,* Appendix N).

Under the supervision of the executive vice president, the vice president of Student Services oversees the development and distribution of recruitment materials. These recruitment materials are reviewed to ensure that they accurately represent the institution's practices and policies. The vice president of Student Services, as indicated in the executive vice president's organizational chart, is supported by the director of Enrollment Services and the recruiting coordinator. Recruiting is supported by an assistant recruiter, part time office staff person, and a trained student recruitment team called *Tiger Ambassadors (Northeast Procedures Manual 2019-2020,* Appendix N; NEMCC Tiger Ambassador Application; NEMCC Tiger Ambassador Roster).

The Office of Admissions and Records coordinates recruiting activities for the College. Examples of these activities are as follows*:*

- Attend college/career programs at local high schools (Pictures of Tishomingo County and Prentiss County College/Career Day, 2019)
- Schedule group campus tours which include presentation by Northeast administrative personnel, meeting location, special performances by Northeast students (NE Now Agenda; NE Now letter to high school counselors*)*
- Schedule individual campus tours which include appointments, campus tour, discussion of requirements for admissions, financial aid, housing, and placement testing (Northeast Campus Tour Form; Campus Tour Guide for Northeast Ambassadors*)*
- Collect and respond to information requests from potential students (Screenshot of Visit Northeast Website; Online Information Request*)*
- Create recruitment materials for distribution (Recruitment Packet*)*.

College Website

The College's website is maintained by the webmaster under the supervision of the director of Computer Services and is administered by the executive vice president (*Northeast Procedures Manual 2019-20,* Appendix N). It is used as a recruiting tool for prospective students, providing

information about the College and coming to campus for a visit *(Screenshot of Prospective Students Website, Screenshot of Visit Northeast Website),* as well as resources for applying and receiving financial aid and housing *(Screenshot of Admissions Website; Screenshot of Financial Aid Website; Screenshot of Housing Website).* Prospective students may request specific information, and the Office of Student Recruitment will forward this request to the appropriate department (Screenshot of Inquiry/Information Request*).*

Social Media

Northeast maintains multiple official social media accounts as a means to connect with prospective students (Find Your Place at Northeast Viewbook*).* Through Tumblr, Blogspot, YouTube, Instagram, Twitter, and Facebook, Northeast indirectly recruits potential students, inviting them to apply for admissions, to register for classes, and to connect with the Northeast community. Screenshot Tiger Wire – nemcctigers.blogspot.com; Screenshot YouTube – youtube.com/user/nemcctv; Screenshot Instagram – nemcc_tigers; Screenshot Twitter -- @NortheastMSCC;Screenshot Facebook – Northeast Mississippi Community College*).* Independently, the office of recruiting has Twitter and Instagram accounts (@HereatNE) that assist in "Connecting with prospective students, partnering with local communities, & creating successful leaders!"

10.5 Supporting Documentation
- *Northeast Five-Year Strategic Planning Document 2019-24, pg. 8*
- Northeast Admissions Webpage
- *Northeast Student Catalog 2019-2020*
- New (Regular) Admissions - Student File
- Re-Admit – Student File
- Admissions Committee Decision Letter
- Transfer Admission Webpage
- Transfer Admission - Student File
- Visiting Students – Northeast Webpage
- Visiting Admissions – Student File
- Dual Admissions Webpage
- Dual enrollment brochure form
- Priority Registration Day Post-Card Dual Admissions – Student File
- MI-Best Admissions Webpage
- MI-Best Admissions – Student File
- International Admissions Webpage
- Sevis Sponsor Declaration Form
- International Admissions – Student File
- Senior Citizen Admissions Webpage
- Senior Citizen Admissions – Student File
- Acceptance Letter – Student File
- Student Record Appeal Granted Redacted

227

- Admissions Letter – Student File
- *Northeast Procedures Manual 2019-2020,* Appendix N
- NEMCC Tiger Ambassador Application
- NEMCC Tiger Ambassador Roster
- Pictures of Tishomingo County and Prentiss County College/Career Day, 2019
- NE Now Agenda
- NE Now letter to high school counselors
- Northeast Campus Tour Form
- Campus Tour Guide for Northeast Ambassadors
- Screenshot of Visit Northeast Website
- Online Information Request
- Recruitment Packet
- Screenshot of Prospective Students Website
- Screenshot of Admissions Website
- Screenshot of Financial Aid Website
- Screenshot of Housing Website
- Screenshot of Inquiry/Information Request
- Find Your Place at Northeast Viewbook, 11
- Screenshot Tiger Wire – nemcctigers.blogspot.com
- Screenshot YouTube – youtube.com/user/nemcctv
- Screenshot Instagram – nemcc_tigers
- Screenshot Twitter -- @NortheastMSCC
- Screenshot Facebook – Northeast Mississippi Community College

228

10.6: Distance and Correspondence Education

An institution that offers distance or correspondence education:
a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
c. ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

Judgement of Compliance:

_X__Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Verification of Student Identity

Northeast is an active participant in the Mississippi Virtual Community College (MSVCC). The MSVCC is a cooperative effort of 15 Mississippi community college districts and the Mississippi State Board for Community and Junior Colleges to offer internet-based courses. These 15 institutions share resources so that students at any one of these institutions may take internet-based courses from any member of the consortium. Students admitted to Northeast Mississippi Community College may register in any of the courses that Northeast provides (internet-based courses taught by Northeast faculty) or hosts (internet-based courses taught by other consortium members). Restrictions for hosted courses require that the course be listed in the course descriptions section of the Northeast catalog and the course, as well as the instructor, be approved by the respective department (*Northeast Procedures Manual 2019-2020*, eLearning, p. 70; *MSVCC Policies and Procedures Manual 2018*, Course Offerings, p. 45; *Distance Learning Policy Manual 2019*, Hosted courses, p.1; *Distance Learning Policy Manual 2019*, MSVCC Faculty Credentials, p. 13-14).

Northeast Mississippi Community College authenticates that a student who registers in a distance education course is the same student who participates in, completes, and receives credit for the course by requiring use of a secure login and pass code and requiring proctored exams. Northeast's eLearning courses are delivered through an online learning management system, Canvas. The college requires students to access Canvas through the college Identity Server management system. The college assigns a unique username. First time users will be required to set their password by a link sent to their alternate email address collected from the Northeast admissions application. The student logs in to the Identity Server with his or her username and password to access course content, submit assignments, and fulfill the requirements of the online course (Identity Server; Getting Started with eLearning webpage; Accessing your classes online).

In addition to the use of secure logins, online courses require students to take proctored exams. Northeast requires a minimum of 2 proctored exams during each course offering. Passwords for proctored exams are entered by faculty into the learning management system (LMS), Canvas and linked to a student proctor test registration system that is made up of SmarterProctoring and Registerblast systems. Only instructors, proctors and eLearning administrators have access to the portal that integrates student's appointments for a proctored exam and the exam password and details. Students are required to take proctored exams at on-campus locations, or an approved testing center. This includes the MSVCC campus sites, SmarterProctoring, ProctorU services, or a site approved by the eLearning Office that follows procedures for site approval. Prior to accessing an exam, students must verify their identity using a photo ID. The proctor will then input security access codes to allow the student to begin the exam. The proctor will monitor the student test until exam submission. Within each LMS, the global navigation inside the LMS lists the student's name so the proctor can match the student's name in the LMS to the photo ID (*MSVCC Policies and Procedure 2018,* Proctored Exams, p. 30*; Distance Learning Policy Manual 2019,* Proctored Testing, p. 10-11*)*

Starting in the 2019 school year, as part of the Northeast initiative to improve student success and academic integrity, the BioSig-ID identification tool was introduced to online instruction. This system requires online students to create a biometric password that cannot be replicated by someone else. Students are asked at various points throughout the course to validate their identity (Biosig-ID Introduction; BioSig-ID Admin Tool).

Maintaining Student Privacy

Northeast Mississippi Community College is committed to ensuring the privacy and personal information of all students, including those enrolled in distance learning courses. The following procedures are included for protecting the privacy of students:

Northeast Mississippi Community College adheres to the Family Educational Rights and Privacy Act (FERPA) with regard to privacy and confidentiality of student information, including information for students enrolled in distance education courses. The Registrar's Office is responsible for certifying the requirements of this policy are implemented and serve as a point of contact for questions and issues. The policy is published in the Northeast College Catalog and documentation is provided in the Northeast Procedures Manual, College web site, and *Board of Trustee's Policy Book* (Privacy Guideline (FERPA), College Website; *Northeast Student Catalog 2018-2019,* FERPA*; Northeast Procedures Manual 2019-20,* Management of Student Records, p. 86-87*; Board of Trustees Policy Book 2019-20,* Privacy Rights of Parents and Students, p. 56).

For the learning management system, Canvas, the Mississippi Virtual Community College utilizes https and secure FTP processes to protect student information during the transfer and storage of registration, course and grade information. A unique, college generated student ID serves as the main identifier within the system and LMS. Students can only access the learning management system using a secured internet portal. All information within each LMS is stored off-site in locations with firewall, network and physical security (*MSVCC Policies and Procedures Manual,* Student Privacy, p.27).

Faculty and staff accessing the student information system must adhere to and sign the Student Information Systems Statement of Accountability. The document addresses rules related to data security and privacy and can be found in the Northeast Procedures Manual (Appropriate Computer Use Policy, College Website*; Northeast Procedures Manual 2019-20,* Computer Security Measures, p. 115*; Northeast Procedures Manual 2019-20,* Student Information Systems Statement of Accountability*, Appendix R).*

Students are issued a unique nine-digit student identification number to serve as their main identifier for college records. Students are provided a secure login for the learning management system (*Identity Server*). The Student Information System, Banner, and the Learning Management System can only be accessed through unique usernames and passwords (Identity Server; Getting Started with eLearning webpage; Accessing your classes online).

Projected Additional Student Charges

Northeast Mississippi Community College does not charge students any additional fees associated with the verification of student identity for distance education courses. Northeast is an active participant in the Mississippi Virtual Community College (MSVCC). The MSVCC is a cooperative of 15 Mississippi community college districts and the Mississippi State Board for Community and Junior Colleges that offers internet-based courses. These 15 institutions share resources so that students at any one of these institutions may take internet-based courses from any member of the consortium (*MSVCC Policies and Procedures Manual,* Consortium setup, p. 1). Students that register for an online course at one of the 15 Mississippi Community Colleges are charged a fee for participation in the Mississippi Virtual Community College consortium. This fee supports the state-wide system.

Tuition and fees for in-state and out-of-state students are established by the Northeast Mississippi Community College Fee Committee and approved by the board of trustees (*Northeast Board Policy Book 2019-2020,* Fee Committee, p. 55*).*

Tuition and fees are made publicly available on the Northeast Mississippi Community College website and in the Student Catalog. Students that register in the MSVCC are charged a $30 fee per online course. This fee is for participation in the Mississippi Virtual Community College (*Northeast Student Catalog 2019-2020,* Tuition & Fees).

Northeast students are not charged for proctored testing required for distance learning courses through the Mississippi Virtual Community College (MSVCC) campus centers (*MSVCC Policies and Procedures Manual,* Fees, p. 30).

10.6 Supporting Documentation

- Northeast Procedures Manual 2019-2020, eLearning, p. 70
- MSVCC Policies and Procedures Manual 2018, Course Offerings, p. 45
- *Distance Learning Policy Manual 2019*, Hosted courses, p.1
- MSVCC Faculty Credentials, p. 13-14 Distance Learning Policy Manual 2019

- Identity Server Portal
- Getting Started with eLearning webpage
- Accessing your classes online
- *MSVCC Policies and Procedure 2018,* Proctored Exams, p. 30
- *Distance Learning Policy Manual 2019,* Proctored Testing, *p. 10-11*
- Biosig-ID Introduction
- BioSig-ID Admin Tool
- Privacy Guideline (FERPA), College Website
- *Northeast Student Catalog 2019-2020,* FERPA
- *Northeast Procedures Manual 2019-2020,* Management of Student Records, p. 86-87
- *Board of Trustees Policy Manual 2019-2020,* Privacy Rights of Parents and Students, p. 56
- *MSVCC Policies and Procedures Manual,* Student Privacy, p.27
- Appropriate Computer Use Policy, College Website
- *Northeast Procedures Manual 2019-2020,* Computer Security Measures, p. 115
- *Northeast Procedures Manual 2019-2020,* Student Information Systems Statement of Accountability, Appendix R
- *MSVCC Policies and Procedures Manual,* Consortium setup, p. 1
- *Northeast Board Policy Book 2019-2020,* Fee Committee, p. 55
- *Northeast Student Catalog 2019-2020, Tuition & Fees*
- *MSVCC Policies and Procedures Manual, Fees, p. 30*

10.7: Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgement of Compliance:

__X_Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. Persons academically qualified to make the necessary judgments oversee these policies. Northeast does not have educational programs not based on credit hours.

Definition of a Credit Hour

Northeast Mississippi Community College has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

Credit Hours Awarded for Courses

Northeast Mississippi Community College is a member of the Mississippi Community College System. The Mississippi Community College Board (MCCB) serves as the coordinating board for the Mississippi Community College system. MCCB authorizes disbursements of state appropriated funds to community colleges based on an audit of student enrollment. MCCB sets the following operational guideline and quantitative requirements regarding instruction (*MCCB Policies and Procedures Manual 2019,* Meeting Requirement):

   A semester credit hour is defined as a minimum student-teacher contact of 750 minutes for lecture and 1500 minutes for laboratory.

Northeast Mississippi Community College adheres to the federal definition of a credit hour. This is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

A. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester.

B. At least an equivalent amount of work as outlined in item A for other academic activities as established by the institution including laboratory work, internships studio work, and other academic work leading to the award of credit hours.

This credit hour policy applies to all courses that award academic credit regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture and laboratory. Credit hours are awarded only for work that meets the requirements outlined in this policy. Each division is responsible for ensuring this stand is met (*Northeast Procedures Manual 2019-20, Definition of Credit Hour, p. 66-67*).

The College further specifies that each semester hour of credit given for a course is based on the "academic hour," which is 50 minutes of formalized, structured instructional time in a particular course weekly for fifteen weeks, for a total 750 minutes of instruction (*Northeast Procedures Manual 2019-2020, Definition of Credit Hour, p. 66-67*).

In accordance with this policy, the number of lecture hours in class each week and/or the number of laboratory, or clinical hours are indicated for each course along with the course description (*Northeast Student Catalog 2019-2020, ACC2213, BIO1114, CHE1211, CIT 2444*).

Credit Distance Learning, Dual Enrollment, and Off Campus Sites

As specified by Northeast policy, distance learning courses carrying the same credit hours as face-to-face courses include the same content and deliver the same student outcomes as do the same courses taught in the classroom. Northeast offers many of its courses in face-to-face as well as online or hybrid formats in order to provide students with greater access to its educational offerings. Faculty develop course outlines containing Student Learning Outcomes for each course which are consistent with the Course Description found in the Northeast Student Catalog 2019-2020. Student Learning Outcomes are stated consistently across courses offered in different instructional modes and at different locations, as evidenced in the following examples:

Course	Syllabus (online)	Syllabus (Face to Face)	Syllabus (Dual Enrollment)	Syllabus (Hybrid)	Syllabus (Off-Campus Site)
ENG 1113	ENG 1113	ENG 1113	ENG 1113	ENG 1113	ENG 1113
MUS 1113	MUS 1113	MUS 1113		MUS 1113	
MAT 1313	MAT 1313	MAT 1313	MAT 1313		MAT 1313
PSY 1513	PSY 1513	PSY 1513		PSY 1513	

Northeast is committed to ensuring comparability of student learning outcome achievement among students studying on-campus, off-campus or through distance learning. At the end of each semester, student success rates (rates of course completion with grades "C" or higher) are compared across all modes of instruction (Traditional vs. Distance Learning; Success and Retention at off-campus sites), compiled and shared with the vice president of Instruction, members of administration, and division heads. Division heads are asked to review results and share the information with faculty (eLearning Fall 2018 Success and Retention Rates; Corinth Fall 2018 Success and Retention Rates; New Albany Fall 2018 Success and Retention Rates).

Practices for Awarding Credit

All public community and junior colleges in the state of Mississippi utilize a uniform course numbering system which ensures commonality in course levels and facilitates uniform course transfer to bachelor-degree-level institutions in the state (*A Uniform Course Numbering System in Mississippi Public Community and Junior Colleges 2018*). Northeast Mississippi Community College abides by the policies of the Mississippi State Board for Community and Junior Colleges (SBCJC) which dictates that one semester credit hour for traditional format academic courses requires a minimum student-teacher contact of 750 minutes for lecture and 1500 minutes for laboratory (*MCCB Policies and Procedures Manual 2019,* Meeting Requirement, p. 115).

The Career and Technical programs use the *Policies and Procedures Manual for the Office of Curriculum and Instruction* published by the Mississippi Community College Board (MCCB) for Career and Technical Education and abide by the polices of MCCB which mandate that one semester credit hour generated requires a minimum student-teacher contact of 750 minutes for lecture credit (15 contact hours), 1500 minutes for laboratory credit (30 contact hours), and 2250 minutes for clinical credit (45 contact hours) (*MCCB Curriculum and Instruction CTE Policies and Procedures Manual,* Credit Hour Definition, p. 22).

In addition to traditionally-formatted classes, Northeast Mississippi Community College offers a variety of distance learning opportunities through the Mississippi Virtual Community College (MSVCC), which was accredited by the SACS-COC in July 2004. MSVCC operations are monitored by the SBCJC and participants in the MSVCC in accordance with the *Uniform Course Numbering System* and the *MSVCC Policies and Procedures Manual 2018*, thus ensuring quality and consistency of courses offered. Online courses carry the same amount and level of credit awarded for the course presented in a traditional format.

Northeast Mississippi Community College's Instruction Council reviews all new course and course change proposals. In addition to ensuring a course's appropriateness to the curriculum, the committee gives careful consideration to the appropriateness of level and amount of credit awarded. Northeast offers courses at freshmen and sophomore levels. The president presents the curriculum proposals to the board of trustees for final approval (*Northeast Procedures Manual 2019-20,* Curriculum, p. 66-68).

Noncredit to Credit

Academic credit is awarded for coursework that applies to the degree but is not class focused such as Advanced Placement (AP) credit, credit by examination as in the College Level Examination Program (CLEP) and credit based on a student's Joint Service experience. A "Z" grade is assigned for this course work but does not affect the student's grade point average and is not used in computing academic honors (*Northeast Student Catalog 2018-2019,* Academic Regulations*).

Students enrolling at Northeast Mississippi Community College may be awarded advanced college credit if they present satisfactory scores on the advanced placement examination

administered through the College Entrance Examination Board and if they participated in and received credit for an AP course(s) offered through their high schools. Students may receive up to twelve (12) hours credit with no more than eight (8) hours or two courses in one subject area. The following table details the awarding of AP credit at Northeast Academic Regulations, (*Northeast Student Catalog 2018-2019*):

AP Exam	Score	Hrs Credit	NE Course
Biology	3	4	BIO 1134
English Lit/Comp	3	3	ENG 1133
English Lit/Comp	4/5	6	ENG 1113/1123
Calculus AB	3	3	MAT 1513 or MAT 1613
Calculus BC	3	6	MAT 1523 or MAT 1623
U.S. History	3	3	HIS 2213
U.S. History	4/5	6	HIS 2213/2223

The College Level Examination Program (CLEP) offers students an opportunity to earn college credit by examination for prior learning. Northeast will award credit on the CLEP subject area examination only to matriculated Northeast students. CLEP credit is awarded at Northeast Mississippi Community College under the following conditions:

- All courses excluding English 1113 and 1123, listed in the Northeast Catalog are eligible for credit if CLEP has an examination in that subject.
- No credit is given for CLEP general examinations.
- Credit on the CLEP subject examinations will be awarded to a student who received a scaled score of 50 or more.
- Credit earned by CLEP subject examination is limited to 18 semester hours. The student will be required to earn 12 semester hours of credit in a regular fall or spring semester at Northeast before CLEP credit earned at Northeast will be recorded or transfer CLEP credit recognized and recorded on the student's transcript.
- No grade points will be awarded for CLEP credit and a grade of "Z" will be recorded on the student's transcript for all CLEP credit earned.
- CLEP credit may not be used to satisfy the minimum residence requirement for graduation at Northeast (*Northeast Student Catalog 2018-2019*, Academic Regulations).

Licensed Practical Nurses desiring to achieve advanced placement in the Associate Degree Nursing Program, and who hold an unencumbered current license, may sit for "Challenge Examinations." Two courses in the Associate Degree Program may be challenged and the examinations are given four times a year. Students are notified by mail of their scores and those who are successful will be notified in writing by the division head of Health Sciences. The Dean of Instruction will then instruct the Records Office to record the Challenge Credit as a grade of "Z" on the transcript for the appropriate course (*Northeast Student Catalog 2018-2019, Academic Regulations*).

10.7: Policies for Awarding Credit

When a student requests that military credits be evaluated for transfer credit, the student will provide the original Joint Service Transcript (JST) to the College. This form/transcript lists the military education and experiences with the course descriptions along with recommendation for college course credit. Upon review of the JST by the registrar, Northeast credit may or may not be awarded. The JST transcript will be placed in the student's file and remain part of his/her permanent record *(Challenge –Student 1; Advance Placement – Student 2; Military (JST) – Student 3)*.

"Z" Credit	**Fall 2018**	**Spring 2019**
CLEP	0	0
Challenge	31	17
Advanced Placement	1	0
Military (JST)	2	0

The College does not award credit for experiential learning or professional certificates.

10.7 Supporting Documentation

- *MCCB Policies and Procedures Manual 2019,* Meeting Requirement, p. 115
- *Northeast Procedures Manual 2019-20,* Definition of Credit Hour, p. 66-67
- *A Uniform Course Numbering System in Mississippi Public Community and Junior Colleges 2018*
- *MCCB Curriculum and Instruction CTE Policies and Procedures Manual,* Credit Hour Definition, p. 22
- *MSVCC Policies and Procedures Manual 2018*
- *Northeast Procedures Manual 2019-20,* Curriculum, p. 66-69
- eLearning Fall 2018 Success and Retention Rates
- Corinth Fall 2018 Success and Retention Rates
- New Albany Fall 2018 Success and Retention Rates
- *Northeast Student Catalog 2018-19,* Academic Regulations
- Challenge –Student 1
- Advance Placement – Student 2
- Military (JST) – Student 3

10.8: Evaluating and Awarding Academic Credit

The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Judgement of Compliance:

__X_Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast has a defined and published policy for evaluating, awarding, and accepting credit for transfer and advanced placement coursework. This policy is consistent with Northeast's Purpose Statement and ensures that the coursework is at the collegiate level and comparable to Northeast's own degree programs.

A transfer student is defined as one who has satisfactorily completed any college transfer credit at another regionally accredited college or university. Students transferring to Northeast must complete and submit an application for admission. Official transcripts from all previously-attended colleges/universities are required. In addition, the transfer student must meet the same admission criteria as incoming freshmen. Northeast accepts transfer credit for coursework earned at regionally accredited institutions. The Admissions and Records office awards all transfer credit. Evaluation of transfer equivalencies may involve the Admissions and Records office, instruction office, division heads and faculty members *(Northeast Student Catalog 2019-2020,* Transfer Admission, pg. 23).

Transfer of credits between the fifteen (15) community and junior colleges and the eight (8) state-supported colleges/universities is possible due to *A Uniform Course Numbering System in Mississippi Public Community and Junior Colleges 2018*, and the articulation agreement with the eight (8) institutions of higher learning. This articulation agreement contains programs of courses appropriate for transfer for community/junior college students who attend Mississippi's eight public universities *(A Uniform Course Numbering System in Mississippi Public Community and Junior Colleges 2018; Articulation Agreement 2018-2019)*.

Academic credit is awarded for coursework that applies to the degree but is not class focused such as Advanced Placement (AP) credit, credit by examination as in the College Level Examination Program (CLEP), and credit based on a student's Armed Forces experiences. A "Z" grade is assigned for this coursework but does not affect the student's grade point average and is not used in computing academic honors *(Northeast Student Catalog 2019-2020,* Credit by Examination Pg. 30).

Students enrolling at Northeast Mississippi Community College may be awarded advanced college credit if they present satisfactory scores on the advanced placement examination administered through the College Entrance Examination Board and if they participated in and received credit for an AP course(s) offered through their high schools. Students may receive up to twelve (12) hours credit with no more than eight (8) hours or two courses in one subject area. The following table details the awarding of AP credit at Northeast *(Northeast Student Catalog 2019-20,* Credit by Examination Pg. 30*)*

AP Examination	Score	Hours Credit	Northeast Course
Biology	3	4	BIO 1134
English Lit./Comp	3	3	ENG 1113
English Lit./Comp	4/5	6	ENG 1113/ENG 1123
Calculus AB	3	3	MAT 1513 or MAT 1613
Calculus BC	3	6	MAT 1523 or MAT 1623
U.S. History	3	3	HIS 2213
U.S. History	4/5	6	HIS 2213/HIS 2223

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) offers students an opportunity to earn college credit by examination for prior learning. Northeast will award credit on the CLEP subject area examination only to matriculated Northeast students. CLEP credit is awarded at Northeast Mississippi Community College under the following conditions:

- All courses excluding English 1113 and 1123, listed in the Northeast Catalog are eligible for credit if CLEP has an examination in that subject.
- No credit is given for CLEP general examinations.
- Credit on the CLEP subject examinations will be awarded to a student who received a scaled score of 50 or more.
- Credit earned by CLEP subject examination is limited to 18 semester hours. The student will be required to earn 12 semester hours of credit in a regular fall or spring semester at Northeast before CLEP credit earned at Northeast will be recorded or transfer CLEP credit recognized and recorded on the student's transcript.
- No grade points will be awarded for CLEP credit and a grade of "Z" will be recorded on the student's transcript for all CLEP credit earned.
- CLEP credit may not be used to satisfy the minimum residence requirement for graduation at Northeast (*Northeast Student Catalog 2019-2020,* College Level Examination Program, pg. 32-33).

Licensed practical nurses desiring to achieve advanced placement in the associate degree dursing program, and who hold an unencumbered current license, may sit for "challenge examinations." Two courses in the associate degree program may be challenged, and the examinations are given four times a year. Students are notified by mail of their scores, and those who are successful will

239

be notified in writing by the division head of health sciences. The vice president of Instruction will then instruct the records office to record the challenge credit as a grade of "Z" on the transcript for the appropriate course (*Northeast Student Catalog 2019-2020,* Grades/Grading, pg. 33-34).

Through institutional challenge examinations, a qualified student may receive credit for college work without the formal procedure of class attendance. Each academic head will determine the requirements for such credit, and requests for these examinations will be considered if the background of the applicant indicates substantial knowledge about the requested examination area. A grade of "Z" will be recorded for successful completion of a challenge examination.
If a student makes a satisfactory grade on the exam, the instructor will submit the grade to the vice president of Instruction's office. The vice president of Instruction will write a memo to the Admissions and Records, as well as the Business Office. Once the student has paid the challenge exam fee, the business office will notify Admissions and Records, who will record the grade of "Z" for the course.

List of Challenge Exams

ACT 1713 - Electricity for Heating, Ventilation, Air Conditioning and Refrigeration
BOT 1213 - Professional Development
BOT 1233 - Microsoft Word I
BOT 1313 - Applied Business Math
BOT 1613 - Medical Office Terminology I
CON 1213 - Construction Materials
CON 2123 - Construction Cost Estimating
CSC 1123 - Computer Applications I
EET 1114 - DC Circuits
ELT 1193 - Fundamentals of Electricity
ELT 1213 - Electrical Power
ELT 1413 - Motor Control Systems
ELT 2613 Programmable Logic Controllers
ELT 2623 Advanced Programmable Logic Controllers
IMM 1111 - Industrial Maintenance Safety
IMM 1121 - Industrial Maintenance Math and Measurement
IMM 1131 - Industrial Maintenance Blueprint
IMM 1313 - Principles of Hydraulics and Pneumatics
IMM 1813 - Industrial Electricity for Industrial Maintenance Mechanics
IST 1123 - IT Foundations
IST 1133 - Fundamentals of Data Communications
MET 1113 - Medical Terminology
MFL 1213 Elementary Spanish I
MFL 1223 Elementary Spanish II
MFL 2213 Intermediate Spanish I
MFL 2223 Intermediate Spanish II
MST 1114 - Power Machinery I
MST 1124 - Power Machinery II

MST 1413 - Blueprint Reading
MST 1613 - Precision Layout
MST 2714 - Computer Numerical Control Operations I
MST 2813 - Metallurgy

When a student requests that military credits be evaluated for transfer credit, the student will provide the original Joint Service Transcript (JST) to the College. This form/transcript lists the military education and experiences with the course descriptions along with recommendation for college course credit. Upon review of the JST by the registrar, Northeast credit may or may not be awarded. The JST transcript will be placed in the student's file and remain part of his/her permanent record *(Challenge –Student File; Advance Placement – Student File; Military (JST) – Student File).*

"Z" Credit	Fall 2018	Spring 2019
CLEP	0	0
Challenge	31	17
Advanced Placement	1	0
Military (JST)	2	0

The College does not award credit for experiential learning or professional certificates.

10.8 Supporting Documentation

- *Northeast Student Catalog 2019-20,* Transfer Admission, pg. 23
- *Northeast Student Catalog 2019-20,* Credit by Examination Pg. 30
- *Northeast Student Catalog 2019-20*, College Level Examination Program, pg. 32-33
- *Northeast Student Catalog 2019-20,* Grades/Grading, pg. 33-34
- *A Uniform Course Numbering System in Mississippi Public Community and Junior Colleges 2018*
- *Articulation Agreement 2018-2019*
- Challenge –Student File
- Advance Placement – Student File
- Military (JST) – Student File

10.9: Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgement of Compliance:

_X__Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College offers educational courses through several consortia relationships or contractual agreements. These agreements ensure compliance with the comprehensive requirements and are evaluated against the College Purpose Statement.

Distance Learning

Northeast delivers online distance learning courses through the Mississippi Virtual Community College (MSVCC). MSVCC is a consortium composed of all fifteen (15) of the Mississippi public two-year colleges and the Mississippi State Board for Community and Junior Colleges. Northeast filed a substantive change notice concerning distance learning as a part of the statewide MSVCC initiative and was reviewed by the Commission on Colleges and approved in July of 2004.

Northeast monitors the quality of the educational courses offered through the MSVCC. The distance learning coordinator and the division heads at Northeast verify the credentials of all faculty teaching courses through the MSVCC. The distance learning coordinator and the vice president of Instruction review the evaluations of all instructors and courses offered by Northeast through MSVCC. MSVCC defines a "provided" course as a course that is taught by a faculty member employed at the institution which originates the course, and MSVCC defines a "hosted" course as a course that is offered by an institution which did not originate the course (*MSVCC Policies and Procedures Manual 2019,* Definition of Provider and Host, p. 21). All courses and instructors of "provided" courses are evaluated through the regular Northeast evaluation process. MSVCC's policy requires "hosted" course evaluations to be uniformly applied at all participating schools. The College must provide evidence that it has reviewed the evaluations of MSVCC instructors and that the instructors have sufficient credentials to teach the courses (*MSVCC Policies and Procedures Manual 2019*, Faculty Credentialing pg. 22; *MSVCC Policies and Procedures Manual 2019*, Evaluation of courses, p. 23-24). The College must also verify that the course content coincides with that stated in *A Uniform Course Numbering System in Mississippi Public Community and Junior Colleges* 2018. A sample letter from the vice president of Instruction which documents compliance with this policy is provided (Northeast Quality Verification Letter 2018). Through this policy Northeast maintains control of the quality of its distance learning course offerings and uses evaluation results to improve the quality of its course offerings. The administration of the College has the sole authority to decide which courses or

instructors it chooses to "host" through MSVCC (Faculty Roster for eLearning Hosted Courses).
If a course or instructor receives unsatisfactory evaluations, the administration closely monitors
future evaluations (Course Survey 1; Course Survey 2; Northeast eLearning Annual Report). If
future evaluations fail to show satisfactory improvement in the indicated areas, Northeast will
remove the "hosted" course from the approved list of courses available to Northeast students.

The Northeast distance learning program is an integral part of the instructional activities of the
College and is in compliance with all of the comprehensive requirements. All distance learning
courses that are "hosted" or "provided" by Northeast are courses which are approved through
published procedures at the College. These courses have been approved through the Instruction
Council of the College and are aligned with *A Uniform Course Numbering System in Mississippi
Public Community and Junior Colleges*. The division heads and the coordinator of eLearning
review the course content and the instructor's credentials for distance learning classes prior to
enrolling students in the class.

The College Purpose Statement asserts that Northeast "is a public, comprehensive community
college that exists to meet the educational and career needs of individual students and the
community within the district it serves." It further states that "Northeast responds to the needs of
all who seek a college education (*Northeast Student Catalog 2019-2020*, Purpose Statement,
General Information). Distance learning courses offer Northeast the opportunity to provide a
quality education to those students who are unable or unwilling to attend traditional college
courses. The flexibility of online courses appeals to many students and assists Northeast in
accomplishing its Purpose. Each of the colleges in the MSVCC signed the updated
Memorandum of Agreement for Mississippi Virtual Community College Participation. This
agreement clearly delineates the responsibilities of all parties involved (*MSVCC Policies and
Procedures Manual 2019*, Memorandum of Agreement, p. 9).

Clinical Agreements

Northeast Mississippi Community College health-related programs of study provide clinical
experiences for their students through contractual agreements with Mississippi community health
care institutions, both public and private (*Northeast Student Catalog 2019-2020*, Clinical
Affiliates for the Division of Health Sciences). The contractual agreements are reviewed on an
annual basis to ensure the quality of the clinical experience for the College's programs of study
and to guarantee that they are fulfilling the Purpose of the College. The contractual agreements
outline the responsibilities of the College and of the clinical sites (Clinical Agreement-Baptist
Memorial Hospital- Booneville; Clinical Agreement-Tippah County Hospital). The agreements
also include "sunset" clauses to ensure that all admitted students in a program of study will be
allowed to complete their clinical experiences in the event of termination of the agreement.
These contractual clinical agreements support Northeast in its efforts to ensure the quality of its
health care programs of study and assist Northeast in achieving its institutional purpose.

243

These various consortia relationships/contractual agreements allow Northeast to expand the educational offerings for its students. Northeast continuously monitors the quality of these programs of study and courses and ensures compliance with the comprehensive requirements.

Dual Enrollment with Regional High Schools

High school students may enroll in college level courses while earning both high school credit and college credit for coursework. This would include coursework offered at the high school, on Northeast's campus, or by distance learning. In all cases, courses offered for dual credit will meet the content standards of the faculty of the college. Northeast has final approval of all instructors of courses for which college credit would be awarded. Students enrolled in the school district and admitted to the dual enrollment program are eligible to enroll in all courses offered by the college for which they meet the qualifications (*State of Mississippi Dual Enrollment Procedures Manual 2019*, Eligibility Requirements, p. 5-6). Academic dual credit is limited to the approved Mississippi Community and Junior College course list (*State of Mississippi Dual Enrollment Procedures Manual 2019,* Academic Dual Credit Course Listing, p. 24).

Dual enrollment classes must follow Northeast departmental syllabi, textbook, and grading policies. These courses must duplicate the college's course offering, including course content and course requirements, have the same level of academic rigor and comparable standards of evaluation as traditional college courses (*State of Mississippi Dual Enrollment Procedures Manual 2019*, Dual Enrollment Course Requirements, p. 9-12; Booneville Articulation Agreement 2017).

All faculty for dual enrollment courses must meet the credentials and qualifications of college faculty (*Northeast Dual Enrollment Manual 19-20*, High School Teacher Credentials, p. 22; *State of Mississippi Dual Enrollment Procedures Manual 2019*, Faculty Qualifications, p. 11). Dual enrollment faculty were included in the faculty rosters for Section 6.2a. Two examples are given here (Faculty Roster for Mathematics and Sciences; DE Faculy 1 Credentials; DE Faculty 1 Transcript; DE Faculty 2 Credentials; DE Faculty 2 Transcript).   High School faculty are also evaluated by Northeast division heads using the same method for full time and part time faculty (DE Faculty-faculty evaluation; DE- student evaluation of faculty)

Dual enrollment students are also provided all the student services and library resources of traditional college students. These are explained to the high school instructors during Adjunct Faculty Orientation and high school counselors during the Regional Mississippi Counselors Association meetings (Mississippi Regional Counselors Association agenda; *Northeast Dual Enrollment Manual*, Student Resources, p. 9-12).

In an effort to increase student knowledge about services and library resources available, dual enrollment students will be registered in a zero credit hour course modified from the freshman College Life course, LLS 1151. Materials and information about student resources will be published and available for students each semester they are registered for dual enrollment courses. (Fall 2019 LLS 1151 College Life Blueprint Full Term Module List)

Dual enrollment is included within Institutional Effectiveness (IE) plans throughout the college. Data for individual IE plans for specific courses (*2019-2024 Five Year Strategic Planning Document,* English Composition I, ENG 1113, Dual enrollment outcomes, p. 127; *2019-2024 Five Year Strategic Planning Document,* College Algebra, MAT 1313, Dual enrollment outcomes, p. 133;*) includes that from dual enrollment students for the outcome measured.

The instruction office also maintains a specific IE plan for dual enrollment (*2019-2024 Five Year Strategic Planning Document,* Dual enrollment outcomes, p. 33). This outcome is designed to maintain and enhance the dual enrollment program for secondary schools in the college's district and includes activities like presentations at the school counselors district meetings, the updates to the Dual Enrollment Manual, and the examination and comparison of the success and retention rates of dual enrollment courses to traditional course offerings.

The Office of Admissions and Records maintains a specific IE plan for dual enrollment with the outcome to continually strive to improve enrollment of dual enrollment students (*2019-2024 Five Year Strategic Planning Document,* Enrollment Services Dual enrollment outcomes, p. 175).

10.9 Supporting Documentation

- *MSVCC Policies and Procedures Manual 2019,* Definition of Provider and Host, p. 21
- *MSVCC Policies and Procedures Manual 2019,* Faculty Credentialing, p. 22
- *MSVCC Policies and Procedures Manual 2019,* Evaluation of courses, p. 23-24
- Faculty Roster for eLearning Hosted Courses
- *Course Survey 1*
- *Course Survey 2*
- *Northeast eLearning Annual Report*
- *Northeast Student Catalog 2019-20,* Purpose Statement, General Information,
- *MSVCC Policies and Procedures Manual 2019,* Memorandum of Agreement, p. 9
- Northeast Student Catalog 2018-19, Clinical Affiliates for the Division of Health Sciences
- *Clinical Agreement-Baptist Memorial Hospital- Booneville*
- *Clinical Agreement-Tippah County Hospital*
- *State of Mississippi Dual Enrollment Procedures Manual 2019,* Eligibility Requirements, p. 5-6
- *State of Mississippi Dual Enrollment Procedures Manual 2019,* Academic Dual Credit Course Listing, p. 24
- *State of Mississippi Dual Enrollment Procedures Manual 2019,* Dual Enrollment Course Requirements, p. 9-12
- Booneville Articulation Agreement 2017
- *Northeast Dual Enrollment Manual 19-20,* High School Teacher Credentials, p. 23
- *State of Mississippi Dual Enrollment Procedures Manual 2019,* Faculty Qualifications, p. 11
- Faculty Roster for Mathematics and Sciences
- DE Faculty 1 Credentials

- DE Faculty 1 Transcript
- DE Faculty 2 Credentials
- DE Faculty 2 Transcript
- DE Faculty 1- faculty evaluation
- DE Faculty 2- faculty evaluation
- Mississippi Regional Counselors Association agenda
- *Northeast Dual Enrollment Manual*, Student Resources, p. 10
- Fall 2019 LLS 1151 College Life Blueprint Full Term Module List
- English Composition I, ENG 1113, Dual enrollment outcomes, p. 127
- *2019-2024 Five Year Strategic Planning Document*
- College Algebra, MAT 1313, Dual enrollment outcomes, p. 133
- Dual enrollment outcomes, p. 33
- *2019-2024 Five Year Strategic Planning Document*, Enrollment Services Dual enrollment outcomes, p. 175

10.9: Cooperative Academic Arrangements

Section 11: Library and Learning/Information Resources

11.1: Library and Learning/Information Resources [CR]

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Judgement of Compliance:

_X_Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Institutional Mission

The Institution's Purpose Statement is: Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education (*Northeast Board of Trustees Policy Book 2019-2020,* p. 7-8, Purpose Statement; *Northeast Procedures Manual 2019-20,* p. 8, Purpose Statement; *Northeast Student Catalog 2019-2020*, General Information, Purpose Statement; *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018, p. 4.* Purpose Statement.)

Library Mission

The Library's purpose statement is: The purpose of the Library is to serve as a catalyst by providing information in various formats to support the instructional programs of the community college, to promote information literacy by providing instruction in the skills needed to seek, evaluate, and use information effectively, and to provide assistance to the community beyond the confines of the College (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018*, p. 4. Purpose Statement.)

One of the ways the Library successfully achieves its goals, as identified in its purpose statement, is by providing adequate and appropriate resources and services to support student learning and success for the courses and programs offered by the College. Quality teaching and learning materials are available to students, faculty, and staff regardless of style of delivery or location. Knowledgeable, proficient, qualified staff are vital to implementing the Library's goals in developing outstanding resources and services necessary to support all instructional programs at Northeast. Their goal is to provide ongoing oversight to Library resources to assure sufficiency in the number of resources made available to faculty, staff, students, and other patrons, and to insure those resources are adequate in quality and currency to meet all educational needs. Librarians are guided in their collection development efforts by the Library's *Collection Development Policy*, its *Materials Selection and Acquisition Policy*, and its *Weeding*

247

Policy (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018, p. 30-33, Collection Development.*)

Resources

In their effort to provide adequate, quality, current resources, all librarians read *Library Journal*, a professional monthly journal. In addition to helping librarians stay abreast of ongoing professional practices in libraries and library science, the journal is a major source of reviews of pre-pub materials, recently released books, and audiovisual materials. Librarians make recommendations for items to purchase for addition to the Library's collections. Librarians also send emails about materials suited for faculty and/or students in their liaison areas. Librarians serve as liaisons to the six academic divisions at Northeast. By having librarians assigned to work one-on-one with College academic divisions, it fosters better relationships with faculty since they know a librarian is available to help meet the specific needs of their courses and for their students. When faculty make recommendations, it also means quality resources are added to the Library collections. Listed below are librarian liaison assignments.

LIBRARIAN	ACADEMIC DIVISION SERVED
Kalah Rogers	Division of Business and Engineering Technology
Sherita Taylor	Division of Fine Arts
Laura Gilham	Division of Health Sciences
Glenice Stone	Division of Languages and Humanities
Sherita Taylor	Division of Mathematics and Sciences
Ellice Yager	Division of Social, Behavioral, and Applied Sciences

As an example of individualized liaison efforts, librarian Ellice Yager sends a regular email to faculty in the Division of Social, Behavioral, and Applied Sciences, letting them know of new materials added to the Library collections for their discipline areas and encouraging them to make recommendations for materials for addition to the Library collections (Email, Liaison Services, May 6, 2019.) Other librarians do similar things. Laura Gilham, liaison to the Division of Health Sciences, invests a lot of time and effort with her assigned division. Since the individual units of the Division of Health Sciences have accreditation site visits on regular intervals, she works with them to make sure there are adequate resources to support their students. She develops bibliographies detailing both print, audiovisual, and online resources available to each area as they face site visits. She works with them to set up dates to weed the resources in their areas, as well as to order additional resources as needed. Since Laura Gilham is on a nine-month contract, Glenice Stone provides assistance for site visit requests during times when Mrs. Gilham is unavailable (Memorandum, Site Visit, Medical Assisting Technology, May 16 2019; Site Visit, Medical Assisting Technology, Books, Physical Collection; Site Visit, Medical Assisting Technology, Sample Films on Demand Title and Sample Database Search.)

Each semester, Library Director Glenice Stone, emails all faculty, reminding them of the importance of having their input in developing resources in their discipline areas for their students. In that email, she asks all faculty to make recommendations and passes on

recommendations to Susan Brackeen for ordering (Email, Faculty Book Request, January 14, 2019; Email, Faculty Book Request, April 10, 2019.)

Librarians are also mindful of reading preferences for the Library's most active faculty and staff readers and try to add new titles for authors known to be reader favorites. Sherita Taylor sends an email to regular readers who asked for notification when the Library adds new titles to the collection (Email, New Books, April 25, 2019.) The Library also posts new titles on social media (Eula Dees Library, New Fiction, Twitter; Eula Dees Library, New Fiction, Instagram; Eula Dees Library, New Fiction, Pinterest; Eula Dees Library, New Fiction, Tumblr.) In addition, librarians assist faculty with any new course development, purchasing resources to support the new course. They also work with faculty assigned to teach subjects new to them (Email, Faculty Book Request, November 29, 2018.)

Northeast libraries provide a curriculum-based collection comprising diverse resources, including both print books and electronic books, a wide range of audiovisual materials, and vast resources through electronic databases. The collection also contains popular fiction titles, a well-developed children's book collection, and a selection of newspapers and magazines. The Library's databases page provides links to a wide range of websites deemed useful by librarians for student research needs. Links include websites on eBooks and audiobooks, government resources, writing assistance, primary source documents, and fact-checking websites (Eula Dees Memorial Library, Other Resources on Databases Page.) By providing such diverse resources, the Library supports the College's mission and the varied curriculums of the College. Table 1 below shows academic, career technical, and health science concentrations at Northeast and the provisions made by the Library to support students in all concentrations. The column labeled "Catalog" indicates the number of items in the Library's physical collection for each concentration area. The third column gives the total number of eBooks for each concentration. Column four shows the number of resources available in the *Films on Demand* database. That database includes both educational films as well as video segments, which instructors can embed into their Canvas courses. *Films on Demand* provides faculty with detailed instructions on how to embed these resources (Library Guide. Spotlight on Embedding Films on Demand Video in Canvas!) The last column reflects search results on each concentration area conducted through *EBSCO Discovery Service*, a power search engine with the capacity to search all the Library's EBSCO databases at one time. Totals in that column include only database results and exclude items shown in the first three statistical columns. Source types represented in totals in the final column include academic journals, magazines, trade publications, news, books, reports, non-print sources, reviews, dissertations/theses, conference materials, audio, maps, videos, primary source documents, electronic resources, biographies, patents, and research starters.

Table 1
 ACADEMIC, CAREER, TECHNICAL, AND HEALTH SCIENCES
 CONCENTRATIONS WITHIN GENERAL STUDIES

Concentration	Catalog	eBooks	Films on Demand	Databases
Accounting	35	116	1,134	156,774
Administrative Office Technology	7	15	2,739	3,553

Agriculture	4	301	53	716,604
Art and/or Art Education	554	16	38,469	49,413
Automotive Mechanics and Service Tech	26	18	40	44,61
Athletic Training	6	150	330	96,337
Biology	23	101	2,076	1,034,476
Business Administration	19	2,522	1,717	1,747,290
Business Information Systems	19	3,071	1,310	882,945
Chemistry	8	139	295	708,446
Civil Engineering Technology	7	1,850	488	287,867
Collision Repair Technology	7	2	103	12,585
Commercial Music	6	581	5,233	120,105
Communications - Broadcasting	56	1,434	1,441	5,549,859
Communications - Journalism	50	51	2,308	130,343
Communications - Public Relations	25	10,363	5,174	1,915,376
Communications - Speech Education	90	2,182	4,589	149,430
Communicative Disorders	14	296	7	22,110
Computer Science	55	11,887	2,403	2,518,255
Construction Engineering	5	16	12	72,249
Criminal Justice	44	4,467	1,296	506,921
Culinary Arts/Culinary Arts Tech	31	2	242	352,366
Dental Hygiene Technology	14	45	535	66,064
Dentistry	15	427	535	107,214
Diesel Power Technology	5	137	175	55,625
Drafting, Design, & 3D Modeling	10	161	116	13,245
Early Childhood Education Technology	111	1,654	198	180,866
Electrical Technology	23	3,376	906	49,793
Elementary Education	41	2,285	655	822,939
Engineering	2	589	445	420,757
English Education	58	4,161	15,120	477,921
Exercise Science	26	3,862	6,126	44,089
Family and Consumer Science	1	386	47	40,061
Fashion Merchandising	12	32	73	14,407
Foreign Languages/Foreign Languages Education	158	8,425	1,047	379,193
Heating & Air Conditioning/Heating & Air Tech	8	2,155	441	690,465
History	6,209	8,041	4,757	997,684
Hospitality Management	15	337	153	184,702
Industrial Maintenance Tech	4	40	27	60,491
Information System Tech	4	126	161	292,077
Interior Design	36	585	1,215	13,629

11.1: Library and Learning/Information Resources [CR]

Liberal Arts	15	142	109	8,276
Mathematics/Mathematics Education	25	1,893	547	336,243
Medical Assisting Technology	6	85	2	18,164
Medical Laboratory Technology	11	386	11	43,276
Medical Technology	6	45	269	87,398
Medicine	199	730	4,594	12,034
Music/Music Education	44	1,342	1,163	241,992
Nursing	234	4,868	1,803	412,703
Occupational Therapy	3	491	167	148,807
Optometry	2	43	5	172,485
Pharmacy	13	669	624	1,574,463
Photography	86	2,856	129	812,346
Physical Education	21	2,121	2,605	719,816
Physical Therapy	2	16	1,302	57,917
Physics	127	654	539	649,066
Political Science	174	75,811	1,936	1,290,033
Precision Manufacturing & Machine Tech	19	70	79	317,955
Psychology	750	719	2,357	848,478
Radiologic (Medical) Technology	8	30	34	7,998
Science Education	1	15	2,615	1,122,545
Social Studies Education	37	10,120	379	949,887
Social Work	250	43,119	281	2,151,044
Sociology	147	25,045	4,063	1,612,977
Special Education	50	3,802	99	632,919
Theatre	320	8,738	4,228	779,690
Veterinary Medicine	8	11	359	788,729

Northeast libraries also provide computers for student use in doing research, typing papers, and printing class assignments. All students receive free printing of 250 pages each semester from Library computers. Additionally, students also have in-house access to headphones, calculators, and microscopes, anatomical models, as well as to group study rooms. One of the quiet study rooms is equipped with a television/DVD player so students can view audio materials placed on teacher reserves. Three of the five study rooms have dry erase boards mounted on the walls, and students are allowed to check out dry erase markers and erasers for use in those study rooms. A portable dry erase board is available for use in the other two study rooms.

The physical learning resources (print books, magazines, and audiovisuals) are accessible through the SIRSI Dynix online catalog. The SIRSI catalog is accessed from the Library homepage, and it is an inventory of materials held by Northeast libraries. Users search the catalog to locate items for check-out or for use in-house. All items are classified and cataloged with the Dewey Decimal System, and the print collection is arranged on open shelves for easy access. The collections include:

251

11.1: Library and Learning/Information Resources [CR]

- Northeast's print book collections are housed at one of the College's two libraries. As of March 2019, the physical book collection totals 44,991 volumes. Of that total, 2,434 are at the Corinth Off-Campus site, and 42,559 in the main Library on the Booneville Campus. Of the 42,559 volumes at Booneville, 990 are children's books and early childhood program reserve books; 9,643 are reference or reserve books; 2,346 are a part of the Mississippi collection; and 1,014 are a part of the young adult collection—a collection that is growing in popularity among both students and Northeast employees.
- Both libraries contain audiovisual materials, including CDs, DVDs, software, and kits, totaling 1,119; Booneville's Library contains the majority of the audiovisual items—at 1,001.
- Print periodicals (including newspapers) held at the two libraries include 37 titles: 32 at Booneville's Eula Dees Memorial Library, and five at the Thomas L. Sweat Library in Corinth.

Regardless of location, all students have access to items included in the Library's physical collection. Traditional students, dual-enrolled students, students at off-campus sites, hybrid students, and online students have full access to print resources. Librarians send items between off-site campuses and the main campus by asking faculty who teach at multiple campuses to deliver items upon student request. In addition, off-campus directors go between Booneville campus and their location; they frequently deliver requested Library items to students. All students are also welcome to visit either Library.

In addition to the physical print and audiovisual collections at Northeast's two libraries, all students, faculty, and staff have access to a wealth of online resources and services located on Northeast's Library homepage. From the Library's "Databases" link on the home page, students have access to over 190,000 eBooks, 68 electronic databases that provide access to millions of periodical articles, and over 37,000 educational films. On August 10, 2019, *Films on Demand* database described its collection on their home page as having 37,901 titles and 309,934 video segments (Films on Demand Database, August 10, 2019.) They add new videos regularly, and the Library receives emails regarding added titles *(*Email, New Titles Notification, June 2019.) All of the combined electronic resources made available by Northeast libraries provide access to millions of full-text periodical articles, audiovisual materials, film clips, and eBooks.

Northeast libraries can provide students with a wealth of online resources through state partnerships. Library deans and directors of the fifteen Mississippi community colleges are organized into The Mississippi Community and Junior College Library Deans' and Directors' Association. The constitution for the organization identifies membership, purpose, officers, duties for those officers, as well as needed committees (*Constitution of the Mississippi Community and Junior College Library Deans' & Directors' Association*.)

One of the committees identified in the constitution is MELO (Mississippi Electronic Libraries Online.) MELO is a virtual library developed in March 2000 by Mississippi community college library directors for the purpose of meeting the academic resource needs of distance learning students. It is an electronic environment that mirrors the traditional library through online databases, electronic books and journals, and scholarly websites. (MELO, Mississippi Electronic Libraries Online, Home Page.) MELO's mission statement indicates its purpose is to provide

"equal access to information and resources for the students and instructors who are enrolled or teaching in the virtual classrooms of the 15 public community/junior colleges of Mississippi (MELO, Mississippi Electronic Libraries Online, Mission Statement.) Although MELO's stated purpose is to meet the academic needs of distance learning students, all of our Mississippi community college students have access to the resources they provide. MELO receives annual funding for databases from the State Board of Community and Junior Colleges. The MELO Committee makes recommendations to deans and directors at their spring meeting concerning databases to purchase the following budget year.

Additional database funding comes through the Mississippi Alliance for Gaining New Opportunities through Library Information Access (MAGNOLIA.) MAGNOLIA, funded by the Mississippi Legislature since 1997 for publicly-funded K-12 schools, public libraries, community college libraries, and university libraries in Mississippi, currently provides additional databases for our students to use. Students access those databases through the EBSCOhost link on the library's databases page. There is wide duplication of databases in MELO and MAGNOLIA. Together, there are 68 non-duplicated databases available to Northeast students (MELO, Mississippi Electronic Libraries Online, Databases A to Z; MAGNOLIA. EBSCOhost Databases.) The Northeast Library pays for three additional databases: *Issues and Controversies in American History*, *Opposing Viewpoints* and *CQ Researcher*. These three databases meet needs specific to Northeast courses.

Mississippi Community College Libraries Reciprocal Lending Agreement for the Mississippi Virtual Community College Consortium (MCCLIP) facilitates cooperation and sharing of resources between Mississippi's community college libraries and Mississippi State University Libraries. The partnership will allow all libraries to share resources, excluding electronic resources, will give all institutional librarians opportunities for reciprocal learning of new resources and trends in librarianship, and will create better understanding of the research needs of the community college students who transfer to Mississippi State University every year. This initiative will allow members of MCCLIP to explore ways in which the program can grow and change" (Mississippi Community College Libraries Reciprocal Lending Agreement for the Mississippi Virtual Community College Consortium.*)* This agreement is evaluated periodically, with the first evaluation conducted in February 2002 at Hinds Community College during the MSVCC Substantive Change meeting. The last evaluation occurred in February 2016 at Holmes Community College-Ridgeland Campus during the Library deans' and directors' spring meeting. All ten library deans and directors in attendance signed their approval of MCCLIP (Evaluation of Mississippi Community College Library Information Partnership [MCCLIP]; Mississippi Community and Junior College Library Deans' and Directors' Meeting, February 12, 2016, Agenda; Mississippi Community and Junior College Library Deans' and Directors' Meeting, February 12, 2016, Meeting Minutes.)

Circulation statistics of all resources, including database searches, indicate student research comes in large part from databases, including database eBooks. Table 2 includes student circulation statistics from the *Library Circulation Statistics 2018-2019* annual report (Library Circulation Statistics 2018-2019, Student Statistics*).*

Table 2

11.1: Library and Learning/Information

Books	1,320
Audio Visuals	917
EBSCO eBooks	4,923
Periodicals	70
Study Room	953
AV Equip. & Calculators	204
Microforms	15
Computers	14,837
Computer Software	0
Online Database Searches	69,369
Corinth Computers	2,550
Corinth Circulation	32
Total Student Circulation	95,190

At the beginning of the fall and spring semesters, the library director sends e-mails to both online and dual-enrollment students to make sure they are aware of the resources available to them (Email, eLearning Students, January 3, 2019; Email, Dual Enroll Students, January 9, 2019.)

Students in ENG 1113, English Composition I, have a library project as a part of the course. Instructors for ENG 1113 have the option to teach the library project to their students in their classrooms or to request a librarian teach the library project in the Library's computer lab. With the move to all students owning iPads, many English instructors elect to teach the library project in their classrooms with students using their iPads. For faculty opting to teach their own library project, the Library Director provides an information sheet for English faculty to use to make sure their students learn about all library resources and services as a part of the library project unit (Email, ENG 1113 Library Project Handout, January 4, 2019; Library Project Handout, ENG 1113, Spring 2019.) During the 2018-2019 academic year, 647 students in 33 classes received instruction from librarians in the Library computer lab (Library Circulation Statistics 2018-2019, Student Instruction.)

Librarians also have the opportunity to teach a unit in SPT 1113, Public Speaking, in the Library each semester. All public speaking students are required to give informative speeches and persuasive speeches. Library resources are required for those, so librarians teach those students about available resources. College faculty teaching classes other than English Comp I and Public Speaking also give assignments requiring Library usage. Those instructors provide their students with instruction regarding Library resources. On occasion, some faculty request a librarian to provide focused instruction to their classes regarding their library research assignments.

In the Fall 2018 semester, the library director developed a Library Module for inclusion in the LLS 1311 Freshmen Orientation course required for all incoming freshmen. The module included a test, allowing measurement of the extent to which students understand the availability of Library staff, services, and resources (LLS 1311 Freshmen Orientation, Library Module.) The Library Module was piloted in two small sections of the Freshmen Orientation course in Fall

2018. All fifteen students in two sections received grades of 80% or above (Email, Library Module, November 28, 2018.) For fall 2019, the vice president of Instruction redesigned the Freshman Orientation course to include financial literacy and career exploration information and changed the course to LLS 1511, College Life. Since all incoming freshmen are required to take and complete this course, beginning in Fall 2019, all incoming freshmen receive instruction and assessment on library staff, resources, and services (LLS 1511 College Life, Library Module.)

Evaluation of Adequacy

With the assistance of the Office of Planning and Research, the Library uses multiple surveys to measure student, faculty, staff, and administration satisfaction with Library resources.

The Library requests the Office of Planning and Research conduct the *Library Student Survey* each fall. The survey evaluates staff, resources, services, and, instruction. After discussion with the Office of Planning and Research, the survey was moved to Spring 2019.   The *Spring 2019 Library Student Survey* included six statements to measure Library resources. Results from the Spring 2019 and Fall 2017 survey appear in Table 3 (Results of the Spring 2019 Library Student Survey.)

Table 3

	Spring 2019	**Fall 2017**
The Library ensures that the site where I attend classes can access a broad range of learning resources.	89.1%	83.0%
The Library and Learning Resources meet the needs of the students and support the programs and purposes of the College.	92.8%	83.0%
Collection of print and electronic materials to meet research needs is adequate.	86.1%	81.0%
Delivery of learning resources and Library services is timely.	86.6%	81.0%
I am satisfied with the Library support of my information needs in completing College assignments.	90.4%	83.0%
Northeast ensures that Library & Learning Resources are available to all students.	91.3%	84.0%

The College administers the *Student Satisfaction Inventory,* "As an opportunity to take the pulse of the student body at graduation to determine what matters to students and how satisfied they are" (*Summary of Student Satisfaction Inventory (SSI), June 2018.*) This allows the College to target areas most in need of improvement. The survey uses a 7-point scale, and the Library appears in the "Academic Services" section. Results from the Spring 2018 survey appear below.

Table 4

Item Ranked By Satisfaction Mean	NORTHEAST Satisfaction Mean	NORTHEAST Importance Mean	NATIONAL Satisfaction Mean	NATIONAL Importance Mean

Library resources and services are adequate	6.29	6.40	5.83	6.19

The Library also requests the Office of Planning and Research conduct the *Faculty Evaluation of Library Survey*. The survey evaluates staff, resources, and services. Traditionally administered in the spring semester, librarians modified the survey, and moved its administration to the fall semester starting in October 2018. The Fall 2018 survey included four statements to measure faculty satisfaction with Library resources. Results from Fall 2018 and Spring 2018 appear in Table 5 (*Results of Fall 2018 Faculty Evaluation of Library.*)

Table 5

	Fall 2018	Spring 2018
I have adequate knowledge of my area's library materials.	94.7%	82.0%
Budget permitting, the library obtains materials I request.	94.4%	90.0%
The library collection of leisure reading materials meets my needs.	86.1%	78.0%
The library makes available online databases and eBooks that support the curriculum.	94.8%	87.0%

The *Campus Climate Survey* is a measure of satisfaction by all employees of the College and was distributed via email in October 2018. Part three of the survey is "Level of Satisfaction with College Services and Programs," and it covers satisfaction with fifty-three College services or programs. On the *Campus Climate Survey*, the Library had a mean score of 4.41 on a 5-point scale. Employees marked responses from "Strongly Agree" to "Strongly Disagree" with "No Opinion" as an option as well. The results shown in Table 6 are shown below (*Campus Climate Survey, Fall 2018 Results.*)

Table 6

	Fall 2018	Fall 2017
Library	4.41	4.42

Northeast's *Virtual Student Services Surveys* includes a "Library Resources/Services" section. The Spring 2019 survey included "the course(s) I am currently taking requires library resources." Only 44% of students indicated the need for library resources in their courses. To the statement, "check the following electronic resource you have used," 38.2% of surveyed students indicated use of MELO; 35% indicated use of MAGNOLIA; and 63.6% of students indicated access through their college Library's website. In response to the statement, "during this semester, I used library resources in the following ways," 39.3% accessed resources through their library website, and 60.2% accessed them through their Canvas courses. A small percent, 2.1%, called on the phone, and 14.4% talked in person to someone. An additional 4.3% used the *Ask A Librarian 24/7* live chat service. An additional statement provided insight to how students received instructions for using library resources. The majority, 53.4%, indicated they accessed instructions online through the College. Additionally, 21.8% received instructions online

256

through the MELO website, 12.8% received instructions through their instructors, 8.4% through librarians, and 3.6% through handouts. (*Virtual Student Services Surveys, Spring 2019.*)

Services

Northeast libraries offer a wide range of services to students, faculty, and staff, regardless of style of delivery or location. Some services are available in either the Booneville Library or the Corinth Library, while others are available online.

- Booneville's Library has 65 computers available to students to type papers, do research, or print. Corinth's Library has 17 computers available to type papers, do research, or print. They also have 16 laptop computers available for students for typing, printing, and for taking proctored exams.
- All students receive free printing of 250 pages each semester.
- Printers allow students to air print from their iPads. Since all students at Northeast are now required to have an iPad (beginning in Fall 2018), this is an important service.
- The Library works with CSC 1113 Computer Applications instructors to provide one-on-one tutoring in the library for students for that course. Tutoring occurs during both day and evening hours (Tutoring Schedule Spring 2019; Email, Schedules for Tutors, February 18, 2019.)
- The Library is also a place where students meet to receive tutoring services in their courses. Tutors, assigned by the Student Success Center, can meet with tutees and work together in the Library.
- A photocopy machine in the Library lobby allows students to make copies of notes from missed classes, copies of other needed educational resources, as well as copies of photo IDs needed for financial aid or College admissions. The Library received a new copier in June 2019 that provides students the capacity to print from a flash drive, save to flash drive, and to email documents to themselves in PDF format to enable document printing from their Northeast campus email accounts.
- In order to help all students, regardless of location or learning platform, the Library provides instruction regarding services through a variety of formats.
  - Librarians offer one-on-one research assistance to students at any point of need during all hours the Libraries are open.
  - Librarians provide formal group instruction in the computer lab upon teacher requests.
  - *QuestionPoint Ask-a-Librarian 24/7 Reference* is a service available on the Library's website. This service helps students with Library research questions. Northeast has two librarians who each work one hour a week in staffing this around-the-clock student research assistance. Accessed from the Library home page, students chat with librarians about any research assistance they need (QuestionPoint Ask-a-Librarian 24-7 Reference; Northeast Library Resources Home Page.)
  - A *Library Student Resources* course is available to students in Canvas to provide instructional assistance at all times. The initial screen includes a list of available services and resources as well as hours of operation of Booneville's Eula Dees Library and Corinth's Thomas L. Sweat Library (Library Student Resources Course, Home Page.) Modules provide detailed "how to" information on databases, including video tutorials and quick start guides (Library Student Resources Course, Modules, Tutorials and Quick

Guides.) One module provides detailed bibliographic citation information for APA, MLA Styles, and Chicago styles (Library Student Resources Course, Modules, Citation Style Guides.)

- o A Library Module is included in the LLS 1511 College Life course, a course required for all incoming freshmen beginning in Fall 2019. It provides students with information at the beginning of their tenure at Northeast regarding Library staff, Library resources, Library services, and Library access. Since it is a required course, and since there is a test included in the module, the Library can measure student awareness regarding what is available to them (LLS 1511 College Life, Library Module, Services.)

- o LibGuides are available at all times to provide on-the-spot instructional assistance. The LibGuides include an MLA citation guide, an APA citation guide, a Chicago Manual of Style guide, instructions on how to register for classes, instructions on how to access ACT and PRAXIS Core materials in the databases, information on how to print from their iPads, a copy of the Northeast Technology Guide, a handout for "Update Password Guide," as well as a guide for the Writing Center, detailing the url for registering for an account and how to make appointments to receive writing assistance. Also included is eLearning's *Canvas Support* guide (LibGuide. APA 6th ed. List of Reference Examples; LibGuide. MLA List of Works Cited Examples, MLA Handbook 8th ed.; LibGuide. Chicago Style List of Bibliographic Examples, Chicago Manual of Style, 17th ed.; LibGuide. How to Register for Classes; LibGuide. ACT or Praxis Core Preparation; LibGuide. Printing Directions; LibGuide. Northeast Technology Guide; LibGuide. Update Password Guide; LibGuide. Writing Center; LibGuide. Canvas Support.)

- *LearningExpress PrepSTEP* is a MELO database available to help students achieve academic success and/or workplace readiness. It includes ACT, SAT, and GED test preparation materials as well as various online tutorials, practice tests, eBooks, and articles to help with skill building in English, Mathematics, and Science as well as in career licensing test preparation (The Library staff has handouts for students, explaining how to access the ACT and PRAXIS Core materials in the database—see LibGuide above.)

- Five group-study rooms are available to students wanting to work together. Three of the study rooms have dry erase boards, and students can check out markers and erasers to use in those rooms. An easel and portable dry erase board is available for set-up in the other two rooms as needed. The *Spring 2019 Library Student Survey* recorded a 100% survey result for the statement "Atmosphere is conducive to study." An additional statement, "Small group study space is available and adequate," received an 89.3% response (Results of the Spring 2019 Library Student Survey, Study Space.)

- Northeast libraries provide interlibrary loan services through OCLC (Online Computer Library Center) as a way of providing needed print resources not held by the College. During the 2018 academic year, the Library provided six returnable items (books) to other libraries and one journal article. During that same academic year, the Library borrowed sixteen returnable items (books) and eight nonreturnable items (journal articles) from other libraries (Library Circulation Statistics 2018-2019, ILL.) Some of the borrowed items were for students; however, the majority of the interlibrary loan requests were for faculty working on advanced degrees.

- Upon faculty requests, librarians develop bibliographic support materials specific to individual faculty or divisional needs (Memorandum, Site Visit, Medical Assisting Technology, May 16, 2019, Services; Site Visit, Medical Assisting Technology, Books,

258

Physical Collection, Services; Site Visit, Medical Assisting Technology, Sample Films on Demand Title and Sample Database Search, Services.)

- In response to a division head request, and as a service to students in anatomy and physiology classes, the Library purchased anatomy and physiology models, including a disarticulated skeleton, a miniature torso, the human heart, etc. for students to use in preparation for their course exams (Anatomy and Physiology Models.)
- Both Libraries provide teachers with the opportunity to reserve materials in the Library for their students to have access to the materials outside of normal class times.
- In March 2018 the Library purchased a proxy server to make access to databases easier for students, faculty, and staff. With the proxy server, all users have single-sign on to access all databases. This does away with the need of providing passwords to each of the individual databases for off-campus access. On their website, the Library provides citation guides for MLA, APA, and Chicago Manual of Style. Students can pick up print copies of those same citation guides in the Library. The guides show correct citations for the most frequently-used resources in Northeast libraries (Eula Dees Library Website, Citations.)
  - The Library provides an active presence on social media, including Twitter, Tumblr, Instagram, Pinterest, and a Library blog. Announcements are posted on social media, as well as updates about activities in the Library, and descriptions of books newly available in the Library (Eula Dees Library, New Fiction, Twitter; Eula Dees Library, New Fiction, Instagram; Eula Dees Library, New Fiction, Pinterest; Eula Dees Library, New Fiction, Tumblr).
- Special displays are available for student viewing in the Library's back foyer. Display topics range from holidays, to special national events, to books on particular topics, etc. and are intended to be both informational as well as entertaining. It is not unusual for students to request to check out a book from one of the displays because it caught their eye when they were walking through the foyer. This is a special way of broadening student interest in reading as well as in public awareness on special topics.
- The Corinth Library assists the eLearning Division at Northeast by serving as a proctoring site for online students. During the 2018-2019 academic year, the Corinth librarian proctored 2,569 exams (Library Circulation Statistics 2018-2019, Proctoring.)
- Libraries provide delivery service of books from one Library to any of the College off-site locations, providing all students access to items in the library's physical collection. Traditional students, dual enrolled students, students at off-campus sites, hybrid students, and online students have full access to print resources. Librarians send items between campuses by asking faculty who teach at multiple sites to deliver items upon student request. In addition, off-site directors go between Booneville and their location; they frequently deliver requested Library items. All students are also welcome to visit either Library.

Northeast libraries also offer services to community members. Community members may use Library computers, and they may browse newspapers and magazines in the individual libraries. Upon presenting a driver's license showing they live in the College's five-county area, they may set up an account with their driver's license number, thus allowing them to check out any of the Library's circulating books.

An additional way the Library provides service to its community is through an annual librarians' workshop each September. The workshop is an opportunity for librarians to visit Northeast's

259

campus for professional development. The 42nd Area Librarians' Workshop met on September 28, 2018 (Agenda, Area Librarians' Workshop, September 28, 2018.) There were 48 librarians in attendance as well as two presenters who were not librarians. Of the forty-eight librarians in attendance, 20 were public librarians, 23 were school librarians, and 5 were academic librarians. The Library always includes an evaluation as a part of the annual workshop to make sure librarians' needs are met. The "Summary of 2018 ALW Evaluation" showed 97% agreed or strongly agreed they would come again if a similar program were offered. The evaluation also showed 95% agreed or strongly agreed to the statements that the workshop was useful to them. In addition, 100% agreed or strongly agreed they had sufficient opportunity to participate in the program (Summary of 2018 ALW Evaluation.)

In an ongoing effort to provide professional development for librarians who have participated in the annual Area Librarians' Workshops, Corinth Librarian, Laura Gilham, regularly sends emails sharing technology helps from library list-serves and other professional resources. The mailing list for the professional development emails includes all librarians from past workshops (*Email, ALW Professional Development Updates, 19 August 2019.*)

Evaluation of Adequacy

With the assistance of the Office of Planning and Research, the Library uses multiple surveys to measure student, faculty, staff, and administration satisfaction with Library services.

The College administers the *Student Satisfaction Inventory (SSI)*, "as an opportunity to take the pulse of the student body at graduation to determine what matters to students and how satisfied they are" (*Summary of Student Satisfaction Inventory (SSI), June 2018, Services.*) This allows the College to target areas most in need of improvement. The survey uses a 7-point scale, and the Library appears in the "Academic Services" section. Results from the Spring 2018 survey appear in Table 7.

Table 7

Item Ranked By Satisfaction Mean	NORTHEAST Satisfaction Mean	NORTHEAST Importance Mean	NATIONAL Satisfaction Mean	NATIONAL Importance Mean
Library resources and services are adequate	6.29	6.40	5.83	6.19

The Library requests the Office of Planning and Research conduct the *Library Student Survey* each fall. The survey evaluates staff, resources, services, and, instruction. After discussion with the Office of Planning and Research, the survey was moved to Spring 2019. The *Spring 2019 Library Student Survey* included five statements to measure Library services. Results from the Spring survey appear in Table 8 (*Results of the Spring 2019 Library Student Survey, Services.*)

Table 8

	Spring 2019	Fall 2017
Atmosphere is conducive to study.	100%	82.0%

11.1: Library and Learning/Information

Delivery of learning resources and Library services is timely.	86.6%	81.0%
Library computer equipment works as expected to serve my needs.	79.1%	78.0%
Small group study space is available and adequate.	89.3%	77.0%
Overall, I would rate the library services provided by the student workers as effective and good.	91.9%	N/A*

*This question did not appear on the 2017 survey.

The *Campus Climate Survey* is a measure of satisfaction by all employees of the College, and was distributed via email in October 2018. Part three of the survey is "Level of Satisfaction with College Services and Programs," and it covers satisfaction with fifty-three College services or programs. On the *Fall 2018 Campus Climate Survey*, the Library had a mean score of 4.41 on a 5 point scale. Employees marked responses from "Strongly Agree" to "Strongly Disagree" with "No Opinion" as an option as well. The results are shown in Table 9 (*Campus Climate Survey, Fall 2018 Results, Services*.)

Table 9

	Fall 2018	Fall 2017
Library	4.41	4.42

11.1 Supporting Documentation

- *Northeast Board of Trustees Policy Book 2019-2020,* p. 7-8, Purpose Statement
- *Northeast Procedures Manual 2019-20,* p. 8, Purpose Statement
- *Northeast Student Catalog 2019-2020,* Purpose Statement
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 4, Purpose Statement
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 30-33, Collection Development
- Email, Liaison Services, 22 May 2019
- Memorandum, Site Visit, Medical Assisting Technology, 16 May 2019
- Site Visit, Medical Assisting Technology, Books, Physical Collection
- Site Visit, Medical Assisting Technology, Sample Films on Demand Title and Sample Database Search
- Email, Faculty Book Request, 14 January 2019
- Email, Faculty Book Request, 10 April 2019
- Email, New Books, 25 April 2019
- Eula Dees Library, New Fiction, Twitter
- Eula Dees Library, New Fiction, Instagram
- Eula Dees Library, New Fiction, Pinterest
- Eula Dees Library, New Fiction, Tumblr
- Email, Faculty Book Request, 29 November 2018
- Eula Dees Memorial Library, Other Resources on Databases Page

11.1: Library and Learning/Information

- LibGuide. Spotlight on Embedding Films on Demand Video in Canvas!
- Films on Demand Database, August 10, 2019
- Email, New Titles Notification, June 2019
- Constitution of the Mississippi Community and Junior College Library Deans' & Directors' Association
- MELO. Mississippi Electronic Libraries Online. Home Page
- MELO. Mississippi Electronic Libraries Online. Mission Statement
- MELO. Mississippi Electronic Libraries Online. Databases A to Z
- MAGNOLIA. EBSCOhost Databases
- Mississippi Community College Libraries Reciprocal Lending Agreement for the Mississippi Virtual Community College Consortium
- Evaluation of Mississippi Community College Library Information Partnership [MCCLIP]
- Mississippi Community and Junior College Library Deans' and Directors' Meeting, February 12, 2016, Agenda
- Mississippi Community and Junior College Library Deans' and Directors' Meeting, February 12, 2016, Meeting Minutes
- Library Circulation Statistics 2018-2019, Student Statistics
- Email, eLearning Students, January 3, 2019
- Email, Dual Enroll Students, January 9, 2019
- Email, ENG 1113 Library Project Handout, January 4, 2019
- Library Project Handout, ENG 1113, Spring 2019
- Library Circulation Statistics 2018-2019, Student Instruction
- LLS 1311 Freshmen Orientation, Library Module
- Email, Library Module, November 28, 2018
- LLS 1511 College Life, Library Module
- *Results of the Spring 2019 Library Student Survey*
- *Summary of Student Satisfaction Inventory (SSI), June 2018*
- *Results of Fall 2018 Faculty Evaluation of Library*
- *Campus Climate Survey, Fall 2018 Results*
- *Virtual Student Services Survey, Spring 2019*
- Tutoring Schedule Spring 2019
- Email, Schedules for Tutors, February 18, 2019
- QuestionPoint Ask-a-Librarian 24-7 Reference
- Northeast Library Resources Home Page
- Library Student Resources Course, Home Page
- Library Student Resources Course, Modules, Tutorials and Quick Guides
- Library Student Resources Course, Modules, Citation Style Guides
- LLS 1511 College Life, Library Module, Services
- LibGuide. APA 6th ed. List of Reference Examples
- LibGuide. MLA List of Works Cited Examples, MLA Handbook 8th ed.
- LibGuide. Chicago Style List of Bibliographic Examples, Chicago Manual of Style, 17th ed.
- LibGuide. How to Register for Classes

262

- LibGuide. ACT or Praxis Core Preparation
- LibGuide. Printing Directions
- LibGuide. Northeast Technology Guide
- LibGuide. Update Password Guide
- LibGuide. Writing Center
- LibGuide. Canvas Support
- *Results of the Spring 2019 Library Student Survey, Study Space*
- Library Circulation Statistics 2018-2019, ILL
- Memorandum, Site Visit, Medical Assisting Technology May 16, 2019, Services
- Site Visit, Medical Assisting Technology, Books, Physical Collection, Services
- Site Visit, Medical Assisting Technology, Sample Films on Demand Title and Sample Database Search, Services
- Anatomy and Physiology Models
- Eula Dees Library Website, Citations
- Library Circulation Statistics 2018-2019, Proctoring
- Agenda, Area Librarians' Workshop, September 28, 2018
- Summary of 2018 ALW Evaluation
- Email, ALW Professional Development Updates, August 19, 2019
- *Summary of Student Satisfaction Inventory (SSI), June 2018, Services*
- *Results of the Spring 2019 Library Student Survey, Services*
- *Campus Climate Survey, Fall 2018 Results, Services*

263

11.2: Library and Learning/Information Staff

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

Judgement of Compliance:

_X_Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Institutional Mission

The Institution's Purpose Statement is: Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education (*Northeast Board of Trustees Policy Book 2019-2020,* p. 7-8, Purpose Statement, Staff*); Northeast Procedures Manual 2019-20,* p. 8, Purpose Statement, Staff; *Northeast Student Catalog 2019-2020*, Purpose Statement, Staff; *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018*, p. 4. Purpose Statement, Staff.)

Library Mission

The purpose of the Library is to serve as a catalyst by providing information in various formats to support the instructional programs of the community college, to promote information literacy by providing instruction in the skills needed to seek, evaluate, and use information effectively, and to provide assistance to the community beyond the confines of the College (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018*, p. 4. Purpose Statement, Staff.)

One of the ways the Library helps Northeast successfully achieve its goals is by providing an adequate number of qualified and experienced staff. Goal 6 of the College's Purposes Statement is: To provide human resources, financial resources, instructional resources and physical facilities necessary to offer quality instruction (*Northeast Student Catalog 2019-2020,* Purpose Statement, Goal 6.)   A sufficient number of qualified staff enables the Library to provide the necessary instructional support resources and services to meet the educational and career needs of Northeast students. This qualified staff provides assistance for faculty and students in meeting their personal and educational needs.

Adequate Staff

The Booneville Eula Dees Library staff includes the library director, three full-time librarians, and an administrative assistant. An additional librarian manages the Thomas L. Sweat Library at Northeast at Corinth. Student assistants work each semester through arrangements with the College's Financial Aid Office. Each fall and spring semester, seven to ten students work part-time in the Library, with their permitted hours determined by federal financial aid guidelines. Students sign up for shifts that fit with their school class schedules. Usually one student works during the summer session. The Library's administrative assistance oversees scheduling and training of student workers as well as communicating hours worked to Financial Aid. The library director works with the vice president of Instruction, executive vice president, and president of the College to determine appropriate staffing for Northeast libraries.

To ensure that all student and faculty needs are met, Library staff members have specific job descriptions that are evaluated regularly (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018, 8-20, Job Descriptions.*) The library director evaluates all full-time Library staff annually. Copies of evaluations are on file in the library director's office as well as in the office of the vice president of Instruction and the office of the executive vice president (Evaluation of Librarian).

Library staff realizes students have needs for assistance at times the Libraries are not open. Because of partnerships with Mississippi's other community colleges, the Library is able to offer students access to a professional librarian twenty-four hours a day, seven days a week. *QuestionPoint Ask-a-Librarian* offers online reference assistance, via chat, for all Mississippi community college students any day, any time, at point-of-need. Accessed from the Library home page, students chat with librarians about any research assistance needs (QuestionPoint Ask-a-Librarian 24-7 Reference, Staff; Northeast Library Resources Home Page, Staff.) Annual requests solicit librarians to help man this service. Northeast cooperates by having two librarians who each work one hour a week, year-round (Email, QuestionPoint Reference Librarians, 8 August 2018.*)*

Qualified Professional Staff

All librarians hold MLIS degrees from an American Library Association (ALA) accredited university. All degrees held by Northeast librarians appear in Table 1. Years of experience in libraries (at the conclusion of the 2018-2019 academic year) are included as well. (Resume, Glenice Stone; Resume, Laura Gilham; Resume, Sherita Taylor; Resume, Ellice Yager; Resume, Kalah Rogers; Transcript, Glenice Stone; Transcript, Laura Gilham; Transcript, Sherita Taylor; Transcript, Ellice Yager; Transcript, Kalah Rogers.)

Table 1

NAME	POSITION	EXPERIENCE	DEGREES
Glenice Stone	Library Director	24 years Northeast, 4 years elementary school library	B.S. Business Education, Louisiana State University; MLIS Louisiana State University
Laura Gilham	Librarian	18 years Northeast, 17 years public library	B.S. General Studies, Ohio State University; MLIS University of Southern Mississippi

Sherita Taylor	Librarian	12 years Northeast, 1 year public library	B.S. Elementary Education, Mississippi University for Women; MLIS University of Southern Mississippi
Ellice Yager	Librarian	7 years Northeast	B.S. English, Mississippi State University; MLIS University of Southern Mississippi
Kalah Rogers	Night Librarian	5 years Northeast, 2 years public library	B.S. Elementary Education, Mississippi State University; MLIS University of Southern Mississippi

All librarians are members of professional organizations. Most librarians pay dues to be a part of Northeast's Faculty Association. Library Director Glenice Stone served as president of the Faculty Association in the 2013-2014 academic year as well as in the 2015-2016 academic year (Glenice Stone, Faculty Association President.) Librarians have served in other official capacities within the Faculty Association, including members of their Board as well as on Northeast President Ricky Ford's Faculty Advisory Committee. Glenice Stone, Ellice Yager, and Sherita Taylor each served one academic year on President Ford's Faculty Advisory Committee. Kalah Rogers is the representative for the 2019-2020 academic year. The chart below indicates professional organizations to which librarians belonged in the 2018-2019 academic year.

NAME	PROFESSIONAL ORGANIZATION MEMBERSHIPS
Glenice Stone	Mississippi Library Association; Northeast Faculty Association, Mississippi Community and Junior College Library Deans' and Directors' Association
Laura Gilham	American Library Association; Mississippi Library Association
Sherita Taylor	American Library Association; Northeast Faculty Association
Ellice Yager	American Library Association; Northeast Faculty Association; YALSA (Young Adult Library Services Association (ALA) serving on their Teen Top Ten Committee; Magnolia Book Awards Committee (children's book awards)—is chairman of this committee
Kalah Rogers	American Library Association, Northeast Faculty Association

Professional Development

In addition to their university degrees and participation in professional organizations, librarians participate regularly in professional development activities in order to assure they keep current with improving technologies as well as with changes in the field of library and information science. Northeast faculty and staff are encouraged to take advantage of opportunities for professional development. The Planning and Research Office at Northeast provides regular opportunities for professional development. Librarians participate in those activities. The chart

below indicates some of the most recent professional development activities in which Northeast librarians engaged.

NAME	PROFESSIONAL DEVELOPMENT ACTIVITIES
Glenice Stone	Mental Health First Aid training, leading to Mental Health First Aid USA, Adult, certification from the National Council for Behavioral Health; M.A.U.I. Professional Development Course (Fall 2018 and Spring 2019); NISOD Professional Development presentation by Melody Shinn (November 2018); Active Shooter Training (4-30-18); Preventing Discrimination and Sexual Violence Refresher (11-16-17); FERPA for Higher Education (11-16-17); Degree Works Training (September 2017); Stress Less Fest Spring 2017 and 2018
Laura Gilham	M.A.U.I. Professional Development Course (Fall 2018 and Spring 2019); NISOD Professional Development presentation by Melody Shinn (November 2018); Active Shooter Training (4-30-18); Preventing Discrimination and Sexual Violence Refresher (11-7-17); Excel Workshop (September 2017); Stress Less Fest Spring 2017 and 2018
Sherita Taylor	President Ford's Faculty Advisory Board (2018-2019 school year); M.A.U.I. Professional Development Course (Fall 2018 and Spring 2019); NISOD Professional Development presentation by Melody Shinn (November 2018); Active Shooter Training (4-27-18); Preventing Discrimination and Sexual Violence Refresher (11-8-17); FERPA for Higher Education (11-7-17); Degree Works Training (September 2017); Stress Less Fest Spring 2017 and 2018
Ellice Yager	American Library Association in Washington, DC (6-21 to 6-24-2019); NISOD Conference (5-25 To 5-28-2019); Lead Northeast (2018-2019 academic year); NISOD Professional Development presentation by Melody Shinn (November 2018); Active Shooter Training (5-1-18); Preventing Discrimination and Sexual Violence Refresher (12-11-17); FERPA for Higher Education (11-13-17). Degree Works Training (September 2017); American Library Association in Chicago (6-22 to 27-2017); President Ford's Faculty Advisory Board (2017-2018 school year); Stress Less Fest Spring 2017 and 2018
Kalah Rogers	M.A.U.I. Professional Development Course (Fall 2018 and Spring 2019); NISOD Professional Development presentation by Melody Shinn (November 2018); Active Shooter Training (4-26-18); Preventing Discrimination and Sexual Violence Refresher (11-7-17); FERPA for Higher Education (11-7-17); Degree Works Training (September 2017); Stress Less Fest Spring 2017 and 2018

Professional Services

As an additional effort to help Northeast achieve its institutional mission, librarians join other faculty in serving on campus committees and participating in other campus organizations.

267

Participation in these activities allows librarians to feel the pulse of the College and be better able to meet the needs of Northeast students, faculty, staff, and administration. Table 4 indicates service opportunities for which librarians received appointments or for which they volunteered for the 2018-2019 academic year (Committees 2018-2019.)

Table 4

NAME	COMMITTEE AND OTHER SERVICE OPPORTUNITIES
Glenice Stone	Administrative Council, Instruction Council, Library Committee, Orientation Committee, Strategic Planning Council, Executive Strategic Planning Committee, SACSCOC Executive Committee, Gate Worker at Football Game, Northeast Now, TSA Judge, Science Fair Judge
Laura Gilham	TIE Committee, Library Committee, Northeast Now, Worker at Band Competition, Science Fair Judge
Sherita Taylor	Graduation and Retention Committee, Library Committee, Safety Committee, Technology Committee, Title IX Committee, Website Committee, Northeast Now, TSA Judge, FBLA Judge, Science Fair Judge, TIE Committee
Ellice Yager	Advising Committee, Developmental and Remedial Education Committee, Graduation Rate and Retention Committee, Library Committee, Technology Committee, Website Committee, Northeast Now, TSA Judge, Science Fair Judge
Kalah Rogers	Advising Committee, Library Committee, Professional Development Committee, Technology Committee, Website Committee, Northeast Now, TSA Judge, Science Fair Judge

Librarians serve as academic advisors to elementary education majors (Northeast Student Catalog 2019-2020, Elementary Education Advising). In Fall 2018, all librarians taught a section of LLS 1311, Freshmen Orientation, for their incoming academic advisees. In spring 2019, Sherita Taylor assumed responsibilities for oversight of development of institutional effectiveness measures for all education majors at Northeast. In Fall 2019 all librarians except Library Director Glenice Stone taught LLS 1511 College Life course for their incoming freshmen advisees *(LLS 1511 College Life, Librarian Sections.)*

Librarians also seek to align themselves with academic divisions on campus in order to better service faculty and student needs. As division liaisons, librarians help faculty in their assigned divisions find library resources for their discipline areas, facilitate student assignments requiring library research, and provide specific instruction to students for research projects upon request by faculty to provide such instruction (Email, Liaison Services, April 4, 2018.) The library director also helps with divisions other than her assigned division if faculty are in the library with requests when the liaison librarian is working a different time (Email, Liaison Services, November 29, 2018.*)* Table 5 below indicates assigned academic division liaisons.

11.2: Library and Learning/Information Staff

Table 5

LIBRARIAN	ACADEMIC DIVISION SERVED
Glenice Stone	Division of Languages and Humanities
Laura Gilham	Division of Health Sciences
Sherita Taylor	Division of Fine Arts; Division of Mathematics and Sciences
Ellice Yager	Division of Social, Behavioral and Applied Sciences
Kalah Rogers	Division of Business and Engineering Technology

Evaluation of Adequacy

With the assistance of the Office of Planning and Research, the Library uses multiple surveys to measure student, faculty, staff, and administration satisfaction with Library staff.

The College administers the *Student Satisfaction Survey*, "As an opportunity to take the pulse of the student body at graduation to determine what matters to students and how satisfied they are." This allows the College to "target areas most in need of improvement." The survey uses a 7-point scale, and the Library appears in the "Academic Services" section. Results from the Spring 2018 survey appear in Table 6. (*Summary of Student Satisfaction Inventory (SSI), June 2018, Staff*)

Table 6

Item Ranked By Satisfaction Mean	Northeast Satisfaction Mean	Northeast Importance Mean	National Satisfaction Mean	National Importance Mean
Library staff are helpful and approachable	6.29	6.40	5.83	6.19

The Library requests the Office of Planning and Research conduct the *Library Student Survey* each fall. The survey evaluates staff, resources, services, and, instruction. After discussion with the Office of Planning and Research, the survey was moved to Spring 2019. The *Spring 2019 Library Student Survey* included three statements to measure Library staff. Results from the Spring survey appear in Table 7 below along with the Fall 2017 results (*Results of the Spring 2019 Library Student Survey, Staff.*)

Table 7

	Spring 2019	Fall 2017
Number and availability of staff is sufficient.	88.0%	84.0%
Overall, I would rate the professional library staff as friendly and helpful.	88.8%	81.0%
Overall, I would rate the library services provided by the student workers as effective and good.	91.9%	N/A*

*This question did not appear on the 2017 survey.

269

The Library also requests the Office of Planning and Research conduct the *Faculty Evaluation of Library Survey*. The survey evaluates staff, resources, and services. Traditionally administered in the spring semester, librarians modified the survey, and moved its administration to the fall semester starting in October 2018. The Fall 2018 survey included three statements to measure faculty perception of librarians' knowledge, their ability to receive assistance as well as their perception of their students' ability to receive assistance from librarians with their assignments. Results from the survey appear in Table 8 (*Results of Fall 2018 Faculty Evaluation of Library, Staff.*)

Table 8

	Fall 2018	**Spring 2018**
Library staff members have adequate knowledge of materials.	97.3%	92.0%
Students in my classes report that the Library staff is helpful and approachable.	93.9%	82.0%
I am usually able to receive assistance in the library	100.0%	96.0%

The *Campus Climate Survey* is a measure of satisfaction by all employees of the College. The Office of Planning and Research distributed it via email in October 2018. Part three of the survey is "Level of Satisfaction with College Services and Programs," and it covers satisfaction with fifty-three College services or programs. On the Fall 2018 Campus Climate Survey, the Libarary scored 4.41 on a 5 point scale. Employees marked responses from "Strongly Agree" to "Strongly Disagree" with "No Opinion" as an option as well. Results relating to the Libarary are displayed below are for both 2018 and 2017 (*Campus Climate Survey, Fall 2018 Results, Staff*)

Table 9

	Fall 2018	**Fall 2017**
Library	4.41	4.42

11.2 Supporting Documentation

- *Northeast Board of Trustees Policy Book 2019-2020,* p. 7-8, Purpose Statement, Staff
- *Northeast Procedures Manual 2019-20,* p. 8, Purpose Statement, Staff
- *Northeast Student Catalog 2019-2020,* Purpose Statement, Staff
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 4, Purpose Statement, Staff
- *Northeast Student Catalog 2019-2020,* Purpose Statement, Goal 6
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018*, 8-20, Job Descriptions
- Evaluation of Sherita Taylor
- QuestionPoint Ask-a-Librarian 24-7 Reference, Staff
- Northeast Library Resources Home Page, Staff

- Email, QuestionPoint Reference Librarians, August 8, 2018
- Resume, Glenice Stone
- Resume, Laura Gilham
- Resume, Sherita Taylor
- Resume, Ellice Yager
- Resume, Kalah Rogers
- Transcript, Glenice Stone
- Transcript, Laura Gilham
- Transcript, Sherita Taylor
- Transcript, Ellice Yager
- Transcript, Kalah Rogers
- Glenice Stone, Faculty Association President
- Committees 2018-2019
- *Northeast Student Catalog 2019-2020,* Elementary Education Advising
- LLS 1511 College Life, Librarian Sections
- Email, Liaison Services, April 4, 2018
- Email, Liaison Services, November 29, 2018
- *Summary of Student Satisfaction Inventory (SSI), June 2018, Staff*
- *Results of the Spring 2019 Library Student Survey, Staff*
- *Results of Fall 2018 Faculty Evaluation of Library, Staff*
- *Campus Climate Survey, Fall 2018 Results, Staff*

11.3: Library and Learning/Information Access

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

Judgement of Compliance:

_X_ Compliant   ____ Non-Compliant   ____Not Applicable

Narrative of Compliance:

The Institution's Purpose Statement is: Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education (*Northeast Board of Trustees Policy Book 2019-2020,* p. 7-8, Purpose Statement, Access; *Northeast Procedures Manual 2019-20,* p. 8, Purpose Statement, Access; *Northeast Student Catalog 2019-2020*, Purpose Statement, Access; *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018*, p. 4. Purpose Statement, Access.)

Library Mission

The purpose of the Library is to serve as a catalyst by providing information in various formats to support the instructional programs of the community college, to promote information literacy by providing instruction in the skills needed to seek, evaluate, and use information effectively, and to provide assistance to the community beyond the confines of the College (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018*, p. 4. Purpose Statement, Access.)

One of the ways the library successfully achieves its goals, as articulated in its purpose statement, is by providing access to a broad range of library resources and services that are available to students, faculty, and staff.   Knowledgeable, proficient, qualified staff are vital to developing and implementing the abundance of accessible resources and services necessary to meet the educational and career needs of Northeast students and faculty as well as for Northeast's surrounding community. Library personnel also strive to make access available to needed instruction for using the multitude of available services and resources.

Access and Privileges to Library Services

Access is available to all students whether traditional, dual-enrolled, off-campus, hybrid, or online. Regardless of course delivery style, all students are welcome to access resources and services by visiting either the Booneville Library or the Corinth Library. All students also have access to abundant online resources and services. The Eula Dees Memorial Library in

Booneville is open 60.5 hours a week during fall and spring semesters. It is open 36 hours a week during summer semesters. The Thomas L. Sweat Library in Corinth is open 30 hours a week during fall and spring semesters and closed during the summer. A link to Library hours appear on the library's home page (Eula Dees Library, Home Page, Hours), via a link in the Student Catalog 2019-2020 (*Northeast Student Catalog 2019-2020,* Library Link), in the *Library Student Resources* course located in Canvas (Library Student Resources Course, Home Page, Library Hours), in the LLS 1511 *College Life* course required for all incoming freshmen (LLS 1511 College Life, Library Hours) and in the "Guides" link of the *Northeast Students* course available to all students in Canvas (Northeast Students Course, Canvas.) Signs are also posted on both campuses. Booneville's Library posts hours at the front and back exit doors. Corinth's Library posts hours on a bulletin board outside the Library and on a second bulletin board in another part of the Corinth Center. Hours for both libraries are posted in Table 1.

Table 1

Location	Semester	Days of the Week	Times
Eula Dees (Booneville)	Fall and Spring	Monday - Thursday	7:30 AM - 9:00 PM
		Friday	8:00 AM – 12:00 PM
		Sunday	6:30 PM – 9:00 PM
	Summer	Monday - Thursday	8:00 AM – 4:00 PM
		Friday	8:00 AM – 12:00 PM
Thomas (Corinth)	Fall and Spring	Monday and Wednesday	3:00 PM – 9:00 PM
		Tuesday and Thursday	12:00 PM – 9:00 PM

Northeast Libraries realize students have needs for assistance at times the Libraries are not open. Because of partnerships with Mississippi's other community colleges, the Library is able to offer students access to a professional librarian twenty-four hours a day, seven days a week. *QuestionPoint Ask-a-Librarian* is a national cooperative that offers online reference assistance, via chat, to all Mississippi community college students any day, any time, at point-of-need via QuestionPoint (QuestionPoint Ask-a-Librarian 24-7 Reference, Access.) Two Northeast librarians contribute one hour a week, year round (Email, QuestionPoint Reference Librarians, August 8, 2018, Access.*)*   In addition, the "Library Staff/Hours" link on the Library's home page includes the following: "*All after hour questions can be sent to in-house@nemcc.edu" (Eula Dees Library, Home Page, Library Staff Hours Link.) Librarians respond to student questions through in-house@nemcc.edu in later evening hours as well as on weekends and holidays when the Library is closed.

User Privileges

User privileges vary depending on the category assigned to the user. Northeast Libraries use three user categories: Student, Faculty, and NONNE (Non-Northeast). Classification for all students, whether enrolled as traditional students, dual-enrolled students, students at off-campus sites, hybrid, or online students, is "Student." Classification for all Northeast employees, whether faculty, staff, or administration, is "Faculty." Classification for all community users is "NONNE (Non-Northeast)."

11.3: Library and Learning/Information Access

Student users have checkout privileges for all circulating books and DVDs for two weeks (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 26, Student Privilege.) Students may have a maximum of five items checked out at one time, and no more than two may be movies. They have in-house access to all other items, including reference and reserve books, magazines and newspapers, and audiovisual materials. They also have access to in-house use of computers and printers, copy machine, study rooms, citation guides, and assistance from Library staff.

Faculty users have checkout privliedges for all circulating books and DVDS for two weeks (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 28, Faculty Privilege.*)*   There is no maximum limit set for faculty. They also have checkout privileges for reference materials and items in the Library's audiovisual collection. Faculty have the same in-house access to other resources as students, as well as limited access to single issues from the Library's magazine collection.

Community users have checkout periods of two weeks (*Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 30, Non-Northeast Privilege.) Their checkout privileges apply only to the circulating book collection, and like students, they are limited to five items. To receive checkout privileges, community users must live in the College's five-county area. Community users must present a valid driver's license or state-issued ID. The driver's license ID number becomes the account number for their user account. Community users have access to in-house use of computers and printers, copy machine, and assistance from Library staff.

Access to Services

All students, whether enrolled as traditional students, dual-enrolled students, students at off-campus sites, hybrid students, or online students have access to all resources and services made available by the Library. Some resources and services are available on campus in one of the College's two Libraries. Other resources and services are available through online access.

In March 2018 the Library purchased a proxy server to make access to databases easier for students, faculty, and staff. With the proxy server, all users have single-sign on to access all databases. This eliminates the need to provide passwords for each of the individual databases for off-campus access.

Regardless of location, all students have access to items included in the Library's physical collection. The physical learning resources (print books, magazines, and audiovisuals) are accessible through the SIRSI Dynix online catalog on the library homepage. All items are classified and cataloged with the Dewey Decimal System, and the print collection is arranged on open shelves for easy access. While all students are welcome to visit either Library, as a service to Northeast students, librarians send items between off-site locations by asking faculty who teach at multiple locations to deliver items upon student request. In addition, off-site directors travel between Booneville and their location; they frequently deliver requested Library items to students on their site.

Additionally, librarians provide students and faculty access to interlibrary loan services through OCLC (Online Computer Library Center) as a way of providing needed print resources not held by the College. During the 2018 academic year, the Library provided six returnable items (books) to other libraries and one journal article. During that same academic year the Library borrowed sixteen returnable items (books) and eight nonreturnable items (journal articles) from other libraries (Library Circulation Statistics 2018-2019, ILL, Access.) Some of the borrowed items were for students; however, the majority of the interlibrary loan requests were for faculty working on advanced degrees.

Both Libraries provide teachers with the opportunity to place reserve materials in the Library in order to ensure their students have access to the materials outside of normal class times.

In addition to the physical print and audiovisual collections at Northeast's two libraries, all students, faculty, and staff have access to a wealth of online resources and services located on Northeast's Library homepage. From the Library's "Databases" link on the home page, students have access to over 190,000 eBooks, 68 electronic databases that provide access to millions of periodical articles, and over 37,000 educational films. On August 10, 2019, *Films on Demand* database described its collection on their home page as having 37,901 titles and 309,934 video segments (Films on Demand Database, August 10, 2019, Access.) They add new videos regularly, and the Library receives emails regarding added titles (Email, New Titles Notification, June 2019, Access.) All of the combined electronic resources made available by Northeast libraries provide access to millions of full-text periodical articles, audiovisual materials, film clips, and eBooks.

Northeast libraries can provide students access to a wealth of online resources through state partnerships. Library deans and directors of the fifteen Mississippi community colleges are organized into The Mississippi Community and Junior College Library Deans' and Directors' Association. The constitution for the organization identifies membership, purpose, officers, duties for those officers, as well as needed committees. (*Constitution of the Mississippi Community and Junior College Library Deans' & Directors' Association*, Access.) One of the committees, promotes "learning resources for distance learning/MSVCC through a website and other appropriate means" (MELO. Mississippi Electronic Libraries Online. Mission Statement, Access.) MSVCC is Mississippi Virtual Community College, a catalog of on-line courses offered by Mississippi's community colleges. "Mississippi Electronic Libraries Online is a virtual library developed in March 2000 to meet the academic resource needs of distance learning students within the Mississippi community and junior colleges. It is an electronic environment that mirrors the traditional library through online databases, electronic books and journals, and scholarly web sites." (MELO. Mississippi Electronic Libraries Online. Home Page. Access.) Although MELO's stated purpose is to meet the academic needs of distance learning students, all of our Mississippi community college students have access to the resources they provide. MELO receives annual funding for databases from the State Board of Community and Junior Colleges. The MELO Committee makes recommendations to deans and directors at their spring meeting concerning databases to purchase the following budget year. There is an alphabetical list of databases available to Northeast and funded by MELO on the MELO website. (MELO. Mississippi Electronic Libraries Online. Databases A to Z, Access.)

11.3: Library and Learning/Information Access

Access to other services available to students on campus include:

- Use of Library computers and printers, as well as free printing up to 250 pages per semester. One of the printers facilitates printing from iPads, a plus since all students are now required to have iPads.
- Students also have access to audio-visual equipment and a photocopy machine. The copier, located in the lobby, allows students to make copies of notes from missed classes, copies of other needed educational resources, as well as copies of photo IDs needed for financial aid or College admissions. The Library received a new copier in June 2019 that provides students the capacity to print from a flash drive, save to a flash drive, and to email documents to themselves in PDF format to enable document printing from their Northeast campus email accounts, thus providing access on multiple levels.
- The Booneville Library works with one of the CSC 1113 Computer Applications instructors to provide access to tutors for that course (Tutoring Schedule Spring 2019, Access.) Additional tutoring also occurs in the Library as tutors assigned by the Student Success Center can meet and work with tutees.
- The Booneville Library also has a designated "quiet study room," allowing students a place to study individually in a quiet atmosphere conducive to their study needs.
- Five group study rooms, equipped with dry erase boards and markers, are available in the Booneville Library. An easel and portable dry erase board is available as needed in the additional two rooms. The *Spring 2019 Library Study Survey* recorded a 100% survey result for the statement, "Atmosphere is conducive to study." An additional statement, "Small group study space is available and adequate," received an 89.3% response (*Results of the Spring 2019 Library Student Survey, Study Space, Access.*) Annual statistics for the 2018-2019 academic year show study rooms were checked out 953 times. Staff check out each room to only one of the students in each group. With groups varying from two to as many as eight students in a room, thousands of students use the rooms annually (Library Circulation Statistics 2018-2010, Study Rooms.)
- One regularly-used service to which students have access is a wide range of LibGuides to provide "as-needed" assistance on many topics. Further detail on these is provided in the second part of this standard as their intention is to provide regular and timely instruction in the use of the library as well as other services and resources on campus.
- LibGuides are available at all times to provide on-the-spot instructional assistance. The LibGuides include an MLA citation guide, an APA citation guide, a Chicago Manual of Style guide, instructions on how to register for classes, instructions on how to access ACT and PRAXIS Core materials in the databases, information on how to print from their iPads, a copy of the Northeast Technology Guide, a handout for "Update Password Guide," as well as a guide for the Writing Center, detailing the url for registering for an account and how to make appointments to receive writing assistance. Also included is eLearning's *Canvas Support* guide (*LibGuide. APA 6th ed. List of Reference Examples; LibGuide. MLA List of Works Cited Examples, MLA Handbook 8th ed.; LibGuide. Chicago Style List of Bibliographic Examples, Chicago Manual of Style, 17th ed.; LibGuide. How to Register for Classes; LibGuide. ACT or Praxis Core Preparation; LibGuide. Printing Directions; LibGuide. Northeast Technology Guide; LibGuide. Update Password Guide;*
- *LibGuide. Writing Center; LibGuide. Canvas Support.*)

Perhaps the most valuable resource and service provided to Northeast students and faculty is available at both Northeast Libraries—access to one-on-one assistance from professional librarians familiar with all resources and services. These individuals are dedicated to serve the College's mission to meet the educational and career needs of its students.

Evaluation of Adequacy in Access to Resources and Services

With the assistance of the Office of Planning and Research, the Library uses multiple surveys to measure student, faculty, staff, and administration satisfaction with access to Library resources and services.

In the past, the Library requested that the Office of Planning and Research conduct the *Library Student Survey* each fall. The survey evaluated staff, resources, services, and, instruction. After discussion with the Office of Planning and Research, the survey was moved to the spring semester beginning in Spring 2019. The *Spring 2019 Library Student Survey* included six statements to measure Library access. Results from the Spring survey appear in Table 2 (*Results of the Spring 2019 Library Student Survey, Access to Services.*)

Table 2

	Spring 2019	Fall 2017
Materials are accessible both in the library and from my home/office.	84.1%	81.0%
I am able to access and use online databases to meet my learning needs.	91.3%	83.0%
Library hours are convenient and sufficient.	82.3%	78.0%
Delivery of learning resources and Library services is timely.	86.6%	81.0%
Northeast ensures that Library & Learning Resources are available to all students.	91.3%	84.0%
The Library Resources Link is easy to locate on the Northeast Web Page, enabling me to locate information on my own.	90.4%	82.0%

The *Campus Climate Survey* is a measure of satisfaction by all employees of the College. The Office of Planning and Research distributed it via email in October 2018. Part three of the survey is "Level of Satisfaction with College Services and Programs," covering satisfaction with fifty-three College services or programs. On the Fall 2018 Campus Climate Survey, the Library had a mean score of 4.41 on a 5 point scale. Employees marked responses from "Strongly Agree" to "Strongly Disagree" with "No Opinion" as an option as well. The results are in Table 3 (*Campus Climate Survey, Fall 2018 Results, Access to Services*)

Table 3

	Fall 2018	Fall 2017
Library	4.41	4.42

Northeast's Division of eLearning conducted the *Spring 2019 Virtual Student Services Survey* to measure satisfaction of its students. Section three of the survey addresses "Library Resources/Services." The results are in Table 4(*Virtual Student Services Survey, Spring 2019, Access to Services.*)

Table 4

3.6 Check the following electronic resources that you used:	Percent
MELO (MS Electronic Libraries Online	38.2%
MAGNOLIA/EBSCOhost host	35%
College library website	63.6%
3.7 During the semester, I used library resources in the following ways:	
Accessed my institution's library website	39.3%
Talked in person to someone	14.4%
Used Ask a Librarian 24/7 Live Chat service	4.3%
Called on the phone	2.1%
Accessed through my Canvas course	60.2%

The Library also requests the Office of Planning and Research conduct the *Faculty Evaluation of Library Survey*. The survey evaluates staff, resources, and services. Traditionally administered in the spring semester, librarians modified the survey, and moved its administration to the fall semester starting in October 2018. The Fall 2018 survey included three statements that addressed access. Results from the survey appear in Table 5 (*Results of Spring 2019 Faculty Evaluation of Library, Access to Services*).

Table 5

	Fall 2018	Spring 2018
Budget permitting, the Library obtains materials I request.	94.4%	90.0%
Current Library hours are satisfactory for my students.	89.5%	82.0%
The Library makes available online databases and eBooks that support the curriculum.	94.8%	87.0%

Access to Instruction

All students, whether enrolled as traditional students, dual-enrolled students, students at off-campus sites, hybrid, or online, have continual access to instructional assistance, in some format, twenty-four hours a day, seven days a week. Below is a description of the varied means used by College Librarians to provide continual access to instruction for Library resources and services.

- At the beginning of the fall and spring semesters, the library director sends e-mails to both online and dual-enrolled students to make them aware of the resources available to them, including an email sent to all online students (Email, eLearning Students, January 3, 2019, Access to Instruction; Email, Dual Enroll Students, January 9, 2019, Access to Instruction.)

- Students in ENG 1113, English Composition I, have a library project as a part of the course. Instructors for ENG 1113 have the option to teach the library project to their students in their classrooms or to request a librarian teach the library project in the Library's computer lab. With the move to all students owning iPads, many English instructors elect to teach the library project in their classrooms with students using their iPads. For faculty opting to teach their own library project, the library director provides an information sheet for English faculty to use to make sure their students learn about access to all Library resources and services as a part of the library project unit (Email, ENG 1113 Library Project Handout, January 4, 2019, Access to Instruction.) During the 2017-2018 academic year, 823 students in 41 classes received instruction from librarians in the Library computer lab (Library Circulation Statistics 2018-2019, Student Instruction, Access to Instruction.)
- Librarians also have the opportunity to teach a unit of SPT 1113, Public Speaking, in the Library each semester. All Public Speaking students are required to give informative speeches and persuasive speeches. Library resources are required for those speeches, so librarians teach those students about access to resources. College faculty teaching classes other than English Comp I and Public Speaking also give assignments requiring Library usage. Those instructors provide their students with instruction regarding Library resources. On occasion, some faculty request a librarian provide focused instruction to their classes regarding their library research assignments.
- In an additional effort to ensure that all students receive instructional information about access to Library staff, resources, and services, in the Fall 2018 semester the library director developed a Library Module for inclusion in the LLS 1311 Freshman Orientation course required for all incoming freshmen. The module included a test, allowing measurement of the extent to which students understood the availability of access to Library staff, services, and resources (LLS 1311 Freshmen Orientation, Library Module, Access to Instruction.) The Library Module was piloted in two small sections of the Freshmen Orientation course in Fall 2018. All fifteen students in two sections received grades of 80% or above (Email, Library Module, 28 November 2018, Access to Instruction.) For Fall 2019, the vice president of Instruction redesigned the Freshman Orientation course to include financial literacy and career exploration information and changed the course to LLS 1511, College Life. Since all incoming freshmen were required to take and complete this course, beginning in Fall 2019, all incoming freshmen will receive instructional information regarding access to Library staff, resources and services, and they will be tested on that knowledge (LLS 1511 College Life, Library Module, Access to Instruction.)
- Two courses embedded in Canvas for all students provide access to instructional information for students regarding Library resources and services.
    - The *Northeast Student* course, designed to educate students about the total college experience, includes a "Library Resources" instructional module as a part of the course. The Northeast Students link appears under "Courses" along with courses in which that student is registered. Modules available to students include a link for 24/7 Support and a link for Library Resources. The links provide access to timely instruction regarding the *QuestionPoint Ask-a-Librarian 24-7 Reference* described earlier in this standard as well as timely instruction regarding library resources and their use (Northeast Students Course, Canvas, Access to Instruction.)
    - Library personnel created a *Library Student Resources* course. It is always available to students to provide regular and timely instruction to assist students in both knowing what

is provided by the Library for them as well as how to use those resources and services. The initial screen includes a list of available resources as well as hours of operation of Booneville's Eula Dees Library and Corinth's Thomas L. Sweat Library (Library Student Resources Course, Home Page, Access to Instruction.) Detailed instructional help appears in modules providing "how to" information on databases, including video tutorials and "quick start" guides for each database. (Library Student Resources Course, Modules, Tutorials and Quick Guides, Access to Instruction.) One module provides detailed bibliographic citation information for APA, MLA Styles, and Chicago styles (Library Student Resources Course, Modules, Citation Style Guides, Access to Instruction.)

- Designed to provide access to instructional assistance for users, the Library homepage has links to databases and the online catalog, as well as information about accessing and using eBooks. It also includes citation information for the three most popular styles used by Northeast instructors, including MLA, APA, and Chicago styles. In addition to documents displaying citation use, there are document help guides as well as links to additional assistance sources. Other links include Library FAQs, a listing of staff and hours, the Library's Interlibrary Loan Policy, and a link for the Thomas Sweat Library. To assure students have access to additional help if needed, the link for *Ask a Librarian 24-7 Reference* appears as the second link on the Library homepage (Eula Dees Memorial Library, Home Page, 24-7, Access to Instruction.) This resource provides students access to a professional librarian 24 hours a day, seven days a week to help students with Library research questions.

- Access to LibGuides is available at all times to provide point-of-need instructional assistance. The LibGuides include an MLA citation guide, an APA citation guide, a Chicago Manual of Style guide, instructions on how to register for classes, instructions on how to access ACT and PRAXIS Core materials in the databases, information on how to print from their iPads, a copy of the Northeast Technology Guide, a guide for "Steps to Canvas Access," and a guide for the Writing Center, which provides the URL for registration and making appointments to receive writing assistance (LibGuide. APA 6th ed. List of Reference Examples, Access to Instruction; LibGuide. MLA List of Works Cited Examples, MLA Handbook 8th ed., Access to Instruction; LibGuide. Chicago Style List of Bibliographic Examples, Chicago Manual of Style, 17th ed., Access to Instruction; LibGuide. How to Register for Classes, Access to Instruction; LibGuide. ACT or Praxis Core Preparation, Access to Instruction; LibGuide. Printing Directions, Access to Instruction; LibGuide. Northeast Technology Guide, Access to Instruction; LibGuide. Update Password Guide, Access to Instruction; LibGuide. Writing Center, Access to Instruction; LibGuide. Canvas Support, Access to Instruction.)

- Librarians offer access to one-on-one instructional assistance to students at any point of need during all hours the libraries are open.

- A librarian created a poster for students at Northeast's New Albany off-campus detailing the online resources available to them. The library director contacted the New Albany Center director, requesting he display the flyers around the New Albany campus (New Albany Poster 2018-2019.) The library director also emailed all faculty scheduled to teach classes at New Albany. The poster was attached, and the email included more detailed information about resources, services, and how students could access books from one of the two Northeast libraries (Email, New Albany Poster, January 2, 2019.)

- The Library also works with other groups on campus to provide access to instructional assistance to students. The Library works with CSC 1113 Computer Applications instructors to provide one-on-one tutoring for students for that course in the Library during both day and evening hours (Tutoring Schedule Spring 2019, Access to Instruction.) The Library is also a place where students meet to receive tutoring services for their courses. Tutors, assigned by the Student Success Center, meet with tutees and work together in the Library. For students seeking assistance in the writing process, the Library developed a LibGuide for the Writing Center, detailing the URL for registration and making appointments to receive writing assistance.

Evaluation of Adequacy

With the assistance of the Office of Planning and Research, the Library uses multiple surveys to measure student, faculty, staff, and administration satisfaction with Library instructional services.

In the past, the Library requested that the Office of Planning and Research conduct the *Library Student Survey* each fall. The survey evaluates staff, resources, services, and, instruction. After discussion with the Office of Planning and Research, the survey was moved to the spring semester beginning in Spring 2019. The *Spring 2019 Library Student Survey* included three statements to measure Library instruction. Results from the Spring survey appear in Table 6 (Results of the Spring 2019 Library Student Survey, Access to Instruction.)

Table 6

	Spring 2019	**Fall 2017**
Library Orientation and Instruction enabled me to use the online databases.	86.7%	82.0%
The Northeast Library provides regular and timely Library instruction.	90.2%	82.0%
I am satisfied with the Library support for my information needs in completing college assignments.	90.4%	83.0%

The Library also requests that the Office of Planning and Research conduct the *Faculty Evaluation of Library Survey* each. The survey evaluates staff, resources, and services. Traditionally administered in the spring semester, librarians modified the survey, and moved its administration to the fall semester starting in October 2018. The Fall 2018 *Faculty Evaluation of Library Survey* included one statement to measure faculty satisfaction with Library instruction. Results from the survey appear in Table 7 (*Results of Fall 2018 Faculty Evaluation of Library, Access to Instruction.*)

Table 7

	Fall 2018	Spring 2018
The Library ensures that students and faculty have access to regular and timely instruction in the use of Library and other learning/information resources.	92.1%	90.0%

Beginning with the 2010 *Faculty Evaluation of Library Survey*, there were two questions intended only for faculty members teaching SPT 1113 and ENG 1113. Since librarians teach all of the seated speech classes each semester as well as some of the ENG 1113 classes for those teachers not electing to teach their own classes, librarians were interested in feedback specifically from those instructors. Table 8 contains the results from those two questions (*Results of Fall 2018 Faculty Evaluation of Library, SPT 1113 and ENG 1113.*)

Table 8

	Fall 2018	Spring 2018
The library orientation promotes student learning and assists in meeting curriculum needs.	100%	85.0%
Librarians are proficient in teaching library orientation classes to my classes	100%	84.0%

 Northeast conducted the *Spring 2019 Virtual Student Services Survey* to measure satisfaction of our own students in online courses. Section three of the survey addresses "Library Resources/Services, " and results for 3.5 are in table 9. (*Virtual Student Services Survey, Spring 2019, Access to Instruction.*)

Table 9

3.5 Instructions for using library resources were provided in the following ways:	Percent
Online through the MELO website	21%
Online through my institution	53.4%
Handouts	3.5%
Librarians	8.4%
Faculty instruction	12.8%

Access to instructions for using Library resources come fully through Northeast Libraries, Northeast faculty, or through Library partnerships.

Northeast conducted the *Northeast at Corinth Student Survey Spring 2019* and the *Northeast at New Albany Student Survey Spring 2019* to measure student satisfaction of our students taking courses on these campuses. Percentage of response to both surveys was low, therefore results were not useful. However, anecdotal comments at the end of the survey do show the availability of on-going instruction. On the Corinth survey, one student stated, "The librarian is fantastic and has or will get the answers you need, to your questions." On the New Albany survey, a student

stated, "I was about to have access to the 24-hour libraries and they are so helpful." This refers to *QuestionPoint Ask-a-Librarian 24-7 Reference* described earlier in this standard as providing our students with access to a professional librarian twenty-four hours a day, seven days a week (*Results of Northeast at Corinth Student Survey Spring 2019*, *Results of Northeast at New Albany Student Survey Spring 2019*.)

11.3 Supporting Documentation

- *Northeast Board of Trustees Policy Book 2019-2020,* p. 7-8, Purpose Statement, Access
- *Northeast Procedures Manual 2019-20,* p. 8, Purpose Statement, Access
- *Northeast Student Catalog 2019-2020,* Purpose Statement, Access
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 4, Purpose Statement, Access
- Eula Dees Library, Home Page, Hours
- *Northeast Student Catalog 2019-2020,* Library Link
- Library Student Resources Course, Home Page, Library Hours
- LLS 1511 College Life, Library Hours
- *Northeast Students Course, Canvas*
- QuestionPoint Ask-a-Librarian 24-7 Reference, Access
- Email, QuestionPoint Reference Librarians, August 8, 2018, Access
- Eula Dees Library, Home Page, Library Staff Hours Link
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 26, Student Privilege
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 28, Faculty Privilege
- *Procedures Manual of Northeast Mississippi Community College Libraries, Fall 2018,* p. 30, Non-Northeast Privilege
- Library Circulation Statistics 2018-2019, ILL, Access
- Films on Demand Database, 10 August 2019, Access
- Email, New Titles Notification, June 2019, Access
- *Constitution of the Mississippi Community and Junior College Library Deans' & Directors' Association, Access*
- MELO. Mississippi Electronic Libraries Online. Mission Statement, Access
- MELO. Mississippi Electronic Libraries Online. Home Page, Access
- MELO. Mississippi Electronic Libraries Online. Databases A to Z, Access
- Tutoring Schedule Spring 2019, Access
- *Results of the Spring 2019 Library Student Survey, Study Space, Access*
- Library Circulation Statistics 2018-2019, Study Rooms
- NetTutor, Canvas
- Student Success Center, Writing Assistance
- *Results of the Spring 2019 Library Student Survey, Access to Services*
- *Campus Climate Survey, Fall 2018 Results, Access to Services*
- *Virtual Student Services Survey, Spring 2019, Access to Services*
- *Results of Fall 2018 Faculty Evaluation of Library, Access to Services*

- *Results of Fall 2018 Faculty Evaluation of Library, SPT 1113 and ENG 1113*
- Email, eLearning Students, January 3, 2019, Access to Instruction
- Email, Dual Enroll Students, January 9, 2019, Access to Instruction
- Email, ENG 1113 Library Project Handout, January 4, 2019, Access to Instruction
- Library Circulation Statistics 2018-2019, Student Instruction, Access to Instruction
  LLS 1311 Freshmen Orientation, Library Module, Access to Instruction
  Email, Library Module, November 28, 2018, Access to Instruction
- *Northeast at Corinth Student Survey Spring 2019*
- *Northeast at New Albany Student Survey Spring 2019*

Section 12: Academic and Student Support Services

12.1: Student Support Services [CR]

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgement of Compliance:

X Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast complies with Core Requirement 12.1 by providing appropriate academic and student support programs, services, and activities consistent with the College's mission that are intended to promote student learning and enhance the overall development of its students.

Purpose Statement

Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree, and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

1. To provide accessible, high quality and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions
2. To provide industry-focused career and technical education that is student centered, comprehensive, and responsive to the employment needs of business and industry.
3. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
4. To provide developmental studies within the curriculum to strengthen the basic skills of students.
5. To offer continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment.
6. To provide employer-driven, industry-specific workforce education and training to businesses, industries, and individuals.
7. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

(*Procedures Manual 2019-2020,* Purpose Statement, p. 8;

Northeast Student Catalog 2018-2019, General Information, Purpose Statement)

The oversight of academic and student support services is shared by the vice president of Instruction (academic advising, Guidance and Counseling, Student Success Center, Library and Learning Resources, and eLearning,) and the vice president of Student Services (Admissions and Records, Housing, Financial Aid, Campus Police, Intercollegiate Athletics, Burgess Activity Center, Intercollegiate Athletics, Student Activities).

Academic Advising

High quality advising is vital to the long-term success of Northeast. Faculty Advisors are the link between students and this institution. Students who stay in college are usually students who develop a relationship with one significant person at the college. Advisors are in an excellent position to be that significant person.

The purpose of the academic advising program at Northeast is as follows:

- To provide accurate information about educational options, requirements, policies, and procedures.
- To help students plan educational goals consistent with their interests, strengths, and abilities.
- To give students guidance, support, and encouragement.
- To make available and accessible the resources of the institution to meet the students' special educational needs.
- To assist students by continually monitoring and evaluating their educational needs.
- To teach students how to become responsible consumers of their own education and make viable academic decisions.
- To help students diminish the confusion that comes with a new environment (Counseling Center Webpage, Academic Advising).

Each student enrolled at Northeast is assigned a faculty advisor. Students are encouraged to meet with their advisors periodically during each semester. The role of the faculty advisor is (1) to plan the class schedule, (2) to provide up-to-date information about careers, (3) to refer students to the proper sources for assistance, (4) to encourage students in their efforts to be successful, and (5) to approve academic programs for graduation from Northeast Mississippi Community College (*Student Catalog, 2018-2019,* Academic Advising; Priority Registration Day Flyer).

Guidance and Counseling

The Department of Counseling serves current, former, and prospective students by providing professional academic, career, social, and personal counseling services. These services include career and academic counseling, personal and social counseling, support for students with disabilities, testing services, new student orientation, and job placement assistance. (Counseling Center Brochure, Success Workshop Posters*).*

Information describing the services of the Counseling Department is available to students, parents, and the public through the *Northeast Student Catalog,* the Counseling Center Brochure, and at the Counseling Center webpage.

Career and Academic Counseling

Career and academic counseling offered by the counseling staff assists students in identifying interests, values, needs, and abilities in order to plan academic and career goals. In-depth career counseling is used to help students in their process of self-assessment. The center offers interest inventories (including the Myers-Briggs Type Indicator-career survey), career information files, and senior college applications and catalogs; coordinates senior college visits to Northeast, provides an annual career and college transfer day; conducts job interview and resume writing workshops; provides financial aid and scholarship information; and researches up to date labor market information to aid the student in developing a career plan (*Northeast Student Catalog, 2018-2019,* Career and Academic Counseling). Approximately 400 students received career counseling during the 2018-2019 school year.

Individual and Group Counseling

Through personal counseling, the counseling staff assists the student to define goals and resolve personal, social, or educational problems. Interview sessions conducted by counselors are kept confidential. Information of a confidential nature is released only upon a client's written request, in a circumstance which would result in a clear danger to the client or others, or as may be required by law (*Northeast Student Catalog 2018-2019,* Individual and Group Counseling). Approximately 120 students received individual counseling through the Counseling Center during the 2018-2019 school year.

Testing

The counseling staff administers various tests to assist students when enrolling in college and making academic and career choices, including National ACT, Residual ACT, SAT, and ETSPP (Educational Testing Service Proficiency Profile).
The national American College Test (ACT) is given on regular national test dates. Pre-registration is required. The residual American College Test is given on a scheduled basis. Students should contact the Counseling Center for dates and information (*Northeast Student Catalog, 2018-2019,* Testing). During the 2018-2019 school year, 181 students participated in residual ACT testing, and 841 participate in national ACT testing.

Students with ACT English sub scores 16 and below are placed in ENG 0113 Beginning English. Completion of this course with a "C" or better qualifies the student for entry in ENG 1113 - English Composition I. Students who wish to challenge their English placement may do so through the departmental challenge exam. (Email, English Placement Exam, July 19, 2019; Course Description ENG 0113, Beginning English- *2018-2019 Northeast Student Catalog;* Course Description ENG 1113, English Composition I- *2018-2019 Northeast Student Catalog*).

12.1: Student Support Services [CR]

The College uses ACT math sub-scores along with credits in high school mathematics courses for placement in college mathematics courses. Students with an ACT Math sub-score of 19 or above register for MAT 1313 - College Algebra. Students with ACT math sub-scores 18 or below will be register for MAT 1233 - Intermediate Algebra; however, students with a Math ACT sub-score 16 and below may enroll in MAT 0123 - Beginning Algebra. Students may challenge their placement level in mathematics by completing a departmental challenge exam. (Email, Math Placement Exam, July 19,2019). Students who have an ACT sub-score in Math of 22 or higher can register for the following: MAT 1513-Business Calculus I or MAT 1613-Calculus I (Course Description MAT 0123, Beginning Algebra- *2018-2019 Northeast Student Catalog*; Course Description MAT 1233, Intermediate Algebra- *2018-2019 Northeast Student Catalog*; Course Description MAT 1313, College Algebra- *2018-2019 Northeast Student Catalog*; Course Description MAT 1513, Business Calculus I- *2018-2019 Northeast Student Catalog*; Course Description MAT 1613, Calculus I- *2018-2019 Student Catalog*).

If a student's curriculum requires BIO 2514 - Anatomy and Physiology I, an ACT composite score of 19 or above is necessary for enrollment in the course. Students with a composite of 18 or below will be required to enroll in BIO 1534 - Survey of Anatomy and Physiology prior to taking BIO 2514 (*Northeast Student Catalog 2019-20,* Placement Testing).

Disability Services

Northeast Mississippi Community College is committed to providing a positive college experience in which students with disabilities are encouraged to pursue education and careers on the basis of personal interest and ability. Through the focused and dedicated work of the Office of Disability Accommodations located in Wright Hall, reasonable accommodations are offered in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Students must self-identify by submitting a Northeast Disabilities Application in order to receive accommodations. The application is available at the ADA Compliance Office, at off-site location kiosks, and on the College website. The Disabilities Counselor/Coordinator works with the student to decide and develop the most reasonable accommodations plan based on disability. Ongoing assistance for students with disabilities is available by contacting the ODA office directly in person, via phone or email, by contacting counseling staff at the off-campus sites, or by emailing necares@nemcc.edu. Students may also contact the Americans with Disabilities Act (ADA) Compliance Officer (vice president of Student Services) in person, via phone, or by email. (Northeast Disabilities Application; Northeast Disabilities Brochure; Request for Accommodations; Counseling Center Webpage, Disability Accommodations*; Northeast Student Catalog, 2019-20,* Disability Services*).* During the 2018-2019 school year, 78 student were served through the Office is Disability Accommodations throughout the Fall semester and seventy-two were served during the Spring semester (Email, Disability Students Served 2018-2019 School Year, June 11, 2019; NE Cares Poster).

New Student Orientation

The counseling staff provides orientation sessions to aid incoming freshmen in learning about the College's environment (*Northeast Student Catalog, 2018-2019,* Orientation 1). All students who

288

apply for admission are invited to an orientation on campus. Students who are interested in enrolling in e-Learning courses may participate through an on-campus orientation or virtual orientation that is available through the college's website. A total of 1,442 students were served through the Summer 2018 Orientation (*Northeast Student Catalog 2019-20,* Orientation 2*; Orientation Postcard; Email, Summer Orientation Numbers, August 8, 2018*).

Job Placement

The counseling staff offers career planning and job placement services to assist students in finding full or part time employment. Regional employers in approximately thirty counties are contacted annually by the Student Placement Office to encourage employing Northeast students. Students are encouraged to visit the Placement Office in Ramsey Hall, room 113, to discuss employment needs and services. To obtain up to date occupation information, students may contact the director of the Counseling Center located in Ramsey Hall, by phone at (662) 720-7412, via email at jewilliford@nemcc.edu (Canvas Email, Job Announcement, March 6, 2019*; Northeast Student Catalog 2018-19,* Job Placement*).* During the 2018-2019 school year, 30 students utilized job placement services through the Counseling Center.

Student Success Center

The Student Success Center serves all Northeast students (seated, online, and dual-enrolled) by providing resources that promote and encourage student success. These services include success coach guidance, Writing Center support, tutoring services, designated study spaces, and the Tiger D.E.N. (Delivering Every Need) Food Pantry (*Northeast Student Catalog, 2019-20,* Student Success Center*;   Northeast Procedures Manual, 2019-2020,* Student Success, 110*; Student Success Center Banner; Student Success Center Poster*).

Success Coaches

Success coaches promote academic and personal success by monitoring, reporting, and discussing excessive absences with students; reviewing grades and creating study plans; and connecting students to tutorial services, the Writing Center, the Office of Disability Accommodations, counseling services, and the Tiger D.E.N. Food Pantry. Success coaches served 734 students during the Fall 2018 and 617 during the Spring 2019 semester (*Northeast Student Catalog 2019-20,* Success Coaches; Email, Student Success Numbers, June 18, 2019).

Writing Center

Students enrolled in any course may use the Writing Center for help at any stage of the writing process from planning to revising. The staff actively works with the students at various stages of the writing process. During the 2018-2019, 571 student visits were recorded for the Writing Center. (Writing Center Website; *Northeast Student Catalog 2019-20,* Writing Center; Writing Lab Photo; Email, Student Success Center Numbers, June 18, 2018).

Individual Peer Tutoring

Peer tutoring is available at no cost to all Northeast students. Students may schedule appointments through nemcc.mywconline.com or by visiting the Student Success Center located in Wright Hall. During the Spring 2019 semester, 340 student visits were recorded for the Tutor Lab (*Northeast Student Catalog 2019-20,* Tutor Lab; Tutor Lab Photo; Email, Student Success Center Numbers, June 18, 2019).

Tiger Delivering Every Need (D.E.N.) Food Pantry

The Tiger Delivering Every Need (D.E.N.) is a free resource to all enrolled students. First time recipients submit an online application. Once the application is processed, the student submits the online request form each month for desired items. Every effort is made to maintain confidentiality of those who utilize this service. During the 2018-2019 school year, 62 food boxes were supplied to families in need (Tiger D.E.N. Website; *Northeast Student Catalog, 2019-20*, Tiger D.E.N. Food Pantry; Tiger D.E.N. Promotion Card; Tiger D.E.N. Request Form; Tiger D.E.N. Application; Tiger D.E.N. Number of Boxes Packed).

Library and Learning Resources

The purpose of the library is to serve as a catalyst by providing information in various formats to support the instructional programs of the community college, to promote information literacy by providing instruction in the skills needed to seek, evaluate, and use information effectively, and to provide assistance to the community beyond the confines of the College (*Procedures Manual of Northeast Community College Libraries, Fall 2018,* 4)
Regardless of location, all students have access to items included in the library's physical collection. Traditional students, dual enrolled students, students at off-campus sites, hybrid students, and online students have full access to print resources. Librarians send items between off-site locations by asking faculty who teach at multiple campuses to deliver items upon student request. In addition, off-site directors go between Booneville campus and their campuses; they frequently deliver requested library items to students at their location. All students are also welcome to visit either library.

ELearing

Northeast recognizes the needs of students who, because of various time or space barriers, cannot attend courses in the traditional classroom setting. Northeast students are offered the opportunity to expand their learning experience through online and hybrid courses (courses with less than 75% of the contact hours provided online) including core academics and complete programs. The College is an active participant in the Mississippi Virtual Community College (MSVCC), a joint on-line effort between the Community Colleges within the State of Mississippi and the State Board for Community and Junior Colleges. This partnership increases the number of Internet-based courses that are available to Northeast students.

Online courses are delivered through an internet-based learning management system called Canvas. In Canvas, students can access course materials, view grades, submit assignments, participate in discussion boards, and much more. The completion of weekly assignments within

Canvas is used as the attendance record for online courses. To ensure the integrity of the students' work, students enrolled in online courses are required to attend a minimum of 2 exams that are proctored and administered by an approved testing site. All on-line courses meet the same educational requirements as traditional classroom courses (eLearning Webpage, eLearning; eLearning webpage, Test Requirements; *Northeast Student Catalog 2019-20,* eLearning; *Northeast Procedures Manual 2019-2020,* 70-71).

NetTutor is a free-to-students, online tutoring service and can be accessed 24/7 through the student's Canvas account. If assistance is needed on how to access this service, students are encouraged to consult with their instructors or speak with the Counseling Center (Counseling Center Webpage, Tutoring Services; NetTutor Screenshot 1; NetTutor Screenshot 2).

Enrollment Services

The Office of Admissions and Records is responsible for coordinating the institution's enrollment management plan with oversight of the student recruitment, admissions, registration, and record keeping functions of the College (*Five-Year Strategic Planning Document 2019-24,* 176).

Recruiting

The College recruits students from a five-county district that includes Alcorn, Prentiss, Tippah, Tishomingo, and Union counties by advertising through the College website (www.nemcc.edu), in state and local media, through direct mail, and by onsite visits at local high schools. Students who wish to learn more about the institution may access the College website and online documents, including the student catalog and course schedule look-up (Recruiting Packet; Pictures of Prentiss County College Fair; Screenshot of Future Students Website).

Admissions

Students applying for admission to the institution must submit an application online, in person, or through the mail. Prospective students may request a paper application be mailed to them via email at admitme@northeast.edu or by calling the Admissions Office. Admission standards are identical for students entering programs delivered at the off-site locations and for students entering programs taught at the main campus. In an effort to serve the diverse needs of its student body, the College admits students in one of the following categories: new (regular), transfer, visiting, dual, MI-Best, international, and senior citizen (Northeast Admissions Webpage, *Northeast Student Catalog 2019-20).*

Northeast has an open-door policy for admission. During the fall 2018 semester, the institution received 4,517 applications; 3,633 individuals completed the application process and were accepted for enrollment. Of these applicants, 1,672 matriculated at the institution (Argos-Applicant by term- Fall 2018).

MI-BEST Admission

The MI-BEST (Mississippi Integrated Basic Education and Skills Training) program is unique to community colleges in the state of Mississippi Community College system.

For admission into the Mississippi Integrated Basic Education and Skills Training (MI-BEST) integrated pathways program, the applicant must:
1. Gain acceptance into the MI-BEST program in a declared pathway through the division of Workforce Development;
2. Complete a Northeast Mississippi Community College application for admission
(Northeast Student Catalog 2019-20; MI-Best Admissions Webpage; MI BEST Admissions – Student File*).*

After meeting the admissions requirements, all students are mailed an acceptance letter. This letter lists the student's major, advisor's name, and advisor's email address. (Acceptance Letter – Student File).

Records

The Records Office is charged with maintaining the confidentiality and security of student academic records, including both hard copy and electronic versions. Student records are created in the Admissions Office, and upon enrollment, documents are scanned utilizing a digital imaging system by the Records staff before being placed in the file and secured in a vault (Student Record - 1; Student Record-2). Active student records are maintained in a locked area inside the records office. All inactive permanent files are in the vault separate from active records. Permanent records are maintained and stored at the main campus only. Northeast houses 3,292 active student records and has 76,441 inactive student records dating back to the College's founding in 1948 (Argos- Registered and Withdrawn Students- Beg of Term)

The institution has an official policy on the release of student records. This policy is located in the Northeast Student Catalog and on the Northeast website. Official transcripts are released upon receipt of a written and signed request from the student, provided that all College obligations have been met. Transcript request forms are available online or in the Records Office. Students may also request their transcripts online. E-mail or faxed requests are not accepted (*Northeast Student Catalog 2019-20;* Enrollment Services Homepage; Transcript Request Form- sample; Student Transcript- sample).

Current students, both on the main campus, off-site locations and online, may access unofficial transcripts through the secure website https://my.nemcc.edu/ - Student Resources. Students may print a copy of their transcripts, view and print class schedules and grades, check their attendance as well as use the Curriculum and Advising Program Planning (DegreeWorks) software. DegreeWorks enables students to see degree requirements completed in association with their declared program of study. DegreeWorks offers a "What if" analysis for those students undecided about a program of study. Additionally, students may pay tuition, view any holds on their records, verify current mailing addresses, access their CANVAS accounts, apply for graduation, access financial aid information , access e-mail and find contact information for their advisor within the student resources portal (DegreeWorks worksheet-my.nemcc.edu; Student Resources – my.nemcc.edu; Priority Registration Day post-card*)*

Students may change their Program of Study in the Counseling Centers office on the main campus, as well as at the Northeast at New Albany or Northeast at Corinth locations, or students may fax or mail changes in Program of Study to the Counseling Center. Students can apply for graduation on dates specified in the College Catalog by completing an application for graduation. Applications are available in the Record's Office and may be mailed or e-mailed upon request. (*Northeast Student Catalog 2019-20;* Change in Program of Study Form; Application for graduation)

Northeast maintains a Veterans office in the Office of Admissions and Records. Eligible veterans/dependents are entitled to benefits which are dependent on the amount of military time served, years of service, number of dependents, type of discharge, and other factors. The student receiving VA Ed Benefits follow the Northeast Policy on Satisfactory Academic Progress (N*ortheast Student Catalog 2019-2020)*. Veterans are admitted through the same requirements as other students. Published calendars, policies, and regulations apply to Veterans receiving VA Education Benefits. Also based on VA rules and regulations, students receive VA Education Benefits only for courses which apply toward a degree program or the necessary remediation. (Northeast Veterans Web Page; Veteran's Day Soup Luncheon)

Financial Aid

The Financial Aid Department administers assistance programs from the following categories: academic scholarships, performance scholarships, athletic scholarships, foundation scholarships, and governmental assistance programs. In the 2018-2019 academic year, the Financial Aid department paid out $17,741,086 in aid. (All Funds- Banner- ROAMGMT*).*

The department provides governmental financial aid to all students according to their eligibility and administers the programs in accordance with local, state, and federal regulations. During the 2018-2019 Financial Aid Year, including fall 2018, spring 2019, and summer 2019, $13,541,484 in federal financial aid was distributed through the Federal Work Study Program ($174,008), Federal Direct Stafford ($1,918,907, Federal Direct Unsubsidized Loans ($1,174,008), Federal Pell Grants ($9,520,975), and Federal Supplemental Educational Opportunity Grant ($73,591) (Federal Student Aid – Banner- ROAMGMT).

Students may also apply for state, institutional, privately-funded, and foundation financial aid programs. During the 2018-2019 Financial Aid Year, including fall 2018, spring 2019, and summer 2019, $541,440 in state aid was distributed which includes Mississippi Resident Tuition Assistance Grant Program ($259,475), Mississippi Eminent Scholars Grant ($43,750), and Higher Education Legislative Plan ($219,050) (State Student Aid- Banner-ROAMGMT).

Institutional scholarships based on participation and/or competition were added to the students' accounts in the amount of $2,919,264 for the 2018-19 year (Institutional Student Aid - Banner-ROAMGMT). Agency and Foundation scholarships were awarded to students in the amount of $599,000 (Agency and Foundation Scholarships 2018-19). Finally, any aid not falling into the

aforementioned categories, such as tuition guarantee from approved surrounding counties and alternative loans (secured by students who are unable to receive traditional student loans) totaled $542,224 ($470,513 from tuition guarantee and $71,711 from alternative loans). (Other Student Aid- Banner- ROAMGMT).

Financial aid/scholarship information and applications are available to students at the main campus and the off-campus sites through the College website; by mail at 101 Cunningham Boulevard, Booneville, MS 38829; by phone; by email at finaid@nemcc.edu or in person by visiting Ramsey Hall on the main campus (Financial Aid Information, *Northeast Student Catalog 2019-20;* Financial Aid Website).

A financial aid representative from the main campus is available by appointment at the Northeast at Corinth or New Albany off-site locations. Staff at each off-site location are available to assist with completing FAFSAs along with the office staff at the Booneville, location.

Housing

Northeast provides comfortable and safe residence halls for students who wish to live on campus. The college has five multi-level residence halls for men and women:
Murphy Hall and Mississippi Hall (women's residence), Wood Hall (co-ed), White Hall and Yarber Hall (men's residence). Each facility is equipped with furniture and offers wireless internet access. White Hall and Murphy Hall have two-bedroom suites with connecting baths that baths that accommodate four students. Yarber Hall, Wood Hall and Mississippi Hall have single units with a bath accommodating two students. Students should be enrolled full-time to reside in a residence hall. All residents are required to purchase a four day or seven day meal plan (Housing Webpage). Each residence hall is staffed by a full-time proctor. The proctor or a substitute is available on call 24 hours a day. In the fall semester of 2018, 769 students were housed in the Northeast residence halls. In Spring 2018, 653 students were housed in the Northeast residence halls (Argos, Housing, Dorm Student Count, Fall 2018; Argos, Housing, Dorm Student Count, Spring 2019).

Campus Police

The purpose of the Northeast Mississippi Community College Campus Police Department is to provide a safe and secure environment for the learning and extra-curricular experiences for students, faculty, staff, and visitors while upholding state and federal laws and rules and regulations of Northeast Mississippi Community College (Student Catalog, 2018-2019). Northeast employs two (2) categories of law enforcement personnel: police officers, who have graduated from the Mississippi Law Enforcement Academy, and security officers, who are trained but non-certified. The Campus Law Enforcement staff for the main campus consists of full-time police officers, full time security officer, and as needed part time officers. The Campus Law Enforcement staff for Northeast at New Albany off-campus site is staffed by two part-time security officers. Northeast at Corinth off-campus site is staffed by a full –time armed officer, full-time unarmed security officers, part-time armed security guards, fully certified part-time police officer. Security personnel at the off-campus sites are present when faculty, staff, and

294

students are present. Selected buildings on the main campus and the two off-campus locations are equipped with video surveillance systems.

Intercollegiate Athletics

In 2018-2019 Northeast offered intercollegiate athletics in the following sports with the number of participants: football (56), men's basketball (13), women's basketball (14), baseball (30), and softball (21). Of the total student body, 4% participated in intercollegiate athletics during the Fall of 2018 and Spring of 2019 (Team Rosters 2018-2019). Recruiting for golf began during the 2018-2019 school year; therefore, no roster is available for 2018-2019. All sports are governed by the membership in the Mississippi Association of Community and Junior Colleges (MACJC) and the National Junior College Athletic Association (NJCAA). During FY 18, Northeast awarded $462,706.98 in athletic scholarships from institutional funds. Northeast's female cheerleading squad, composed of twenty (20) students and one (1) mascot, is also under the direction of the athletic department. The members are chosen by a panel of judges during tryouts in the spring of each semester (Cheer Tryouts Flyer; Cheer Social Media Post).

Student Activities

Burgess Activity Center

Northeast operates a fitness facility in the Burgess Activity Center which is 6500 + square feet and includes: key card access, 53 pieces of cardiovascular equipment (bikes, ellipticals, treadmills, stair-climbers, and rowing machines); 14 full body strength circuit machines; dumbbells ranging from 1 lb. to 120 lbs.; nine free weight strength machines with 2300 lbs. of Olympic plate weights; one set of Olympic rings; one hanging box/kick bag; a cardio entertainment wall with eight 65" TV's with TV audio streamed through a smart phone application; group fitness classes including strength training, Spinning, Yoga, Zumba, and abs class; an indoor walking area; locker and shower facilities; two professional squat racks with an additional 950 lbs. of Olympic plate weights; a Smith machine; 23 bikes available to check out and ride around campus; Beach Body on Demand available to stream at the touch of a finger; a body composition room capable of measuring body fat percentage, weight, height, BMI, inches, blood pressure, and O2 saturation; and a facility staff to assist. Burgess Fitness Center services Northeast employees, students, and community members (Burgess Fitness Center Webpage, Burgess Photo 1, Burgess Photo 2, Burgess Photo 3, Burgess Photo 4, Burgess Photo 5).

Intramural Sports

The intramural sports program at Northeast, part of the Student Activities Office, provides opportunities for participation in the following sports: flag football, beach volleyball, softball, basketball, and frisbee golf. Participation is voluntary, and all full-time students are encouraged to participate. Sport availability is based on student interest (Intramural Sports Webpage).

Student Organizations

12.1: Student Support Services [CR]

Northeast is associated with 27 student organizations that provide opportunities for students to enrich their academic experience. The purpose of the organizations includes recreation, occupation specific interests, politics, religious affiliation, scholarship and community service. Each student organization has a charter and a faculty/staff advisor (*Northeast Student Catalog 2019-20,* Clubs & Organizations).

The Student Government Association (SGA) plans activities for students, holds student discussions, presents student suggestions to the faculty advisors and/or members of administration and acts in an advisory capacity to students. Upon enrolling in Northeast, each student becomes a member of the SGA thereby. The SGA is responsible for elections. Students are informed of upcoming elections by flyers, posting on the website, Canvas, student email and social media (*Northeast Procedures Manual, 2019-2020,* Student Involvement, 109; SGA Constitution; Email, SGA Election, September 4, 2018; Social Media, SGA Election; Poster, SGA Election).

Gaye Roden Carr Aquatic Center

The eight-lane pool is maintained for institutional purposes as well as for student recreational use. (*Northeast Student Catalog 2019-2020,* Gaye Roden Carr Aquatic Center)

Bookstore Services

While the Northeast Mississippi Community College Bookstore provides both academic and student support service, it is managed by the vice president of Finance. The bookstore stocks all physical textbooks not available as e-books, a variety of supplies, and collegiate apparel (Email, Bookstore Information, April 30, 2019).

Academic Support, Services, and Activities for Employees

The College values and supports professional development to meet the academic needs of its faculty and staff. The Northeast board of trustees and administration encourage professional growth for all Northeast employees. In addition to in-service training, limited financial support for travel to professional meetings included in the college operational budget (*Northeast Procedures Manual, 2019-2020,* 48). On-campus training is offered each academic year to help faculty and staff remain current on technology and/or educational methodology. Northeast employees and guest speakers present faculty/staff workshops covering a variety of topics that develop employees as individuals and the College as a community. The workshops are coordinated by a committee of college employees and designed for professional and personal growth (Professional Development Calendar, 2018-2019; Committees Listing, 2018-2019, Professional Development Committee).

Northeast assesses professional development as an academic support to faculty. Participants are asked to rate their level of satisfaction with the training by completing an evaluation following all professional development offerings. Respondents answer the questions using a 5-point Likert scale regarding the quality and usefulness of the workshop, the adequacy of presentation aids and facilities, and the overall rating of the training. The evaluations are compiled, and an average is

296

reported for every question (Professional Development Workshop Offering Summary Report, 2018-2019).

Assessment of Academic Support Services

To ensure that the needs of students and faculty are met, the College regularly assesses its academic support programs and services through the following institutional surveys:

- *Campus Climate Survey*- Full-time employees are surveyed annually regarding the College's programs and services. Employees were instructed to mark responses ranging from "Strongly Agree" to "Strongly Disagree" to "No Opinion". The results reported below are based on a 5-point scale (*Campus Climate Survey, October 2018*).

CAMPUS CLIMATE SURVEY
POSITIVE OPINION SURVEY

ITEM	Fall 2018	Fall 2017	Fall 2016
I am aware of the student peer tutorial services available in the Counseling Center.	4.33	4.22	4.2
I referred students to the student peer tutorial services.	4.05	4.10	4.12
Northeast students are provided with high quality Student Services (Admissions, Records, Financial Aid, Business Office).	4.35	4.37	4.34
Northeast students are provided with high quality Instructional Support Services (Counseling Center, Library/Learning Resources).	4.37	4.31	4.44
Professional development is financially supported at NORTHEAST.	3.93	3.81	3.42
I review the Northeast website to get information often.	4.20	4.35	4.31
Professional Development is valued at Northeast.	4.10	4.02	3.94
I believe the needs of the students are important to college employees.	4.52	4.57	4.51
There is a good support system on campus for students going through difficult times.	3.93	3.93	3.96
I have access to adequate computer technology for my use.	4.31	4.33	4.25
I have access to adequate software applications for my use.	4.27	4.31	4.26
Classes, seminars, or workshops for learning how to use software are available.	4.02	4.23	4.15
Northeast Campuses are handicapped accessible.	4.22	4.26	4.30
The Library/Learning Resources adequately supports the needs of the instructional programs.	4.42	4.47	4.48

CAMPUS CLIMATE SURVEY
LEVEL OF SATISFACTION WITH PROGRAMS AND SERVICES

ITEM	FALL 2018	FALL 2017	FALL 2016

297

Admissions	*4.38*	4.36	4.39
Athletics	3.85	3.79	3.98
Bookstore	4.24	4.11	3.97
Burgess Fitness Center	4.36	4.26	4.42
Campus Police	4.34	4.34	4.33
Counseling Center Services	4.07	4.13	4.13
E-Learning	4.34	4.26	4.30
Financial Aid Office	4.01	4.13	4.06
Housing Office	4.33	4.23	4.15
Job Placement Services	4.04	4.07	3.98
Learning Resources/Library	4.41	4.42	4.42
Orientation Program	4.20	4.04	4.07
Records Office	4.32	4.41	4.41
Student Peer Tutorial Program (Counseling Center)	4.13	4.03	4.07

- *Student Satisfaction Inventory-* The survey is administered via paper-and-pencil to prospective graduates during graduation practice. In addition to assessing the satisfaction of programs and services, this survey also assesses the perception of the *importance* of these programs and services, along with the student's impression of their college experience. Results are reported below with each institutional area (in rank order) on a 7-point scale satisfaction average with 7=Very Satisfied, 6=Satisfied, 5=Somewhat Satisfied, 4=Neutral, 3=Somewhat Dissatisfied, 2=Not Very Satisfied, and 1=Not Satisfied at All (*Student Satisfaction Inventory, June, 2019; Student Satisfaction Inventory, June 2018; Student Satisfaction Inventory, June 2017*).

Student Satisfaction Inventory
Institutional Summary by Area
Satisfaction

Item	Spring 2019	Spring 2018	Spring 2017
Academic Advising/Counseling	5.85	6.15	6.28
Registration Effectiveness	5.81	6.13	6.22
Academic Services	5.85	6.10	6.22
Student Centeredness	5.81	6.10	6.21
Campus Climate	5.74	6.07	6.19
Concern for the Individual	5.74	6.07	6.18
Service Excellence	5.73	6.06	6.17
Instructional Effectiveness	5.75	6.05	6.19
Admissions & Financial Aid	5.65	6.03	6.19
Campus Support Services	5.68	6.02	6.13
Safety & Security	5.58	5.92	6.01

12.1: Student Support Services [CR]

- *Northeast at New Albany Student Survey* and *Northeast at Corinth Student Survey-* Student who have taken classes at the off-site locations are asked to evaluate course content, materials, instructors, and services at those sites. The respondents are to indicate the level of satisfaction with each of the college services on a 5-point scale satisfaction average with 5= Very Satisfied to 1= Very Dissatisfied (*Northeast at New Albany Survey, Spring 2019; Northeast at New Albany Survey, Spring 2018;*
- *Northeast at New Albany Survey, Spring 2017; Northeast at Corinth Survey, Spring 2019; Northeast at Corinth Survey, Spring 2018; Northeast at Corinth Survey, Spring 2017*).

NORTHEAST AT NEW ALBANY STUDENT SURVEY

ITEM	Spring 2019	Spring 2018	Spring2017
Admissions/ Entry Process	4.65	4.15	4.58
Financial Aid Information and Services	4.39	3.95	4.37
Course Registration Process	4.61	4.25	4.50
Counseling Services	4.39	4.20	4.52
Library Services	4.34	4.00	4.45
Bookstore Services	4.31	4.18	4.17
Advising	4.38	4.39	4.43
Safety and Security	4.49	4.26	4.55

NORTHEAST AT CORINTH STUDENT SURVEY

ITEM	Spring 2019	Spring 2018	Spring2017
Admissions/ Entry Process	4.17	4.44	4.34
Financial Aid Information and Services	4.33	4.38	4.21
Course Registration Process	4.00	4.44	4.32
Counseling Services	4.00	4.25	4.33
Library Services	4.14	4.33	4.39
Bookstore Services	3.20	4.33	4.21
Advising	3.80	4.33	4.37
Safety and Security	4.43	4.13	4.30

Based on the extensive programs and services that have been described above and made available to all students, both on- and off-campus, Northeast is in compliance with Core Requirement 12.1 because the institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

12.1: Student Support Services [CR]

12.1 Supporting Documentation

- *Procedures Manual 2019-2020,* Purpose Statement, p. 8
- *Student Catalog 2018-2019,* General Information, Purpose Statement
- Counseling Center Webpage, Academic Advising
- *Student Catalog, 2018-2019,* Academic Advising
- Priority Registration Day Flyer
- Counseling Center Brochure
- Success Workshop Posters
- *Northeast Student Catalog*
- Counseling Center Brochure
- Counseling Center webpage
- *Northeast Student Catalog 2018-2019,* Career and Academic Counseling
- *Northeast Student Catalog 2018-2019,* Individual and Group Counseling
- *Northeast Student Catalog 2018-2019,* Testing
- Email, English Placement Exam, July 19, 2019
- Course Description ENG 0113, Beginning English- *2018-2019 Northeast Student Catalog*
- Course Description ENG 1113, English Composition I- *2018-2019 Northeast Student Catalog*
- Email, Math Placement Exam, July 19,2019
- Course Description MAT 0123, Beginning Algebra- *2018-2019 Northeast Student Catalog*
- Course Description MAT 1233, Intermediate Algebra- *2018-2019 Northeast Student Catalog*
- Course Description MAT 1313, College Algebra- *2018-2019 Northeast Student Catalog*
- Course Description MAT 1513, Business Calculus I- *2018-2019 Northeast Student Catalog*
- Course Description MAT 1613, Calculus I- *2018-2019 Student Catalog*
- *Northeast Student Catalog 2018-2019,* Placement Testing
- Northeast Disabilities Application
- Northeast Disabilities Brochure
- Request for Accommodations
- Counseling Center Webpage, Disability Accommodations
- *Northeast Student Catalog, 2018-2019,* Disability Services
- Email, Disability Students Served 2018-2019 School Year, 11 June 2019
- NE Cares Poster
- *Northeast Student Catalog, 2018-2019,* Orientation 1
- *Northeast Student Catalog 2018-2019,* Orientation 2
- Orientation Postcard
- Email, Summer Orientation Numbers, August 8, 2018

300

- Canvas Email, Job Announcement, March 6, 2019
- *Northeast Student Catalog 2019-20,* Job Placement
- *Northeast Student Catalog 2019-20,* Student Success Center
- *Northeast Procedures Manual, 2019-2020,* Student Success, 110
- *Student Success Center Banner*
- *Student Success Center Poster*
- *Northeast Student Catalog 2019-20,* Success Coaches
- Email, Student Success Numbers, June 18, 2019
- Writing Center Website
- *Northeast Student Catalog 2018-2019,* Writing Center
- Writing Lab Photo
- Email, Student Success Center Numbers, June 18, 2018
- *Northeast Student Catalog 2019-20* Tutor Lab
- Tutor Lab Photo
- Email, Student Success Center Numbers, June 18, 2019
- Tiger D.E.N. Website
- *Northeast Student Catalog 2019-20,* Tiger D.E.N. Food Pantry
- Tiger D.E.N. Promotion Card
- Tiger D.E.N. Request Form
- Tiger D.E.N. Application
- Tiger D.E.N. Number of Boxes Packed
- *Procedures Manual of Northeast Community College Libraries, Fall 2018,* 4
- eLearning Webpage, eLearning
- eLearning Webpage, Test Requirements
- *Northeast Student Catalog 2018-2019,* eLearning
- *Northeast Procedures Manual 2019-2020,* 70-71
- Counseling Center Webpage, Tutoring Services
- NetTutor Screenshot 1
- NetTutor Screenshot 2
- *Five-Year Strategic Planning Document 2019-24,* 176
- Recruiting Packet
- Pictures of Prentiss County College Fair
- Screenshot of Future Students Website
- Northeast Admissions Webpage*, Northeast Student Catalog 2018-19*
- Argos- Applicant by term- Fall 2018
- *Northeast Student Catalog 2018-19*
- MI-Best Admissions Webpage
- MI BEST Admissions – Student File
- Acceptance Letter – Student File
- Student Record – 1
- Student Record-2

301

12.1: Student Support Services [CR]

- Argos- Registered and Withdrawn Students- Beg of Term
- Enrollment Services Homepage
- Transcript Request Form- sample
- http://www.nemcc.edu/transcripts/Request Log-in
- Student Transcript- sample
- DegreeWorks worksheet-my.nemcc.edu
- Student Resources – my.nemcc.edu
- Priority Registration Day post-card
- *Northeast Student Catalog 2019-2020*
- Change in Program of Study Form
- Application for graduation
- Northeast Veterans Web Page
- Veteran's Day Soup Luncheon
- All Funds- Banner- ROAMGMT
- Federal Student Aid – Banner- ROAMGMT
- State Student Aid- Banner-ROAMGMT
- Institutional Student Aid - Banner- ROAMGMT
- Other Student Aid- Banner- ROAMGMT
- Financial Aid Information, *Northeast Student Catalog 2018-2019*
- Financial Aid Website
- Housing Webpage
- Argos, Housing, Dorm Student Count, Fall 2018
- Argos, Housing, Dorm Student Count, Spring 2019
- Team Rosters 2018-2019
- Cheer Tryouts Flyer
- Cheer Social Media Post
- Burgess Fitness Center Webpage
- Burgess Photo 1
- Burgess Photo 2
- Burgess Photo 3
- Burgess Photo 4
- Burgess Photo 5
- Intramural Sports Webpage
- *Northeast Student Catalog 2018-2019,* Clubs & Organizations
- *Northeast Procedures Manual 2019-2020,* Student Involvement, 109
- SGA Constitution
- Email, SGA Election, September 4, 2018
- Social Media, SGA Election
- Poster, SGA Election

- *Northeast Student Catalog 2019-2020,* Gaye Roden Carr Aquatic Center
- Email, Bookstore Information, April 30, 2019
- *Northeast Procedures Manual, 2019-2020*, 48
- Professional Development Calendar, 2018-2019
- Committees Listing, 2018-2019, Professional Development Committee
- Professional Development Workshop Offering Summary Report, 2018-2019
- *Campus Climate Survey, October 2018*
- *Student Satisfaction Inventory, June, 2019*
- *Student Satisfaction Inventory, June 2018*
- *Student Satisfaction Inventory, June 2017*
- *Northeast at New Albany Survey, Spring 2019*
- *Northeast at New Albany Survey, Spring 2018*
- *Northeast at New Albany Survey, Spring 2017*
- *Northeast at Corinth Survey, Spring 2019*
- *Northeast at Corinth Survey, Spring 2018*
- *Northeast at Corinth Survey, Spring 2017*

12.2: Student Support Services Staff

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College is compliant with Standard 12.2 by employing, developing, and evaluating student support staff. Maintaining a comprehensive Student Services program comprised of qualified and experienced staff is imperative to fulfilling the College's purpose. Student Services at Northeast Mississippi Community College includes: Admissions and Records, Financial Aid, Records, Guidance and Counseling, Student Success Center, Learning resources/library, Housing, Event Planning, and Student Activities.

Student Services

The Institution's Purpose Statement states: Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo, and Union Counties – by awarding the Associate of Arts Degree, Associate of Applied Science Degree, and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

1. To provide accessible, high quality and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions.
2. To provide industry-focused career and technical education that is student centered, comprehensive, and responsive to the employment needs of business and industry.
3. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
4. To provide developmental studies within the curriculum to strengthen the basic skills of students.
5. To offer continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment.
6. To provide employer-driven, industry-specific workforce education and training to businesses, industries, and individuals.
7. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

304

To carry out the purpose and goals of the institution, Northeast Mississippi Community College provides a wide variety of programs and services, including Enrollment Services, registration, retention, Financial Aid, Records, guidance, counseling, testing, tutoring, career information, placement, student success, learning resources/library, Housing, Event Planning, and Student Activities.

Student Services Staff

Northeast is committed to employing personnel who are qualified by their formal education, work experience, professional competency, and personal skills.   Policies and procedures for the recruitment and appointment of all personnel are published in the *Northeast Procedures Manual* (*Northeast Procedures Manual 2019-2020,* p. 30-31*).* The College employs student services staff with appropriate educational and work experience that meets or exceeds the requirements for their positions.

The overall responsibility for the student services program at all locations of Northeast Mississippi Community College is under the direction of the vice president of Student Services, Ray Scott, and the vice president of Instruction, Michelle Baragona (Org Chart, Student Services and Instruction, 2018). Mr. Scott has 28 years' experience at Northeast and 2 years' experience as vice president of Student Services (Ray Scott, Resume). Dr. Baragona has 17 years' experience at the College. She has served in her current position for three years (Michelle Baragona, Vitae).

The associate vice president of Student Services/director of Event Planning and Housing, Rod Coggin, has oversight of student activities, student government, and residential housing. Mr. Coggin has 25 years' experience at Northeast (Rod Coggin, Resume). Mr. Coggin is assisted by Charlotte Tennison, Student Activities Office Assistant, and Raina Michael, Residential Student Housing Assistant. Mrs. Tennison has 22 years' experience at Northeast (Charlotte Tennison, Resume) and Mrs. Michael has 12 years' experience at Northeast.

The director of Enrollment Services, Chassie M. Kelly, also serves as Registrar of the College, including the two off-campus sites. Mrs. Kelly has five and a half years of experience in this position for a total of 16 ½ years' experience in higher education (Chassie M. Kelly, Resume). Mrs. Kelly is assisted by five full-time employees in the Admissions and Records office.

The director of Financial Aid, Greg Windham, is responsible for the oversight and administration of all the financial aid programs associated with the college. Mr. Windham has 23 years' experience in the financial industry and 10 years at Northeast in the Financial Aid office as director. Mr. Windham is supported by five full time employees in the Financial Aid office (Greg Windham, Resume).

Northeast Campus Law Enforcement provides a safe and secure environment for the learning and extra-curricular experiences for students, faculty, staff, and visitors while upholding state

and federal laws and the rules and regulations of Northeast Mississippi Community College. Northeast employs two categories of law enforcement personnel: police officers, who have graduated from a Mississippi Law Enforcement Academy, and security officers, who are trained but non-certified. Campus Law Enforcement is under the supervision of Chief of Police Randy A. Baxter. Chief Baxter is assisted by seven full-time police officers, one full time security officer, and seven as needed part-time officers on the main campus. The Campus Law Enforcement staff for the Northeast at New Albany off-campus site consists of two part time security officers. The Northeast at Corinth off-campus site is staffed by one (1) full-time armed officer, four full-time unarmed security officers, one part-time armed security guard and one fully certified part time police officer. Two of the Corinth Center security officers are funded by community services and the rest are funded by Northeast. Chief Baxter has 11 years of experience in law enforcement (Randy Baxter, Resume).

The vice president of Student Services administers Northeast's intercollegiate athletic programs with the assistance of the Athletic director, Kent Farris. Mr. Farris has 14 years' experience at Northeast and has served as Athletic director for the past four years. Mr. Farris has served as Head Baseball Coach, Assistant Athletic director, and as an HPR instructor prior to becoming Athletic director (Kent Farris, Resume). Mr. Farris is assisted in the operation of the athletic program by five full-time coaches, nine full-time assistant coaches, two full-time athletic trainers, and two part-time head coaches).

The Department of Counseling offers academic and career counseling, personal/social counseling, special needs accommodations/assistance, testing services, university transfer assistance and resources, and *Learning and Life Skills* credit courses. The department is under the leadership of the director of Counseling, Joey Williford. He has been with the institution as a counselor since 2007 and was appointed as director in 2008. Mr. Williford is currently assisted by three full-time counselors, two part-time advisors, and one administrative assistant. With his prior experience as a Licensed Clinical Mental Health Therapist, Mr. Williford has a total of over 16 years of counseling experience (Joey Williford, Resume).

The director of the Student Success Center is Britney Whitley. Ms. Whitley has one and a half years of experience with Northeast and eight years' experience in advising in the community college setting (Britney Whitley, Resume). Ms. Whitley is assisted by two full-time success coaches.

The library director, Glenice Stone, has twenty-four years' experience at Northeast. Mrs. Stone has served as the Director of the Library for eleven of those years (Glenice Stone, Vitae). Mrs. Stone is assisted by four full-time librarians.

The Department is under the direction of eLearning Coordinator, Dr. Kim Harris. Dr. Harris holds Master of Sciences in Instructional Technology and a Ph.D. in Instructional Systems and Workforce Development. She has six and a half years' experience at Northeast and over 19 years' experience in higher education (Kim Harris, Vitae). Dr. Harris is assisted by three full-time employees.

Student Services Professional Staff Roster

Staff Name/Title (click the Title to view the position description)	Academic Credentials	Experience (as of 03/2020)
Ray Scott, Vice President of Student Services	Master of Education in Physical Education	28 years' experience at Northeast. 1.5 years in current position.
Joye Farris, Administrative Assistant VP of Student Services	Associate of Arts	Seven years' experience at Northeast. Five years in current position.
Michelle Baragona, Vice President of Instruction	Ph.D. in Secondary Science Education	17 years' experience at Northeast. 4 Years as Division Head of Mathematics and Science. 3 years in current position.
Tabitha McKay, Educational Systems Specialist	Master of Business Administration	Six years' experience at Northeast. Three years in current position.
Kimberley Harris, Director of Tech and Distance Learning	Ph.D. in	6 years' experience at Northeast. Over 19 years' experience in higher education.
Romelia Agnew, eLearning Office Assistant	Master of Business Administration	6 years' experience at Northeast. 7 months in current position.
Brittney Hudson, eLearning Specialist	AAS in Office Systems Technology	7 years' experience at Northeast. 6 months in current position.
Sabine Zabarovska, Learning Management System/Instruction Design	B.B.A. in Management Information Systems	5 ½ years' experience at Northeast and in current position.
Chassie Kelly, Director of Enrollment Services/Registrar	Master of Science, Management and Leadership	17 years' experience in higher education. Five and one-half years' experience in current position.
Sheila Gann, Enrollment Services Specialist	High School Diploma	14 years' experience at Northeast in current position.
Shannon Tucker, Enrollment Services Specialist	Bachelor of Arts, Associate of Arts	23 years' experience at Northeast including 12 years in Admissions and four years in Records.
Kristen Lambert, Enrollment Services Specialist	Associate of Arts, Liberal Arts, Associate of Applied Science in Office Systems Tech.; Associate of Applied	Six years' experience at Northeast. One year in current position.

12.2: Student Support Services Staff

	Science in Accounting Tech, Associate in Applied Science in Microcomputer Tech	
Brad Holley, Student Records Coordinator	Bachelor of Fine Arts	19 years' experience at Northeast. One year in current position.
Callie Stanley, Admissions and Records Associate	Associate of Applied Science	Joined Northeast August 2019. She previously worked for six years as a Deputy Clerk in the Prentiss County Tax Collectors Office
Greg Windham, Director of Financial Aid	M.B.A.	23 years' experience in the financial industry. 10 years' experience in current position at Northeast.
Mary Miller, Financial Aid Associate/ Loan Specialist	Associate of Applied Science in Secretarial Science; Associate of Applied Science in Computer Programming	17 years' experience in the Northeast Financial Aid Office. 11 years in current position.
Liz Jackson, Financial Aid Associate	Associate of Arts	11.5 years in current position.
Gina Bray, Financial Aid Associate	Bachelor's Degree in General Studies	Seven years' experience in the Northeast Financial Aid Office
Jaclyn Moore, Information Manager/ Receptionist	Bachelor of Science in Elementary Education	She joined Northeast in August 2019. She had six years' experience in elementary education.
Brandi Lauderdale, Financial Aid Associate	Associate of Arts., Associates in Applied Science- Respiratory Therapy	Six years' experience in Northeast Financial Aid Office. One year in current position.
Joey Williford, Director of Guidance and Counseling	Master of Education in Counselor Education	17 years' experience in field. 12 years at Northeast. 11 years in current position.
Karrye Tynes, Counselor	Master of Counselor Education	Five years' experience as a counselor at Northeast
Kristin Wesson, Mental Health Counselor	Master of Education in Counselor Education	10 years' experience in mental health/counseling. Joined Northeast in August 2019.
Leigh Ann Stewart, Special Populations Counselor	Master of Education in Counseling and Psychology	Seven years' experience as a counselor/therapist. Two years' experience in current position at Northeast

308

12.2: Student Support Services Staff

Erica Miller, One Stop Coordinator	Bachelor's Degree in general studies in Psychology, Education, & Sociology	12 years' experience at Northeast. One years' experience in current position.
Britney Whitley, Director of the Student Success Center	Master of Arts in Higher Education/Student Personnel	Eight years' experience in higher education. One year in current position.
Michael Byrd, Student Success Coach	M.Ed. in Learning, Leadership, & Organizational Development	Three years' experience at Northeast. Joined Student Success Center November 2019.
Leigh Treloar, Student Athlete Success Coach	B.B.A in General Business, Minor in Public Relations. M.S. Sports Administration	8 years' experience coaching women's golf at the collegiate level, One year in current position
Rod Coggin, Associate Vice President of Student Services/Director of Event Planning and Housing	Bachelor of Business Administration	25 years' experience at Northeast.
Charlotte Tennison, Office Assistant Student Activities	Associate of Applied Science	22 years' at Northeast. Eleven Years in current position.
Raina Michael, Administrative Assistant for Director of Residential Student Housing	Associate of Arts	12 years' experience at Northeast.
Glenice Stone, Library Director	M.L.I.S. Louisiana State University	24 years' experience Northeast Eula Dees Library
Laura Gilham, Librarian	M.L.I.S. University of Southern Mississippi	18 years' experience Northeast libraries
Sherita Taylor, Librarian	M.L.I.S. University of Southern Mississippi; B.S. Elementary Education, Mississippi University for Women	12 years' experience in Northeast Eula Dees Library
Ellice Yager, Librarian	M.L.I.S. University of Southern Mississippi; B.S. English, Mississippi State University	Seven years' experience in Northeast Eula Dees Library
Kalah Rogers, Night Librarian	M.L.I.S. University of Southern Mississippi; B.S. Elementary Education, Mississippi State University	Five years' experience in Northeast Eula Dees Library
Kent Farris, Director of Athletics	Master of Arts in Secondary Education	15 years' experience at Northeast, Five years as Athletic Director

309

Greg Davis, Head Football Coach	Master of Science	18 years' experience in coaching. Eight years at Northeast with five years in current position.
Cedric Shell, Assistant Football Coach	Bachelor of Arts	Fourteen years' experience coaching football at the college level. Joined Northeast in August 2019.
Assistant Football Coach- Defensive Coordinator		Vacant at time of publication
Vincent Sanders, Assistant Football Coach	Bachelor of Arts in Criminal Justice with a minor in Psychology	Six years of coaching experience. Three years of coaching experience at Northeast.
Assistant Football Coach- Offensive Coordinator		Vacant at time of publication
Cord Wright, Head Men's Basketball Coach	Master's Degree in Performance and Health Promotion	18 years' experience in coaching. Seven years in current position at Northeast.
Kyle Morris, Assistant Men's Basketball Coach	Master of Arts in Health Promotions and Human Performance	12 years of experience in collegiate coaching. Six years in current position at Northeast.
Brenda Mayes, Head Women's Basketball Coach	Master of Art in Education; Bachelor of Science in Physical Education	30 years' experience in coaching/teaching. Four years' in current position.
Kunshinge Howard, Assistant Women's Basketball Coach	Bachelor of Science in Educational Psychology	20 years' experience in coaching. Four years in current position.
Rich Harrelson, Head Baseball Coach	Master of Arts in Teaching Physical Education	21 years' experience. Five years in current position.
Will Brand, Assistant Baseball Coach	Bachelor's Degree	One year of volunteer experience with Northeast Baseball team
Jody Long, Head Softball Coach	Master of Education	23 years' experience/coaching at Northeast. 14 years in current position.
Kevin Connell, Assistant Softball Coach	Master's Degree in Sports Administration	One year coaching baseball.
Chasity Moore, Cheer Coach	Master of Science in Food Science, Nutrition, and Health Promotions	Five years as Cheer Coach
Derek DeVaughn, Head Golf Coach (part-time)	Associate of Applied Science in Electrical Technology	One year in current position.

310

12.2: Student Support Services Staff

	Associate of Applied Science in Forestry Technology	
T.J. Robbins, Head Athletic Trainer	Master of Arts in Teaching Physical Education	Six years' experience in athletic training. One year in current position.
Bradley Aderholt, Assistant Athletic Trainer	Master of Science in Athletic Administration Intercollegiate	3 years' experience in collegiate setting. 1 year in current position
Randy Baxter, Chief of Campus Law Enforcement	Moorhead Police Academy	11 years' experience in law enforcement. 11 years in current position.
Anthony Anderson, Assistant Chief	NEMLETA, State Fire Academy	14 years' experience in law enforcement. 4 years in current position.
Roy Ragin, Police Officer	High School Diploma	17 years' experience in law enforcement at Northeast.
Joey Dearman, Police Officer	Moorhead Police Academy	12 years' experience in law enforcement. One in current position.
Tim Henderson, Police Officer	Law Enforcement Police Academy Basic Class	22 years' experience in law enforcement. Seven years in current position.
Melissa Pearson, Police Officer	MdCC Law Enforcement	Four and one half years in current position.
Ricky Johnson, Police Officer	Bachelor of Art in Criminal Justice	Joined Northeast in August 2019. Two years' experience in law enforcement previously.
Gary Spencer, Security Officer	Mississippi State Certified Law Officer	41 years' experience in law enforcement; 31 years at Northeast.

Professional Development

The Northeast board of trustees and administration encourage professional growth for all Northeast employees. In addition to professional development opportunities offered by the College (*Professional Development Calendar, 2018-2019*), limited financial support for travel to professional meetings is included in the college operational budget (*Northeast Procedures Manual 2018-2019,* Professional Development, 48*).* Members of the Students Services staff have opportunities for training and professional growth. The following table supplies a sample of conferences and workshops attended by Student Services personnel:

Training/Professional Growth	Name	Title

OER and iPad Practices Meeting with Co-Lin Community College, Northeast Mississippi Regional Counselors Association Meeting, Academic Officers Association, Delta Kappa Gamma Meeting, Social Science Curriculum Alignment, Mississippi Science Teachers Association conference, English Curriculum Alignment, NACADA, AR/VR Fest, BioSig training, SACS-COC Conference, Creating Futures Through Technology, NearPod Demonstration, AACC Conference, Civitas Demo, Financial Aid webinar, VERBA/Vital Sources training, Mental Health First Aid, Argo Webinar, ISTE Conference	Michelle Baragona	Vice President of Instruction
NACADA, Adult Mental Health First Aid,	Britney Whitley	Director of the Student Success Center
Adult Mental Health First Aid	Leigh Treloar	Student Athlete Success Coach
Data Conference, NACADA Summer Institute, MS Banner Users Group, SACSCOC Annual Conference	Michael Byrd	Student Success Coach
Elucian Live, Federal Student Aid Training, NSFA Conference, MASFAA Conference	Greg Windham	Director of Financial Aid
MASFAA Fall Training	Mary Miller	Financial Aid Associate
MASFAA Conference	Gina Bray	Financial Aid Associate
Adult Mental Health First Aid	Joey Williford	Director of Guidance and Counseling
Adult Mental Health First Aid	Karrye Tynes	Counselor
Ellucian Degree Works Conference, MCCB Data Conference, C2C (Compete	Chassie Kelly	Director of Enrollment Services

12.2: Student Support Services Staff

to Complete) Coaches' Summit, MACRAO Conference, SACSCOC, Annual Meeting, VAAMS Conference		
MBUG	Shannon Tucker	Student Records Coordinator
MCCB Data Conference	Brad Holley	Data Verification Specialist

Performance Evaluations

The administrators of the Student Services Department evaluate each staff member annually. The evaluations consist of a self-evaluation by the employee and a formal evaluation completed by the immediate supervisor. This allows the administrators to evaluate the effectiveness of the individual employee's work efforts in each specialized area. These evaluations provide appropriate feedback for strengths and weaknesses for the past working year. Completed evaluations are maintained in the executive vice president's office (*Northeast Procedures Manual 2018-2019,*Performance Evaluations, 27-29*; Northeast Procedures Manual 2019-2020,* Performance Evaluation, Appendix D1*; Northeast Procedures Manual,* Self-Evaluation, Appendix D2*;* Performance Evaluation, Employee 1; Performance Evaluation, Employee 2; Performance Evaluation, Employee 3).

Assessment of the Student Services and Department's Staff Functions by Students and Faculty

Institutional surveys are administered by the Office of Planning and Research from current students, graduates, and faulty/staff. Full-time employees are surveyed annually regarding the College's programs and services by the Campus Climate Survey. Employees are asked to mark responses ranging from "Strongly Agree" to "Strongly Disagree" to "No Opinion" on fifty-four (54) positive opinion statements. Respondents are also asked to rate each program or service ranging from "Strongly Satisfied" to "Strongly Dissatisfied" to "No Opinion." These results are reported based on a 5-point Likert scale. Items related to Student Services activities with the results for the past three (3) years are shown below (*Campus Climate Survey, Fall 2018*)

Campus Climate Survey

Item	Rating Fall 2018	Rating Fall 2017	Rating Fall 2016
Admissions Office	4.38	4.36	4.39
Athletics	3.85	3.79	3.98
Bookstore/Central Office Supplies	4.24	4.11	3.97
Campus Police	4.34	4.34	4.33
Counseling Center Services	4.07	4.13	4.13
Events Planning	4.21	4.11	4.03
Financial Aid	4.01	4.13	4.06
Housing/Dorms	4.33	4.23	4.15
Job Placement Services	4.04	4.07	3.98
Learning Resources/Library	4.41	4.42	4.42

Orientation	4.20	4.04	4.07
Records Office	4.32	4.41	4.41
Recruiting Office	4.38	4.40	4.44
Student Activities	4.23	4.23	4.15
Student Government	4.22	4.23	4.12
Student Peer Tutorial Program	4.13	4.03	4.07

During the spring semester, students enrolled in classes at Northeast at New Albany or Northeast at Corinth off-campus sites are asked to complete the *Northeast at New Albany Student Survey* or the *Northeast at Corinth Student Survey*. The purpose of these surveys is to evaluate course content, materials, instructors, and services. The instruments use a 5-point Likert scale with opportunity for open-ended comments. These results are analyzed by the Office of Planning and Research and disseminated in newsletter format. Items related to Student Services activities are shown below with results for the past three years. The average ratings of college services and programs are recorded in the Northeast Corinth Student Survey Results and Northeast at New Albany Student Survey Results (*Northeast at Corinth Student Survey Results, Spring 2019; Northeast at Corinth Student Survey Results, Spring 2018; Northeast at Corinth Student Survey Results, Spring 2017; Northeast at New Albany Student Survey Results, Spring 2019; Northeast at New Albany Student Survey Results, Spring 2018; Northeast at New Albany Student Survey Results, Spring 2017*).

NORTHEAST AT CORINTH STUDENT SURVEY

ITEM	Corinth Spring 2019	Corinth Spring 2018	Corinth Spring 2017
Admissions/ Entry Process	4.17	4.44	4.34
Financial Aid Information and Services	4.33	4.38	4.21
Course Registration Process	4.00	4.44	4.32
Counseling Services	4.00	4.25	4.33
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Advising	3.80	4.33	4.37
Safety and Security	4.43	4.13	4.30

NORTHEAST AT NEW ALBANY STUDENT SURVEY

ITEM	Spring 2019	Spring 2018	Spring 2017
Admissions/ Entry Process	4.65	4.15	4.58
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Library Services	4.34	4.00	4.45
Bookstore Services	4.31	4.18	4.17
Advising	4.38	4.39	4.43

314

Safety and Security	4.49	4.26	4.55

Graduating students are asked to evaluate educational support services by completing the *Student Satisfaction Inventory* during graduation practice held in May of each year. This survey assesses the students' level of satisfaction with programs and services and the students' perception of the importance of these programs and services. Respondents are asked to rate each institutional area from "Very Satisfied" to "Not Satisfied at All" on a 7-point scale (*Student Satisfaction Inventory, 2019; Students Satisfaction Inventory, 2018; Student Satisfaction Inventory, 2017*).

Institutional Summary by Area
(Satisfaction)

Institutional Area	2019	2018	2017
Academic Advising/ Counseling	5.85	6.15	6.28
Registration Effectiveness	5.81	6.13	6.22
Academic Services	5.85	6.10	6.22
Student Centeredness	5.81	6.10	6.21
Campus Climate	5.74	6.07	6.19
Concern for the Individual	5.74	6.07	6.18
Services Excellence	5.73	6.06	6.17
Instructional Effectiveness	5.75	6.05	6.19
Admissions & Financial Aid	5.65	6.03	6.19
Campus Support Services	5.68	6.02	6.13
Safety & Security	5.58	5.92	6.01

12.2 Supporting Documentation

- *Northeast Board of Trustees Policy Book 2019-2020,* p. 7-8, Purpose Statement, Staff
- *Northeast Procedures Manual 2019-20,* p. 8
- *Northeast Procedures Manual 2019-2020,* p. 30-31
- Org Chart, Student Services and Instruction, 2018
- Ray Scott, Resume
- Michelle Baragona, Vita
- Rod Coggin, Resume
- Charlotte Tennison, Resume
- Chassie M. Kelly, Resume
- Greg Windham, Resume
- Randy Baxter, Resume

- Kent Farris, Resume
- Joey Williford, Resume
- Britney Whitley, Resume
- Glenice Stone, Vita
- Kim Harris, Vita
- *Professional Development Calendar, 2018-2019*
- *Northeast Procedures Manual 2018-2019,* Professional Development, 50
- *Northeast Procedures Manual 2018-2019,* Performance Evaluations, 27-29
- *Northeast Procedures Manual 2018-2019,* Performance Evaluation, Appendix D1
- *Northeast Procedures Manual,* Self-Evaluation, Appendix D2
- Performance Evaluation, Employee 1
- Performance Evaluation, Employee 2
- Performance Evaluation, Employee 3
- *Campus Climate Survey, Fall 2018*
- *Northeast at Corinth Student Survey Results, Spring 2019*
- *Northeast at Corinth Student Survey Results, Spring 2018*
- *Northeast at Corinth Student Survey Results, Spring 2017*
- *Northeast at New Albany Student Survey Results, Spring 2019*
- *Northeast at New Albany Student Survey Results, Spring 2018*
- *Northeast at New Albany Student Survey Results, Spring 2017*
- *Student Satisfaction Inventory, 2019*
- *Students Satisfaction Inventory, 2018*
- *Student Satisfaction Inventory, 2017*

12.3: Student Rights

The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College publishes clear and appropriate statements of student rights and responsibilities in the student catalog, the Procedures Manual, and the Board Policy Book. All three documents are published on the College's Publication link of the website, along with specific policies that have been published individually, such as the Campus Housing Handbook, the Misconduct Policy, Civil Rights Compliance Policy, and Complaints & Grievance Policy. Because these policies are on the College's website, they are disseminated and easily accessible to the campus community, including all students, faculty, and staff.

In the Procedures Manual and Student Catalog, the Statement of Student Responsibility outlines Northeast's expectations for their students. They are to take an active role in their learning, become familiar with policies, requirements, and deadlines, and be knowledgeable of communication that is disseminated through the College website, their NEMCC email address, and Canvas, the College's Learning Management System (*Northeast Procedures Manual 2019-2020,* pg.108*; Northeast Student Catalog 2019-20*).

Beginning in Fall 2019, all incoming students were required to take LLS 1151- College Life. One of the mini-modules is the course on the Northeast Catalog. The instructor for the course is a faculty advisor, who walks students through the document, which serves as a contract with students (Screenshot of College Life course on Canvas).

The policies and procedures that inform a student's rights and responsibilities conform to sound educational practice, and they are established through a process where a proposal is submitted to the Instruction Council and/or Administrative Council. If appropriate, some items approved by Instruction Council also go to Administrative Council. Once approved, they are submitted to President's Cabinet and where appropriate, like curricular changes, go to the board of trustees. This insures that all policies are purposeful and are for preserving students' rights.

12.3 Supporting Documentation

- *Northeast Procedures Manual 2019-2020,* pg.108
- *Screenshot of College Life course on Canvas*
- *Northeast Student Catalog 2019-20*

12.4: Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgement of Compliance:

_X__Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

The Northeast Mississippi Community College complaint/grievance appeal procedure is designed to assure a systematic method for resolving complaints involving students; therefore, the institution is compliant of 12.4.

The Northeast Mississippi Community College procedure for filing student complaints and grievances is published online in the *Northeast Student Catalog*. A complaint/grievance is defined as a claim by a student that there has been a violation, misinterpretation, or misapplication of an established practice, policy, or procedure. A complaint/grievance may be initiated as a result of claims of discrimination, faculty/staff misconduct, grade appeals, or other issues between students and faculty/staff members (*Northeast Student Catalog 2019-2020).*

Non-Academic Student Complaint Procedure

When students encounter problems on campus that they do not know how to resolve, they should attempt to work out the problem by initially discussing it with the individual involved. If a problem or issue still exists after that discussion, the student has the right to initiate what is defined as a formal complaint. No adverse action will be taken against the student by college personnel as a result of the complaint. All formal complaints must be put in writing using the official Student Complaint Form (paper or online version) *(*Non-Academic Student Complaint Form*)* by following the steps below:

- Each campus location processes its own complaints. Students should contact the vice president of Student Services of the Booneville campus, the director at the Northeast Corinth campus or the director at the Northeast New Albany campus dependent upon where the incident occurs. e-Learning students may submit complaints following the same procedure as all other students by contacting the vice president of Student Services on the Booneville campus. To date, no complaints have been filed by online-only students.
- Students should express the nature of the complaint and pertinent information on the College's Student Complaint Form and submit the completed form to the appropriate person listed above. Student complaints must be filed no later than 10 business days after the issue in question occurred.
- The college representative receiving the complaint will either process the complaint personally or refer it to the appropriate person for investigation. All student complaints will be processed and final determination will be made by college personnel, who are not

318

directly involved in the alleged incident. All student complaints will be processed, and the student is notified in writing within 60 business days from the initial filing or sooner depending upon the nature and circumstances of the complaint.

- Students have a right to due process for any grievance. If the student is not satisfied with the resolution of the grievance, the student may then request an appellant hearing before the Student Grievance Committee, which is composed of the executive vice president (chair), two faculty members (one male, one female), two staff members (one male, one female), and one academic division head, in writing to the executive vice president within three business days of the previous decision. Any student who does not submit a written appeal by that date forfeits any further consideration in this matter. The executive vice president will notify the student of the time, date, and location of the hearing. The student must be present and may be accompanied by an advisor for the hearing. The Grievance Committee will respond in writing to the student within 10 business days.
- If the student remains unsatisfied, they may appeal through a signed, written statement to the president of the College. The decision of the president will be final.
- The College shall log all student complaints in the appropriate office for record keeping purposes. Complaint logs are submitted to the executive vice president's office annually.
- For complaints regarding Sexual Harassment, Title IX, or Section 504 directives, refer to the sections in the student handbook as special provisions apply (*Northeast Student Catalog 2019-20 –* Title IX).

To-date, no complaints/grievances of a non-academic nature have made it to or through the official procedure; they have been resolved before a written complaint is made by the student. Northeast does, though, have a process that allows the student to state his/her concerns and to address the issue of discrimination or harassment (Non-Academic Student Complaint Form*).*

Academic Student Complaint Procedure

A student has the right to appeal a grade. For Academic matters, the student should first contact the instructor involved and attempt to resolve the complaint/grievance at the instructor level. If the student is unable to resolve the issue at the instructor level, the student should contact the academic division head for the instructor involved and attempt to resolve the complaint/grievance (*Northeast Student Catalog 2019-20*).

- If the student is unable to resolve the issue at the division head level, the student should seek resolution with the vice president of Instruction.
- If the student is not satisfied with the decision of the vice president of Instruction, he/she may, within 10 workdays of the response, request in writing an appellant hearing before the Student Grievance Committee, which is composed of the executive vice president (chair), two faculty members (one male, one female), two staff members (one male, one female), and one academic division head.
- The appeal must be written and submitted to the chair of the Student Grievance Committee, who will notify the student of the time, date, and location of the Student Grievance Committee hearing. The student must be present when the grievance is heard, and he/she may have an advisor present during the hearing.
- The responsibility of the committee shall be limited to a review of the case to determine if established Northeast policies, procedures, or practices were followed or interpreted correctly or to determine if discrimination and/or sexual harassment occurred.

319

- The Student Grievance Committee will respond in writing to the grievance within 10 business days by certified mail. All copies of documentation will be housed in the vice president of Instruction's Office.
- If the student remains unsatisfied, he/she may appeal through a signed, written statement to the president of the College. The decision of the president will be final (*Northeast Student Catalog 2019-20*).

The appeal does not give the student the right to question the appropriateness of a grade (grades earned by taking the final exam), but instead does allow for the examination of the correctness of the recording of the grade which has been given by the instructor (Student 1 Academic Complaint; Student 2 Academic Complaint).

12.4 Supporting Documentation

- *Northeast Student Catalog 2018-2019*
- *Northeast Student Catalog 2018-19* – Title IX
- Non-Academic Student Complaint Form
- Student 1 Academic Complaint
- Student 2 Academic Complaint

12.5: Student Records

The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Following ethics and practices set forth by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the College works to ensure the integrity of student records (AACRAO Website, Ethics and Practice). The director of Enrollment Services is responsible for the maintenance, accuracy, and security of records. The initial student records consist of applications for admission, ACT scores, high school transcripts, class withdrawal/college withdrawal forms, official collegiate transcripts of grades, and other information pertinent to the student's enrollment. The initial students' records are maintained in a fireproof vault. Active student records are located in locked filling cabinets and in a locked room. As a backup, on a semester basis student grades are entered into the campus computer system for permanent storage (*Northeast Procedures Manual,* 2019-2020, 85).

Any student enrolled at the College has the right to request the opportunity to examine his or her record as maintained in any of the offices on the College campus. The request must be made in writing and the office concerned has 45 days in which to assemble the data and make provisions necessary for the student to examine the record. Examination of the record must either take place in the presence of a college official, or for a reasonable fee, the student may receive a copy of the record (*Northeast Student Catalog 2019-2020,* FERPA). To date, no student requests to examine records have been made to the College.

During the general assembly at freshman orientation, parents and students are provided with information regarding the release of student records and are introduced to Family Educational Rights and Privacy Act (FERPA) regulations. At this session, waiver forms are given out for students to sign allowing their parents to gain access to their academic information. The parent must have identification and must be noted on the signed waiver forms from the student as an individual who can access his or her private information (*Freshman Orientation Agenda Summer 2018; FERPA Release Form*).

Although FERPA says that when a student turns 18, or enters a post-secondary institution at any age, the student has control over his/her record, it also allows for the school to disclose information to the parents, without the student's consent, if the student is a dependent for tax purposes.

Parents must come to the Records office with a picture ID in order to view the record. Student records will not be shared via telephone, fax or e-mail. Parents who wish that their dependent student's record be kept confidential must follow the same procedure as independent students. If

a parent wishes to obtain copies of their dependent student's record, those requesting the record must bear the cost of reproducing the record. No parent may see a record that his or her dependent child is not entitled to view. Parents of independent students are not allowed to view their student's records without the written, verifiable permission of the student (*Northeast Procedures Manual 2019-2020, 85-86*).

In addition, without first obtaining the permission of the student or the parents, student records are available to certain individuals, agencies, and institutions. These are:

- College officials including instructors who have legitimate educational interest in reviewing the record;
- "Authorized representative of (I) the Comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency..." and "State education authorities...;"
- The Financial Aid Office or any other appropriate office of person in connection with application for or receipt of financial aid;
- Organizations that conduct validation studies on predictive tests, administering student aid programs, and improving instruction. Such studies must be conducted to assure that the personal identification of the individual students or parents cannot be made public;
- Accrediting organization in order to carry out their accrediting functions;
- The courts by court order or subpoena on the condition that the student is notified of the order or subpoena in advance of sending the records; and
- Appropriate persons in emergency situations, if the knowledge of the records is necessary to protect the health and safety of the student or other persons. The following factors will be taken into account in determining whether information will be given in emergency situations;
    - The seriousness of the threat to health or safety of the student or other individuals.
    - The need for the information to meet the emergency;
    - Whether the parties to whom the information is disclosed are in a position to deal with the emergency; and
    - The extent to which time is of the essence in dealing with the emergency.

The college keeps a record of student record requests that have been processed for 1 year after the request is made. Subpoenaed record requests are kept in the student files.

The Northeast records vault is located in the Record's Office in Ramsey Hall. The vault is unlocked and accessible to approved staff during work hours and locked during non-office hours. Currently enrolled student files are maintained in locked filing cabinets in a locked office within the Records office during non-office hours. The Northeast Computer Services Department performs daily backups of the Banner student information system. A copy of this backup is stored on servers located in Ramsey Hall, Gordon Hall, McCollum Hall and the Mississippi Community College Board (Email, Computer Services, July 15, 2019).

The College's student information system, Banner, has many levels of security to protect access to administrative data and student records. Once a faculty or staff member has been employed and is granted access to the data-processing system, a User ID and two passwords must be

activated by Computer Services staff before an employee is granted access to the computer system. Employees who require access to Banner must complete a Banner Access Request that is approved by the appropriate vice president. Employees must also complete a Banner Statement of Accountability which details their responsibilities related to the college administrative software system. Class-level security within the Banner system controls access to individual forms, and either "maintenance" or "query-only" access is granted, depending on the job responsibilities of the employee. The system also records any class-level security violations in a log file. Confidentiality of User ID and passwords is the responsibility of the employee, and each user is held responsible for all transactions occurring during the use of his/her login and password (Banner Access Request Form; Northeast Computer Services Statement of Accountability)

12.5 Supporting Documentation

- *Northeast Procedures Manual 2019-2020*, 85
- AACRAO Website, Ethics and Practice
- *Northeast Student Catalog 2018-2019*, FERPA
- Freshman Orientation Agenda Summer 2018
- FERPA Release Form
- *Northeast Procedures Manual 2019-2020*, 86
- Email, Computer Services, July 15, 2019
- Banner Access Request Form
- Northeast Computer Services Statement of Accountability

12.6: Student Debt

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

Judgement of Compliance:

 _X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

One of Northeast's goals is to provide a program of student services that will facilitate the educational, career, personal, and social growth for its students. Teaching financial literacy, as well as giving guidance to students who accept student loan awards, is a means by which we accomplish this goal.

Beginning in the Fall 2019 semester, Northeast required all students enrolled in LLS 1151 — College Life, a requirement for all students at the College, to complete a module in the Canvas Learning Management System on financial literacy. This module contains three components: managing money, creating a budgeting, and the true cost of unnecessary/luxury expenses. Within these components, the students identify the three "lattes" in their lives. Then, they are asked to think about their own budget, including income, expenses, savings, and how they treat money (Screen shots of Modules in Canvas). This unit was created in an effort to teach students about financial literacy.

The office of Financial Aid provides information on Federal Student loans. Information is provided on Northeast Mississippi Community College's website (Screenshot, www.nemcc.edu, Financial Aid). Students wishing to accept their awarded student loans are required to complete the Loan Entrance Counseling and a Master Promissory Note (MPN) at the Federal Student Loans website. *(*Screenshot, www.nemcc.edu, Student Loans*;* Screenshot, Studentloans.gov, Manage and Repay Your Student Loans*;* Screenshot, Studentloans.gov, Entrance Counseling*;* Screenshot, Studentloans.gov, MPN*)*

The entrance counseling provided by the US Department of Education at www.studentloans.gov educates students on the aspects of borrowing and repaying student loans. The website also provides videos related to budgeting, responsible borrowing, and repayment scenarios (Screenshot Student Loans; Studentloans.gov, Screenshot, Manage and Repay Your Student Loans; Screenshot, Studentloans.gov, Entrance Counseling.)

All information and guidance is provided by the Department of Education to all students whether or not they participate in the federal loan program. Students wishing to seek additional guidance may schedule a meeting with the director of Financial Aid in Ramsey Hall room 113. The director of Financial Aid has experience in the banking industry as well as a Business degree with emphasis in Banking and Finance from the University of Mississippi and is also a graduate of the School of Consumer Lending at Vanderbilt University (Greg Windham, Resume).

Northeast Mississippi Community College understands the importance of debt counseling and the burdens of student loan debt and will assist students with gathering the information needed to make educated decisions.

12.6 Supporting Documentation

- Screen shots of Financial Module in Canvas
- Northeast Website, Student Loans
- Studentloans.gov, Manage and Repay Your Student Loans
- Studentloans.gov, Entrance Counseling
- Screenshot, Studentloans.gov, MPN
- Greg Windham, Resume

Section 13: Financial and Physical Resources

13.1: Financial Resources

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution, and the scope of its programs and services.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College (Northeast) has sound financial resources and has demonstrated it has maintained a stable financial base to support the mission of the institution and the scope of its programs and services. Taken from the College's purpose statement, the mission of the College is "to meet the diverse educational and career needs of individual students and the community within the district it serves - Alcorn, Prentiss, Tippah, Tishomingo and Union Counties - by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates…" Northeast's mission allows for a wide array of educational opportunities to meet the educational needs of the community, whether that be through adult education, workforce education and training, certificates, or associate degrees for applied degrees or university parallel transfer degrees. These educational opportunities offered to students are provided by the College's financial resources through funding programs that help students obtain training to advance to a university to pursue a higher degree or to enter the workforce at an adequate salary.

Sound Financial Resources

Northeast Mississippi Community College has received an unqualified opinion on its audited financial statements as evidenced by the auditors' reports in the College's audited financial Statements (NEMCC Audit Report- FY14, FY15, FY16, FY17, FY18), which are presented and discussed in Section 13.2.a. The College maintains adequate reserves and bases its financial decisions on the mission of the College, as evidenced in the budget planning process described in Section 13.2.c. Requests for expenditures are tied to the College's budget planning documents, including the needs assessment, to ensure that college resources are directed to supporting student success, providing safe facilities, providing high-quality instruction and services, and providing adequate learning resources to students.

The revenues of Northeast consist of both restricted and unrestricted funds. Restricted funds may only be used to support activities as allowed by their source. Restricted funds include state and federal contracts and grants, private gifts, and other restricted sources. Unrestricted funds are those over which the College maintains complete control. Main sources of unrestricted funds include state appropriations, student tuition and fees, local county support, sales and services of educational activities, and auxiliary sales and services.

13.1: Financial Resources

Appropriations from the State of Mississippi comprise the major source of Northeast's funding. The College, along with the other community and junior colleges within the state, submits an annual budget request entitled Master Budget Request (MBR) to the Mississippi Legislature through the Mississippi Community College Board (MCCB). This funding request combines the actual numbers for the most recently ended fiscal year, the upcoming budgeted year, and the "request" year. For an example, see Northeast MBR - FY21, which includes the College's actual FY19 budget, FY20 budget, and FY21 state budget request. This request was prepared by College staff in July 2019. The MBR is completed in July each year, just after the College's fiscal year end, June 30, and per state guidelines does not include Auxiliary Funds and Plant Funds, and therefore does not tie to the audited financial statements. The MCCB submits each college's request and a total funding request for all community and junior colleges to the legislature. Using a funding formula approved by the legislature, the MCCB allocates appropriated state funds to the community and junior colleges. This funding formula is based primarily on the Colleges' proportionate share of student FTE enrollment for Mississippi residents.

In recent years, state appropriations have not kept paced with the College's funding needs, and unfortunately, the College has been forced to increase tuition and other fees to compensate for the lack of state funding. During FY16, the College received a reduction in state appropriation funding of approximately $275,000, and for FY17, the College raised tuition by approximately 11%. During FY17, the College received four reductions in state appropriation funding totaling just over $793,000, forcing the College to raise tuition by 20% in FY18 because state appropriations were not restored to previous levels before the cuts. As a result, in order to maintain quality instruction and student service, the College developed a 5-year (FY19 through FY23) plan to increase tuition by 5% per year in order to maintain its sound financial resources. The following budgeted revenue information does not include the reduction in state appropriations for FY17 but rather the original budgeted amounts.

Graph 1 below is based on budget data (found in Table 1), which comes from the annual budget presentations. (Northeast Budget Presentation Fiscal Year 2015; Northeast Budget Presentation Fiscal Year 2016; Northeast Budget Presentation Fiscal Year 2017; Northeast Budget Presentation Fiscal Year 2018; Northeast Budget Presentation Fiscal Year 2019; Northeast Budget Presentation Fiscal Year 2020)

Table 1

Budgeted Revenues - Operating Funds	6/30/2015	6/30/2016	6/30/2017	6/30/2018	6/30/2019	6/30/2020
State Appropriations	12,434,159	12,695,320	13,149,704	11,803,862	12,432,602	13,794,431
Tuition and Fees	8,095,000	9,005,000	8,905,000	9,838,000	10,554,950	10,945,800
County Tax Millage	1,475,000	1,383,000	1,475,000	1,475,000	1,500,000	1,500,000
State and Federal Contracts and Grants	1,852,127	1,751,284	2,125,072	2,634,833	2,646,752	2,333,580
Other Sources	589,000	618,000	460,500	535,500	570,500	588,000
Transfers from Auxiliary Funds	400,000	475,000	475,000	600,000	600,000	600,000

Based on the following chart of budgeted revenues, revenue sources for operational funds remain somewhat consistent year to year. However, as the graph shows, as a percentage of total operating revenues, state appropriations are trending downward while tuition and fees are trending upward. From FY15 through FY20 state appropriations moved from 50% to 46% of operating revenues,

13.1: Financial Resources

and student tuition and fees moved from 33% to 37% of operating revenues.

Graph 1

Budgeted Operating Revenues - FY15 (inner ring) through FY20 (outer ring)
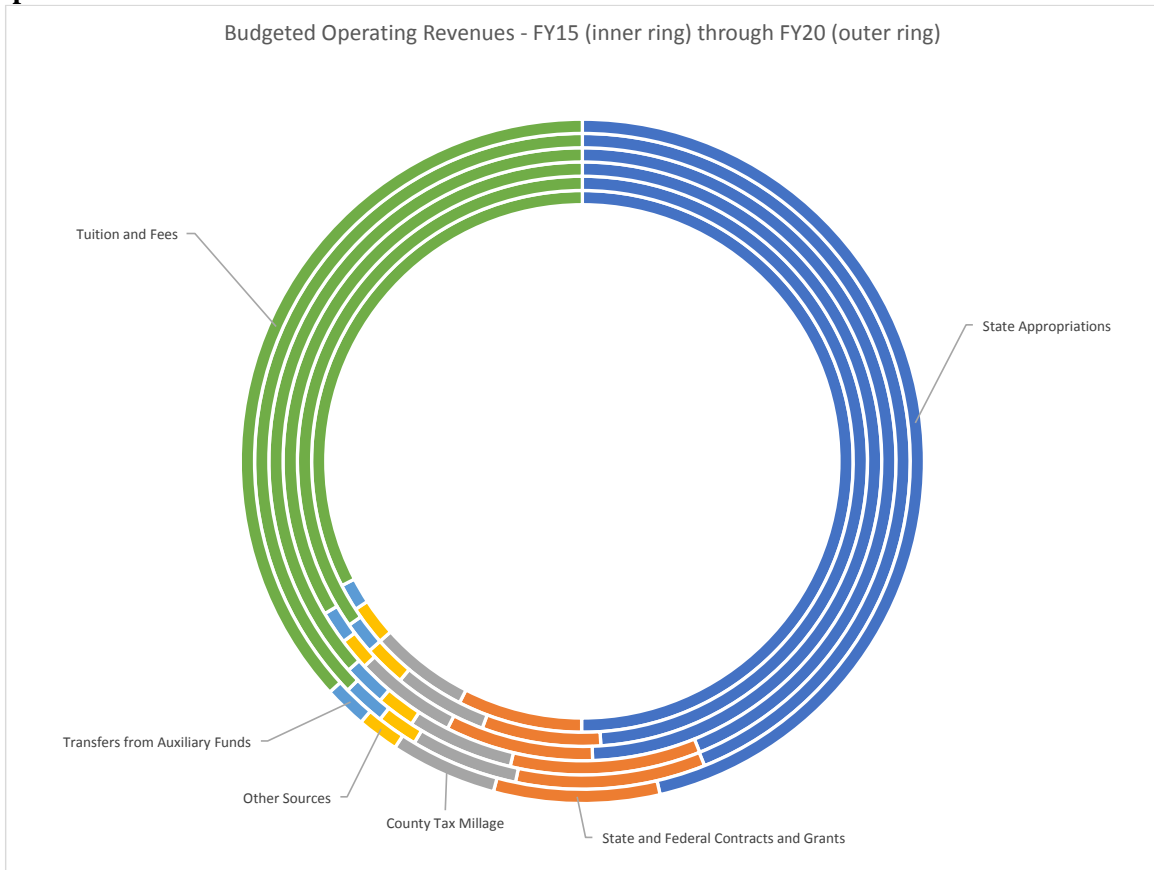
Northeast is supported locally by a district composed of the counties of Alcorn, Prentiss, Tippah, Tishomingo, and Union. The County Boards of Supervisors from each of these counties allocate a portion of their county property taxes for support of Northeast. The counties may select the proportion of their tax support that is allocated to support general fund operations and plant fund (enlargement and improvement funds). The Mississippi Code of 1972 §37-29-141 mandates procedures used by counties in the allocation of funds for support of Mississippi's community and junior colleges *(Miss. Code Ann. §37- 29-14)*. According to statute, each county in Northeast's district must provide minimum support under the statute equal one mill for operations and one mill for enlargements and improvements but may contribute up to three mills for each. With special approval by the County's Board of Supervisors, a county may provide additional support through millage as it deems necessary. County support is approximately 5-6% of budget revenues annually.

State and Federal Contracts and Grants in the operating fund consist primarily of workforce projects (paid on a project by project basis), which include training of area industries' existing workforce or newly expanded workforce and contracts for providing adult education within the College's district. State and Federal Contracts make up approximately 7.5% of annual budgeted

328

13.1: Financial Resources

revenues and are mainly used for specific purposes. An example of this is a Workforce training project that was conducted in FY19 to provide new driver training as well as upgraded training for experienced drivers and driver performance for Morgan Van Lines in Booneville, MS.

Other Sources, which primarily include sales and services of other educational activities, gate receipts from athletic and other events, private gifts and donations, facilities rentals, and transfers from Auxiliary Funds each make up approximately 2% (collectively) of annual budgeted revenues.

Demonstrated Stable Financial Base

Financial ratios are tools that can measure the College's stability of its financial base. Presented below are selected financial ratios of the College based on the audited financial statements as adjusted to eliminate the effects of GASB Statements 68 and 75, which distort the college's true activity and financial position. The elimination of the effects of GASBs 68 and 75 provide a more useful report on operations and net position. (Northeast Ratio Calculations and Graphs)

Current Ratio and Cash Ratio

The current ratio measures the ability of the College to meet its short-term financial obligations. The cash ratio compares cash and cash equivalents to current liabilities and is an indication of the ability to pay current liabilities on demand. The trend for both the current ratio and the cash ratio show an increase over the five-year period, as indicated in Graph 2, below.

Graph 2
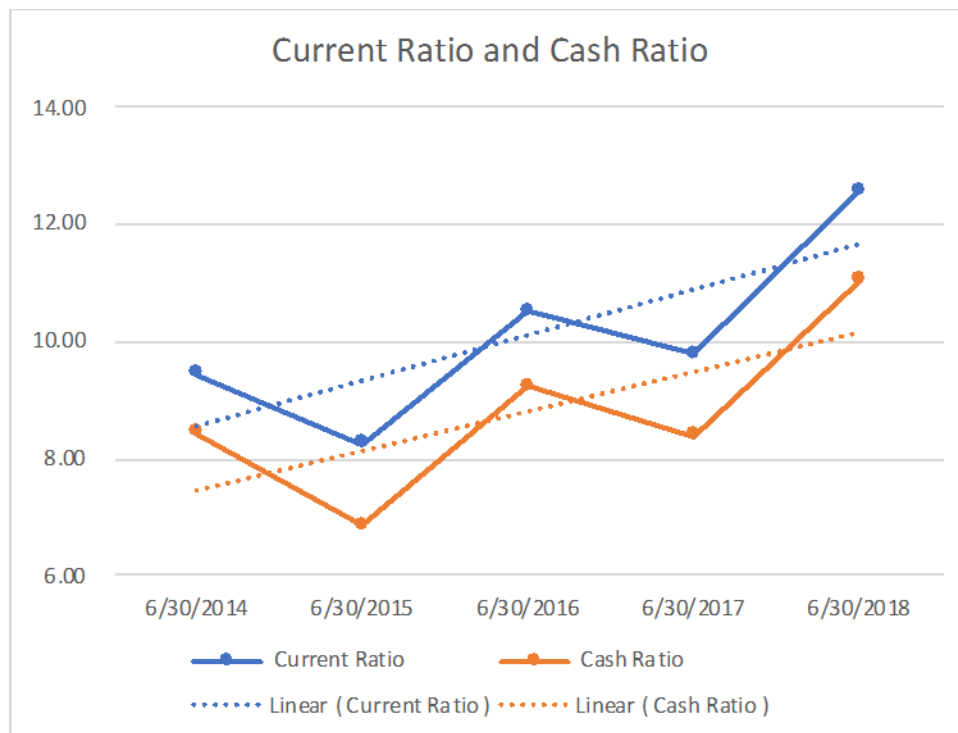
Cash to Total Expenses

Cash to total expenses indicate how long cash reserves can be used to pay expenses in the event of the unforeseen circumstances that prevented any cash to flow into the college. The College's cash to total expenses ratio and indicates that cash and cash equivalents are sufficient to cover three to four (3-4) months of expenses or could be used to cover any unexpected budgetary shortfalls in the short-term should revenues cease to be received. Additionally, the College improved this ratio during the five-year period.

Graph 3
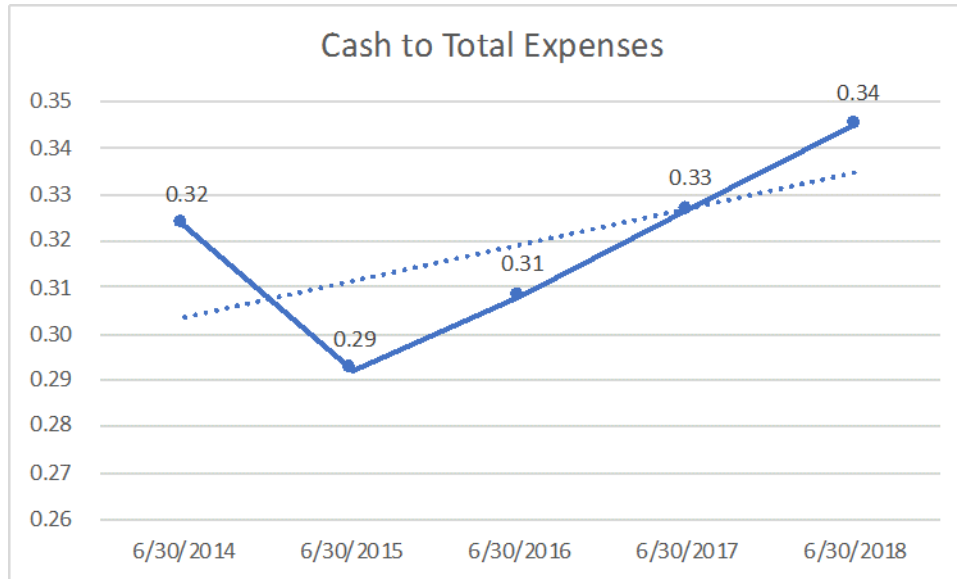
Viability Ratio

The viability ratio measures the College's availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. The viability ratio is the comparison of expendable assets to long-term debt. A viability ratio in excess of 1.0 indicates an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date. The viability ratios of 7.21 reflect that Northeast is more than able to meet its long-term debt obligations.

330

13.1: Financial Resources

Graph 4

Viability Ratio

Date	Value
6/30/2014	3.63
6/30/2015	4.08
6/30/2016	4.83
6/30/2017	6.03
6/30/2018	7.21
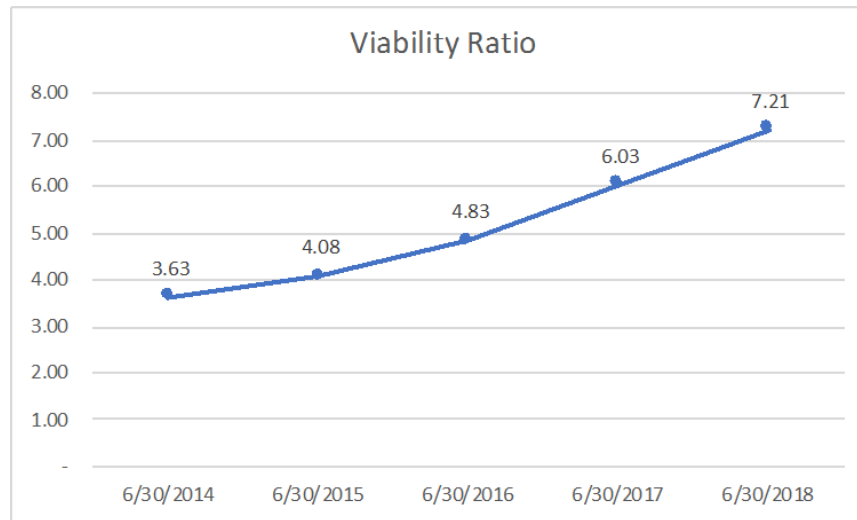
In the interest of full transparency, the College's viability ratio changed significantly during FY2019. In July 2018, the college issued additional debt for the construction of a baseball and softball complex on campus. As of June 30, 2019, unaudited financial statement amounts show the College's viability ratio dropped to 1.80 but is still sufficient to meet its debt obligations.

Return on Net Assets (RONA)

The return on net assets determines whether the institution is financially better off than in previous years by measuring total economic return. Northeast has achieved a positive RONA for FY14 through FY18, indicating that Northeast has been able to maintain economic growth despite reductions in state appropriations as noted previously. The College's RONA reflect an ability to succeed even when major revenue streams are significantly reduced.

Graph 5

Return on Net Assets

Date	Value
6/30/2014	2.20%
6/30/2015	5.25%
6/30/2016	1.00%
6/30/2017	2.04%
6/30/2018	2.08%

13.1: Financial Resources
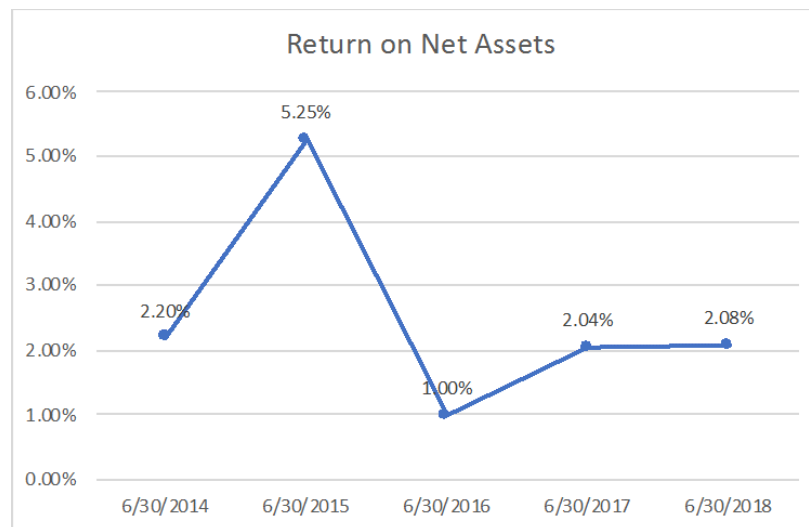
The anomaly of FY15's 5.25% RONA can be attributed to an increase in enrollment as a result of changing to a 4-day instructional week, but due to caution, the College did not budget for the increase, thus carrying the surplus into reserves at year-end.

Primary Reserve Ratio

The primary reserve ratio measures the financial strength of an institution by comparing expendable net assets to total expenses. Very similar to the cash to expenses ratio, the primary reserve ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using not only its cash but also its total expendable reserves without relying on additional net assets generated by operations. A ratio at this level indicates that Northeast has the financial ability to cover three to four (3-4) months of expenses from current reserves if the college made no adjustments to on-going activities and received no additional revenue. The Primary Reserve Ratio provides a similar measure of financial strength as the Current Ratio.

Graph 6
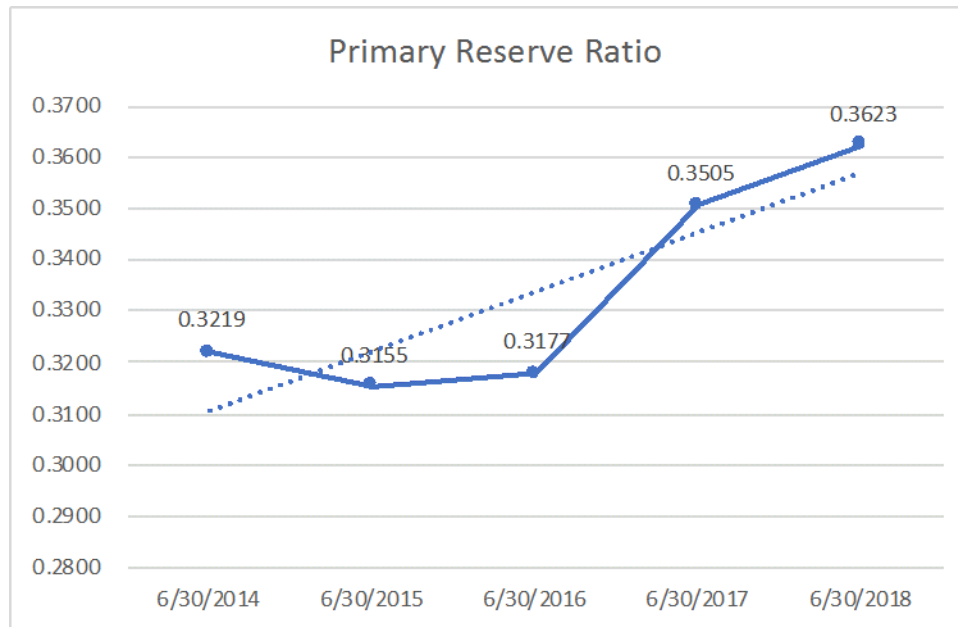
The primary reserve ratio and cash to expenses ratio are similar, as is evidenced in Graph 7.

Graph 7

Primary Reserve and Cash to Expenses Ratios
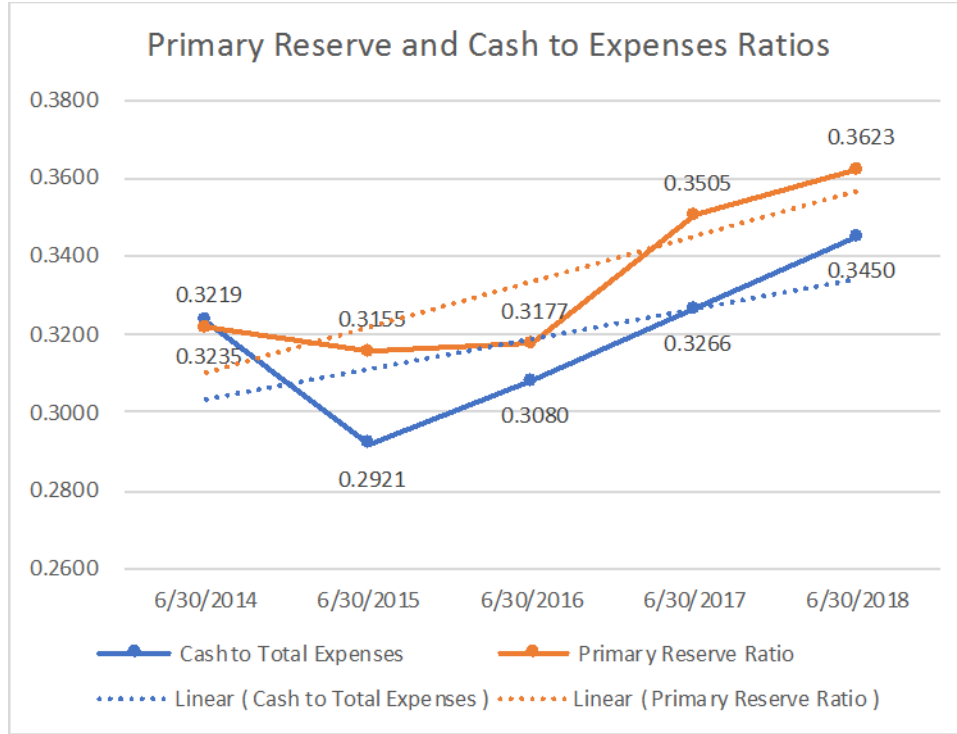
These financial ratios measure the ability of the College to fulfill its mission to provide for the educational needs of its community.

Table 2's expenditure information shows the College spends its resources in areas that directly support its mission.

Both Table 2 and Graph 8 show the College's expenses by functional classification. As the graph reflects, the majority (approximately 60%-plus per year) of the College's resources go to instruction, instructional support, student services, and student aid. This information includes all expenses of the College, including GASB 68 and 75 effects, as removing these would not significantly change the percentage of the functional classifications.

Table 2

Expenses by Funcitional Classification	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Instruction	16,842,076	16,402,747	14,554,312	13,914,321	13,509,481
Instructional Support	655,661	682,806	642,444	589,454	571,094
Student Services	3,580,184	3,699,183	3,628,105	2,940,479	2,777,843
Student Aid	3,112,730	3,446,737	5,451,257	5,319,731	5,075,692
Institutional Support	5,254,272	5,178,762	4,702,363	4,464,586	4,556,542
Operation of Plant	3,875,642	4,073,423	3,734,776	3,600,241	3,880,227
Auxiliary Enterprises	4,456,230	4,768,632	3,908,074	2,308,307	2,034,542
Depreciation	1,957,342	1,931,845	1,921,538	1,823,316	1,689,844
Total	39,734,137	40,184,135	38,542,869	34,960,435	34,095,265

334

13.1: Financial Resources

Graph 8

Expenses by Functional Classification
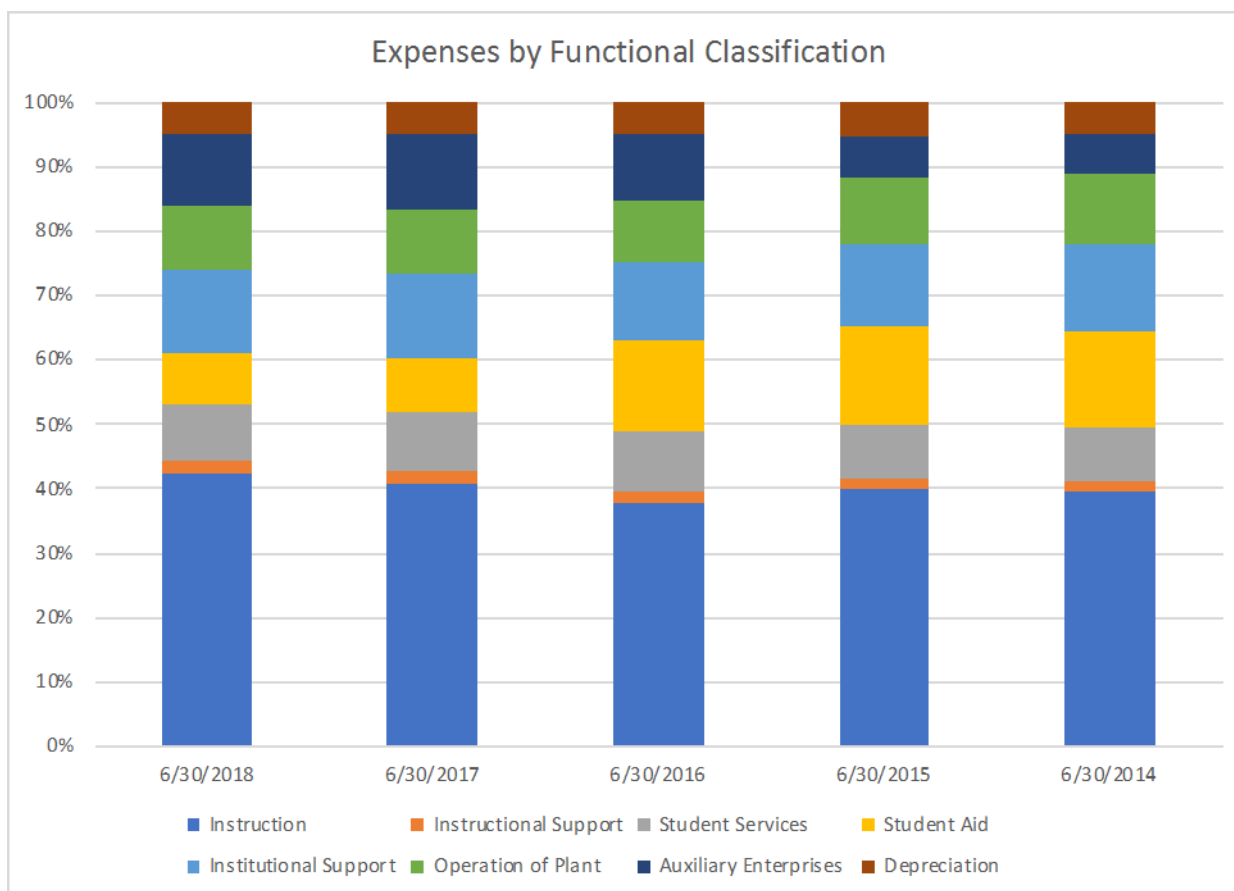
It is important to note that Northeast Mississippi Community College has maintained its focus of providing quality education and support services while battling reducing percentages of state appropriation support. For the most part, the College has not reduced its scope or focus during these times. The golf and tennis programs were eliminated for FY18 to combat the reduction of state funds; however, otherwise the College has maintained or expanded its academic services. For FY19 the college added a student success center, adding three academic success coaches, expanding the student writing center, and adding a student study lounge branded as the "CoLab" for its purpose of student collaboration.

Through sound financial planning and fiscal responsibility, the College continues to support the needs of its community by providing educational opportunities for students and the workforce.

13.1 Supporting Documentation

- NEMCC Audit Report- FY14, FY15, FY16, FY17, FY18
- Northeast MBR - FY21
- Northeast Budget Presentation Fiscal Year 2015
- Northeast Budget Presentation Fiscal Year 2016
- Northeast Budget Presentation Fiscal Year 2017
- Northeast Budget Presentation Fiscal Year 2018
- Northeast Budget Presentation Fiscal Year 2019
- Northeast Budget Presentation Fiscal Year 2020
- *Miss. Code Ann. §37- 29-14*
- Northeast Ratio Calculations and Graphs

13.2: Financial Documents

The member institution provides the following financial statements:
 a. an institutional audit (or Standard Review Report issued in accordance with
 ***Statements on Standards for Accounting and Review Services* issued by the AICPA for**
 those institutions audited as part of a system-wide or statewide audit) for the most
 recent fiscal year prepared by an independent certified public accountant and/or an
 appropriate governmental auditing agency employing the appropriate audit (or
 Standard Review Report) guide.
 b. a statement of financial position of unrestricted net assets, exclusive of plant assets
 and plant-related debt, which represents the change in unrestricted net assets
 attributable to operations for the most recent year.
 c. an annual budget that is preceded by sound planning, is subject to sound fiscal
 procedures, and is approved by the governing board.

Judgement of Compliance:

 _X_   Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

13.2.a Institutional Audit

Northeast Mississippi Community College is audited annually by a CPA firm approved by the Mississippi Office of State Auditor. The Sparks CPA Firm, P.C. (formerly Brawner, Vanstory & Company, P.A. before a merger), a licensed certified public accounting firm in the State of Mississippi, is the independent audit firm approved by the College and the Mississippi Office of the State Auditor (OSA) to perform the annual audit of the College's financial statements, which are prepared in accordance with generally accepted accounting principles (GAAP) as promulgated by the Governmental Accounting Standards Board (GASB). The annual audit must also be submitted to the OSA for review and approval before being made public.

Annual audits are performed in accordance with generally accepted auditing standards as defined by the American Institute of Certified Public Accountants (AICPA) and the standards applicable to financial audits contained in *Governmental Auditing Standards* issued by the Comptroller General of the United States. All College funds, federal grants, other state and private grants, and federal and state financial aid funds are audited as part of the College's annual financial statement audit and are contained in the College's audited financial statements. The audited financial statements present all elements required by GAAP. The audited financial statements for FY19 should be available on or about February 28, 2020. Northeast continually receives unqualified opinions on its audited financial statements. (Northeast Audit Report Fiscal Year 2014; Northeast Audit Report Fiscal Year 2015; Northeast Audit Report Fiscal Year 2016; Northeast Audit Report Fiscal Year 2017; Northeast Audit Report Fiscal Year2018) The audited financial statements for the years ended June 30, 2014 2015, 2016, 2017, and 2018, are included for review.

Additionally, the audited financial statements for fiscal years 2014 through 2018 report no findings in the "Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on as Audit of the Financial Statements Performed in Accordance with Government Auditing Standards;" no findings in the "Independent Auditors' Report on Compliance for Each Major Program and Report on Internal Control Over Compliance Required by the Uniform Guidance;" and no findings in the "Independent Auditors' Report on Compliance with State Laws and Regulations." (Northeast Audit Report Fiscal Year 2014; Northeast Audit Report Fiscal Year 2015; Northeast Audit Report Fiscal Year 2016; Northeast Audit Report 2017; Northeast Audit Report 2018)

13.2.b Statement of Financial Position of Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt

Northeast Mississippi Community College has consistently maintained a positive balance in Unrestricted Net Assets Exclusive of Plant (UNAEP) over the last five years. In addition, the past four years show a steady increase, further indicating the financial stability of the College and its sound financial planning.

The following financial statement presents a summarized Statements of Net Financial Position for the years ended June 30, 2018, 2017, 2016, 2015, and 2014, based on the audited financial statements, with a reconciliation to Unrestricted Net Assets Exclusive of Plant (UNAEP). Unrestricted net assets represent those balances from operating activities that have not been restricted by parties external to the college such as grantor agencies and donors. This includes funds that are normal working capital balances maintained for departmental and auxiliary activities. The reconciliation to UNAEP has further been adjusted to remove the accrued liability for compensated absences, and the effects of GASB Statement 68 and GASB Statement 75 on the statement of financial position as explained below.

GASB Statement 68, Accounting and Reporting for Pensions, was implemented in fiscal year 2015, and GASB Statement 75, Accounting and Reporting for Postemployment Benefits Other than Pensions, was implemented in fiscal year 2018. The purpose of each statement is to improve accounting and financial reporting by state and local governments for pensions and other post-employment benefits (OPEB). The statements also improve information provided by state and local governmental employers about financial support for pensions and OPEB that is provided by other entities. However, the effects of GASB 68 and GASB 75 distort the true operating activities and financial position of the College; therefore, the effects of each statement have been eliminated to provide a more useful report on operations and net position.

Northeast Mississippi Community College
Condensed Statement of Net Financial Position
and Reconciliation to the
Unrestricted Net Assets Exclusive of Plant
Source: Audited Financial Statements

	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Assets					
Current Assets	14,671,338	14,222,494	13,105,890	12,410,726	12,393,360
Other Non-Current Assets	406,605	718,483	393,073	625,379	348,751
Capital Assets	45,932,443	45,473,261	45,787,448	46,239,527	43,956,001
Total Assets	61,010,386	60,414,238	59,286,411	59,275,632	56,698,112
Deferred Outflows					
OPEB-Related	141,604	-	-	-	-
Pension-Related	3,862,381	8,441,250	8,639,748	2,886,462	-
Total Defered Outflows	4,003,985	8,441,250	8,639,748	2,886,462	-
Liabilities					
Current Liabilities (Excl. Cur. Por. of OPEB)	1,168,456	1,455,345	1,245,972	1,505,238	1,313,441
Non-Current Liabilities	2,255,352	2,552,273	2,835,289	3,109,407	3,450,875
Net OPEB Liability (Including Current Portion)	1,958,265	-	-	-	-
Net Pension Liability	38,233,806	41,083,743	35,565,058	27,578,041	-
Total Liabilities	43,615,879	45,091,361	39,646,319	32,192,686	4,764,316
Deferred Inflows					
OPEB-Related	99,714	-	-	-	-
Pension-Related	841,717	141,592	2,998,232	3,997,640	-
Total Defered Inflows	941,431	141,592	2,998,232	3,997,640	-
Net Position					
Invested in Capital Assets, Net of Related Debt	44,057,174	43,301,273	43,328,741	43,504,101	40,923,856
Restricted	2,857,840	3,428,106	2,671,655	2,118,835	1,553,548
Unrestricted	(26,457,953)	(23,106,844)	(20,718,788)	(19,651,168)	9,456,392
Total Net Position	20,457,061	23,622,535	25,281,608	25,971,768	51,933,796
	-	-	-	-	-
Reconciliation to Unrestricted Net Assets Exclusive of Plant					
Unrestricted Net Position per Audited Financial Statements	(26,457,953)	(23,106,844)	(20,718,788)	(19,651,168)	9,456,392
Adjustments					
Compensated Absences (Accrued Leave Liabilities)	575,383	574,385	564,882	548,481	619,130
GASB 68 Pension-Related Amounts					
Net Pension Liability	38,233,806	41,083,743	35,565,058	27,578,041	-
Deferred Inflows	841,717	141,592	2,998,232	3,997,640	-
Deferred Outflows	(3,862,381)	(8,441,250)	(8,639,748)	(2,886,462)	-
GASB 75 OPEB-Related Amounts					
Net OPEB Liability	1,958,265	-	-	-	-
Deferred Inflows	99,714	-	-	-	-
Deferred Outflows	(141,604)	-	-	-	-
Unrestricted Net Assets Exclusive of Plant	11,246,947	10,251,626	9,769,636	9,586,532	10,075,522

The following financial information is also included for review to show the effects of GASB 68, GASB 75, and other non-cash items on the College's financial statements.

Northeast Mississippi Community College
Condensed Statement of Revenues, Expenses, and Changes in Net Position
Source: Audited Financial Statements

	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Operating Revenues	22,729,935	22,019,020	20,767,500	20,240,147	19,435,584
Operating Expenses	39,734,137	40,184,135	38,542,869	34,960,435	34,095,265
Operating Loss	(17,004,202)	(18,165,115)	(17,775,369)	(14,720,288)	(14,659,681)
Non-Operating Revenues (Expenses)	13,713,476	14,206,835	14,844,144	13,777,824	13,399,024
Income (Loss) Before Other Revenues, Expenses and Changes in Net Position	(3,290,726)	(3,958,280)	(2,931,225)	(942,464)	(1,260,657)
Appropriations for Capital Purposes	2,017,717	2,224,207	2,241,065	3,996,574	2,379,792
Change in Net Position	(1,273,009)	(1,734,073)	(690,160)	3,054,110	1,119,135

Impact of GASB 68, GASB 75, and Other Non-Cash Items on Total Change in Net Position

	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Change in Net Position	(1,273,009)	(1,734,073)	(690,160)	3,054,110	1,119,135
Add (Subtract)					
Impact of GASB 68	2,429,057	2,860,543	1,234,323	(326,919)	-
Impact of GASB 75	17,702	-	-	-	-
Depreciation	1,957,342	1,931,845	1,921,538	1,823,316	1,689,844
Increase (Decrease) in Compensated Absences	998	9,503	16,401	(70,649)	143,542
Change in Net Position Exclusive of GASB 68, GASB 75, and Non-Cash Items	3,132,090	3,067,818	2,482,102	4,479,858	2,952,521

Impact of GASB 68, GASB 75, and Other Non-Cash Items on Income(Loss) Before Other Revenues, Expenses and Changes in Net Position

	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Income (Loss) Before Other Revenues, Expenses and Changes in Net Position	(3,290,726)	(3,958,280)	(2,931,225)	(942,464)	(1,260,657)
Add (Subtract)					
Impact of GASB 68	2,429,057	2,860,543	1,234,323	(326,919)	-
Impact of GASB 75	17,702	-	-	-	-
Depreciation	1,957,342	1,931,845	1,921,538	1,823,316	1,689,844
Increase (Decrease) in Compensated Absences	998	9,503	16,401	(70,649)	143,542
Income(Loss) Before Other Revenue, Expenses, and Changes in Net Position Exclusive of GASB 68, GASB 75, and Non-Cash Items	1,114,373	843,611	241,037	483,284	572,729

13.2: Financial Documents

13.2.c Annual Budget

Narrative

Northeast Mississippi Community College's budget planning process involves extensive planning over several months to arrive at the annual budget presented to the board of trustees for approval. The budgetary planning process is integral for effective financial management for the institution. The College's budget is a financial plan detailing the services provided to students through proper control and allocation of resources to effect maximum efficiency while supporting the mission of the College and must include contingencies for unanticipated decreases in revenues and increases in expenses.

Sound Planning

Northeast's annual budget process begins in late February or early March each year and involves all departments and divisions on campus and ends with approval of the budget by the board of trustees, usually at the regular June meeting. Revenue projections are based on historical actual revenues, adjusted by known and/or expected shifts in enrollment or other funding sources, as well as state appropriation reports received from the Mississippi Community College Board (MCCB). Expenditure needs and projections are received from the College's planning units, instructional divisions, and administrative departments in the form of budget requests.

Revenue Projections

The College is supported primarily through state appropriations and student tuition and fees, which make up over 80% of the college's budgeted operational funds revenues.

Tuition and fees are analyzed annually by the vice president of Finance and executive vice president, with input from other vice presidents. Proposed adjustments are provided to the president for review and presented to the board of trustees for approval in April or May during the budget planning process (FY20 Fee Increase Memo and Tuition and Fee Schedule; Northeast Board Minutes April 2019). Also, the College catalog provides information on tuition and fees

State Appropriations are set by the Legislature of the State of Mississippi. This process begins with the College's submission of the Master Budget Request (MBR) to the State Legislative Budget Office in July each year for the following year's budget request (for example the MBR submitted in July 2019 is the request for the FY21 Budget Request (July 2020 through June 2021). Once state appropriations are set by the Legislature and approved by the Governor, the MCCB enters the appropriations into the formula (see 13.1) and reports out the amounts which are used to set the budget. However, the amounts are not final, as the formula for FTE includes the prior year audited enrollment, which is not completed until after the fiscal year has started, so contingencies have to be built in to absorb any negative adjustments, as a result of final audited enrollments. (Northeast Master Budget Request FY 2021)

Other revenues are based primarily on historical trends but are adjusted if there are known deviations from the historical trend.

Expenditure Needs

Each year to begin the budget planning process, division and department heads submit their department's *Needs Assessment Survey* which describes additional initiatives and activities along with associated budget needs for the upcoming year. Each line item in the Needs Assessment is linked to at least one short-term or long-term goal of the college as noted in the *Five-Year Strategic Planning Document*. Each unit of the College is given the opportunity to submit requests for new, expanded, or renovated facilities, new positions, expanded programs funds, or new equipment via the *Needs Assessment Survey*. The *Needs Assessment Survey* is a link between the College's annual budgeting process and the *Five-Year Strategic Planning Document* (Needs Assessment 2019- Executive Vice President).

Division and department heads review the current year's budget to ensure the new fiscal year's budget request meets departmental goals and objectives and strategic plans for the upcoming year. In March divisional vice presidents submit budget requests for their respective divisions, by Organizational unit (department) within the vice president's and in total, to the Budget Committee for review and discussion during budget hearings. In addition to the Budget Request spreadsheets, additional narratives and/or explanations of requested increases are encouraged but not required. The Budget Committee consists of the executive vice president, the vice president of Finance, the vice president of Workforce and Economic Development, and the vice president of Planning and Research. The president serves as an ex-officio member of the committee. The Budget Committee reviews the organizational budget requests and determines whether requests for additional funding should be included (Budget Requests-VP Instruction; Budget Requests- VP Student Services).

The vice president of Finance and the director of Human Resources work together to formulate the college's budget for salaries and benefits. As required by board policy, any increases in faculty salary scales must be provided to the board of trustees for approval. All other staff increases are approved by the president, whether it be by scale or individual adjustment due to promotion or merit.

Final Budget Preparation

The vice president of Finance compiles a comparison of the budget requests versus the actual budget for the preceding year, which is then reviewed by the executive vice president and the vice president of Finance. The total request is compared with the revenue projections and adjusted as necessary to create the operational budget for the College, and the vice president of Finance then prepares the budget for the president's review and discussion. After the president's review, the annual budget proposal is mailed to the board of trustees for review. A summary of the Budget Proposal with a comparison to the past year's budgets is presented at the next board of trustees meeting (Annual Budget Presentation FY2020), with such meeting usually being the June meeting. After the presentation, the board of trustees are invited to make comments and/or ask questions, then the proposed budget is presented for approval (Minutes, Board of Trustees, June, 2019).

Throughout the fiscal year, departmental supervisors monitor the budgets for their respective [1]

departments and make budget revisions between the budgeted line items within their specific department and/or between departments under the supervisor's authority. Departmental supervisors may not make revisions to salary and fringe benefit costs. All budget revisions are forwarded to the vice president of Finance or the senior accountant/business manager for review and posting within the College's administrative software (Email from vice president of Planning and Research, March 27, 2019).

13.2 Supporting Documents
- Northeast Audit Report Fiscal Year 2014
- Northeast Audit Report Fiscal Year 2015
- Northeast Audit Report Fiscal Year 2016
- Northeast Audit Report Fiscal Year 2017
- Northeast Audit Report Fiscal Year 2018
- FY20 Fee Increase Memo and Tuition and Fee Schedule
- Northeast Board Minutes April 2019
- Northeast Master Budget Request FY 2021
- Needs Assessment 2019- Executive Vice President
- Budget Requests- VP Instruction, VP Student Services
- Annual Budget Presentation FY20
- Minutes, Board of Trustees, June 2019
- Email from vice president of Planning and Research, March 27, 2019

13.3: Financial Responsibility

The institution manages its financial resources in a responsible manner.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

The audited financial statements and related financial information provided in Sections 13.1 and 13.2 provide information that indicates the College has a strong financial base and has managed its financial resources in a responsible manner. Maintaining a strong Net Position is critical in managing financial resources for continued operations.

As shown in the Condensed Statement of Net Financial Position and the Condensed Statement of Revenues, Expenses, and Changes in Net Position (see 13.2.b), and in the chart below, total net position shows a slow but steady increase from FY14 through FY18. Unrestricted amounts show small growth after dipping slightly from FY14 to FY15. Restricted assets tend to fluctuate due to their very nature, as many grants involved receiving funds upfront then spending them down.

Graph 1
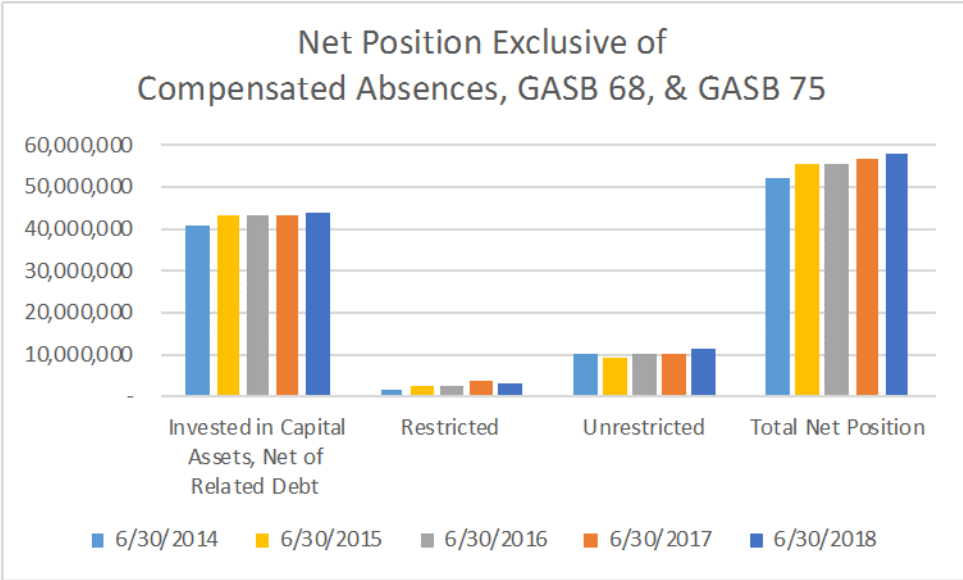
This information is provided in Table 1 below, along with the increase in Total Net Position and increase (decrease) in Unrestricted Net Position.

Table 1

Total Net Position Exclusive of Compensated Absences, GASB 68, and GASB 75

	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Invested in Capital Assets, Net of Related Debt	44,057,174	43,301,273	43,328,741	43,504,101	40,923,856
Restricted	2,857,840	3,428,106	2,671,655	2,118,835	1,553,548
Unrestricted	11,246,947	10,251,626	9,769,636	9,586,532	10,075,522
Total Net Position	58,161,961	56,981,005	55,770,032	55,209,468	52,552,926
Increase in Total from Prior Year	1,180,956	1,210,973	560,564	2,656,542	
	2.07%	2.17%	1.02%	5.05%	
Increase in Unrestricted from Prior Year	995,321	481,990	183,104	(488,990)	
	9.71%	4.93%	1.91%	-4.85%	

Another important factor in evaluating the financial viability of the College is its ability to meet financial obligations as they mature. The Statement of Cash Flows presents information on the College's inflows and outflows of cash through its operating, non-capital financing, capital and related financing, and investing activities. Cash flows provide relevant information about the cash receipts and cash disbursements of the College during a given period and helps users of the financial statements asses the ability to generate future cash flows, meet obligations as they come due, and assess the need for external financing. Due to the reporting requirements of the Governmental Accounting Standards Board, state appropriations are considered "non-exchange" transactions, and as such are not reported in operating activities. However, a truer picture of operating activities would include state appropriations in the operating sections. A summarized statement of cash flows is presented in Table 2. As the schedule presents, the net of operating cash flows and non-capital financing activities cash flows are positive each year with the exception of fiscal year 2015, which shows a net negative cash flow from operating and non-capital financing activities.

Table 2

Northeast Mississippi Community College
Condensed Statement of Cash Flows
Source: Audited Financial Statements

	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Cash Provided by (Used for)					
Operating Activities	(13,194,960)	(13,146,374)	(13,973,057)	(13,726,267)	(12,974,227)
Non-Capital Financing Activities	13,786,400	14,428,848	15,017,816	13,575,813	13,611,797
Capital and Related Financing Activities	(928,785)	401,837	130,136	(597,751)	(962,231)
Investing Activities	11,384	10,297	9,028	13,948	17,583
Net Increase (Decrease) in Cash	(325,961)	1,694,608	1,183,923	(734,257)	(307,078)
Cash and Cash Equivalents, Beginning of Year	13,208,547	11,513,939	10,330,016	11,064,273	11,371,351
Cash and Cash Equivalents, End of Year	12,882,586	13,208,547	11,513,939	10,330,016	11,064,273

For the years ending June 30, 2016 and 2017, the college experienced budget cuts in state appropriations during the years and became very conservative with its overall spending plan. After

345

13.3: Financial Responsibility

the 2016 cuts, with the threat of continued cuts into 2017, the College made the decision to adjust budgets significantly and put a hold on a percentage of organizational budgets to combat the threat of further cuts. With this plan, the College was able to conserve and save additional cash. The College was also able to absorb the retirement of some personnel without adding replacements. Some of these reductions continued into FY18, but restored during the year, contributing to the dip in cash for that year.

It is important to note a significant portion of this savings was in the College's enlargements and improvements fund, which was also conserved as Northeast developed a five-year spending plan (FY17-21) for its use, which later turned into a 15-year plan (FY18-33, FY19-34). This plan is updated/amended periodically making it more of a "living document" based on current or changing priorities or unexpected needs that may arise. One of the priorities of the president for this plan is for the fund to always reserve a $1 million base for unexpected capital emergencies, if possible. Results of this plan caused a decrease in cash for fiscal year 2018, but cash is projected to stabilize going forward.

Although the College's cash has not grown consistently year over year, it has grown in total over the five-years shown. Cash is monitored monthly, as shown by the Status of Funds report provided to the board of trustees each month. (Northeast Monthly Status of Funds FY 2017; Northeast Monthly Status of Funds FY 2018; Northeast Monthly Status of Funds FY2019)

As discussed previously, a major source of the College's revenue is tuition and fees from students, and the college has, although reluctantly, increased tuition and fees to cover increased spending necessary to adequately support its mission, when other revenue sources, such as state appropriations, have not kept pace with spending demands. Northeast has been fortunate to have near-steady enrollment over the past five years due to, among other things, targeted marketing to various student demographics.

Also as mentioned previously, the College experienced mid-year budget reductions in state appropriations in FY16 and FY17. To combat these reductions, the College was able to reduce spending. During FY16, the state budget cuts were absorbed by reducing spending in the last four months of the fiscal year. For FY17, with continuing cuts eminent, Northeast proactively reduced the budget plus put an additional reserve on the beginning budgets. In addition, the College was able to absorb several positions through attrition. Due to steady enrollment when most other Mississippi community colleges experienced enrollment decreases, our "piece of the pie" in state appropriations actually grew, and the college was able to fully restore the budget cuts to departmental budgets for FY18.

Northeast Mississippi Community College covers its debt service requirements with funds provided from its local county appropriations and from auxiliary funds (housing). As of the date of the financial statements presented, the College had one debt issue with $1,805,000 outstanding as of June 30, 2018. This debt is a General Obligation Refunding Notes Payable and matures in December 2028. This debt was issued in 2014 to refund two previous outstanding debts, resulting in a significant interest savings to the College. The college's viability ratio is very good, having changed significantly during FY2019. In July 2018, the College issued additional debt for the construction of a baseball and softball complex on campus. As of June 30, 2019, unaudited

financial statement amounts show the college's viability ratio dropped to 1.80, but it is still sufficient to meet its debt obligations (Northeast Ratio Calculations and Graphs*).

Northeast does not routinely issue debt and has not had to borrow in order to cover general operating expenses. The College also utilizes state bond funds for capital projects, but due to the low amount of bond funding, will "bank" these bond funds for multiple years to use toward a larger project, such as the new Tippah County Center in Ripley, MS, that just started construction in October 2019.

13.3 Supporting Documentation

- Five-Year Spending Plan (FY17-21)
- 15-Year Plan FY 18-33, FY19-34
- Northeast Monthly Status of Funds FY 2017
- Northeast Monthly Status of Funds FY 2018
- Northeast Monthly Status of Funds FY2019
- Northeast Ratio Calculations and Graphs

13.4: Control of Finances

The institution exercises appropriate control over all its financial resources.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Internal controls consist of various procedures or processes to ensure the reliability of recording, processing, and reporting financial data, compliance with applicable laws and regulations, and effective and efficient operations. Northeast Mississippi Community College exercises appropriate control over its financial resources by establishing adequate policies and procedures and maintaining compliance with not only the College's internal policies but also those of outside regulatory agencies. The established policies and procedures serve as a guide for financial operations and for the safeguarding and maintaining control of the College's assets. The College regularly reviews and evaluates its controls, and where necessary, changes those control procedures to maintain an effective internal control environment. Additionally, the College's internal controls and compliance are monitored and evaluated by external auditors and external funding agencies.

The College has many policies and procedures to provide for the safeguarding of assets and control of finances. The *Purchasing Manual, Board Policy Book, Section 600,* and *Procedures Manual, Section 600* contain most policies and procedures for control of finances. Additionally, the College follows the guidelines established by various external agencies, including the U.S. Department of Education (ED) and the Mississippi Office of the State Auditor, and the *Mississippi Code Ann. 1972*, as amended. Best practices established by the National Association of College and University Business Officers (NACUBO), and other higher education authoritative entities are also reviewed and evaluated for possible inclusion in the College's policies and procedures.

The Purchasing Manual provides procurement guidelines that must be followed for purchases and include appropriate quote and bid requirements to be followed in accordance with state purchasing laws. Appropriate multi-level approvals have been established with the College's automated purchasing system and with the administrative software system to establish appropriate management-level approval for purchases prior to transactions occurring. Check requests follow a similar approval process prior to payment.

Expenditures are monitored and controlled through departmental administrators with assistance from the business office and the purchasing office staff. Purchases are made through an electronic requisition system and require approval of the departmental supervisor prior to a purchase order being issued. Requisitions must be approved by the appropriate campus authority prior to being electronically forwarded to the purchasing office. The director of Purchasing verifies that the request to expend funds is in accordance with Mississippi Purchasing Law and college procedures before issuing an approved purchase order. Purchase orders are signed by the director of Purchasing, or the vice president of Finance in the absence of the director of

348

Purchasing. The director of Purchasing monitor purchases made by the College.

Department administrators and division heads have the primary responsibility for control of expenditures within their respective areas of operation. These administrators ensure that expenditures do not exceed the budget by monitoring their budgets via the College's administrative software package. This software provides real-time financial information for each budgetary unit and allows the departmental supervisors, deans, or vice- presidents to monitor the budgets closely. The Business Office accepts overall responsibility for budget control with the responsibility to call attention to major departures from budgeted allocations and to recommend and/or take corrective action.

The vice president of Finance prepares quarterly financial monitoring reports *(NEMCC Quarterly Financial Report FY17, NEMCC Quarterly Financial Report FY18, NEMCC Quarterly Financial Report FY19)* comparing the approved budget for revenues and expenditures to actual revenue and expenditures for the fiscal year as of the end of the quarter being reported. The quarterly monitoring reports are provided to the president and the board of trustees for review for the months ending in September, January (which is used instead of December to give a more accurate picture of tuition and fees for the Spring semester), and March. If warranted at the end of the fiscal year, the vice president of Finance will compile an amended budget for the year which is submitted to the president for his review.

Internal Controls Over Financial Reporting

The audited financial statements for fiscal years 2014 through 2018 *(Northeast Audit Report Fiscal Year 2014; Northeast Audit Report Fiscal Year 2015; Northeast Audit Report Fiscal Year 2016; Northeast Audit Report 2017; Northeast Audit Report 2018)* received unqualified opinions on the financial statements and report no findings in the "Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on as Audit of the Financial Statements Performed in Accordance with Government Auditing Standards;" no findings in the "Independent Auditors' Report on Compliance for Each Major Program and Report on Internal Control Over Compliance Required by the Uniform Guidance"; and no findings in the "Independent Auditors' Report on Compliance with State Laws and Regulations" which support that the College maintains control over finances. The audits ensure the College is following all internal procedures and state and federal regulations regarding revenue and expenditure control. Completed audits are forwarded to the board of trustees for review. Additionally, audit findings, if any, are shared by letter with the president and the board of trustees by the Mississippi Office of State Auditor.

Qualified Personnel

Qualified, competent employees are an integral part of the control over finances. The College strives to ensure that we hire and retain educated and experienced personnel to lead and operate the finance department.

Christopher D. Murphy, CPA, vice president of Finance, has a Bachelor of Accountancy and Master of Science in Management and Leadership, The vice president has eight years' experience

at Northeast as vice president of Finance and 18 years' experience in public accounting, with a heavy emphasis on governmental accounting and auditing. Mr. Murphy maintains his CPA license, which requires 40 hours of continuing professional education per year. He is also actively involved in the Mississippi Association of Community and Junior College's (MACJC) Business Managers Association and the national Community College Business Officers (CCBO) association. He has also presented or co-presented various professional development sessions at the CCBO annual conference and internally for the college's *Lead Northeast* leadership development program. Mr. Murphy was the recipient of CCBO's Outstanding Chief Business Officer award in 2016.

Two College accountants with Bachelor of Accountancy degrees work in the business office. Ann Smith, senior accountant/business manager has 30+years' experience in the college Business Office and Christi Lindsey, accountant, has two years' experience at Northeast and 14 years previous experience in accounting at a county-owned hospital. Amber Garner, director of Purchasing, also has a Bachelor of Accountancy degree.

13.4 Supporting Documentation

- *Purchasing Manual*
- *Board Policy Book, Section 600*
- *Procedures Manual, Section 600*
- Quarterly financial monitoring reports (FY17, FY18, FY19)
- Audited financial statements (FY14, FY15, FY16, FY17, FY18)
- Christopher D. Murphy, Resume
- Ann Smith, Resume
- Christi Lindsey, Resume
- Amber Garner, Resume

350

13.5: Control of Sponsored Research/External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College does not conduct research. Northeast does seek and receive external funding from the federal government (both direct and passed-through other sources), state sources, and private organizations. The same institutional policies and procedures are applied to all funds received by the College regardless of source of revenue.

Upon permission of the president, college faculty and staff may initiate a proposal for an externally funded program. Once an externally funded program is approved and awarded, the fiscal management and financial control of the funds follows the same procedures for purchasing, travel, employment, inventory control, receipt of funds, and other financial control measures as are required for all general operating funds of the College. The College also adheres to any requirements that may be specific to the sponsored programs.

These externally sponsored programs or grants are accounted for through the College's Restricted Fund. Each grant is assigned a distinct fund number in order to ensure the accurate reporting and review of all externally sponsored programs. Externally sponsored programs are audited as a part of Northeast's annual external audit. The audit is conducted in accordance with governmental auditing standards. The external auditor tests separately and reports accordingly on federal government sponsored programs or grants as required by OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*, and the related *Compliance Supplement*. The College has received unqualified opinions on compliance and no audit findings on compliance and internal controls related to federally funded programs. The Schedule of Expenditures of Federal Awards can be found in the Supplementary Schedules sections of the Audited Financial Statements *(Northeast Audit Report Fiscal Year 2014; Northeast Audit Report Fiscal Year 2015; Northeast Audit Report Fiscal Year 2016; Northeast Audit Report Fiscal Year 2017; Northeast Audit Report Fiscal Year 2018)*.

Many contract and grant programs administered through the state have annual on-site monitoring visits. The College is provided with monitoring reports and continually receives either no findings or immaterial findings as a result of the monitoring visits.

Employees with oversight responsibilities of external awards attend grant-specific and/or non-grant specific training annually which emphasizes the importance of compliance with granting agencies' guidelines and general federal guidelines applicable to all federal awards. Additionally, the vice president of Finance attends professional development programs to stay current on federal, state, and other guidance with regard to external funding.

A sample of non-federal and non-state student aid externally funded grants and contracts in excess of $5,000 (five thousand dollars) received by Northeast in FY18 and FY19 are listed in Table 1:

Table 1

Northeast Mississippi Community College
Non-Federal and Non-State Student Aid Externally Funded Grants and Contracts

Source	FY19	FY18
Workforce Projects	1,195,203	1,016,043
State Vocational Salary Reimbursements	1,106,744	1,124,719
Kellog Foundation Grant	193,317	153,659
MSVCC Mini Grants (MCCB)	19,000	17,600
MCCB Cyber Security Grant	30,000	-
Alcorn County Sheriff Inmate Classes	13,327	6,664
Incentives to Success (MCCB)	104,115	86,380
Rural Development Partners Grant	-	37,247
Families First of Mississippi	-	5,000
Toyota/Haley Barbour Grant	-	50,000
Complete to Compete	40,500	28,500
MS Board of Nursing 1838 Grant	-	47,410
MS State Board of Contractors	15,650	15,595
Gene Haas Foundation	10,000	-
Foundation of the Mid-South Jail to Jobs Grant	77,482	27,518
	2,805,338	2,616,335

13.5 Supporting Documentation

- Northeast Audit Report Fiscal Year 2014
- Northeast Audit Report Fiscal Year 2015
- Northeast Audit Report Fiscal Year 2016
- Northeast Audit Report Fiscal Year 2017
- Northeast Audit Report Fiscal Year 2018

13.6: Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies in all respects with its program responsibilities in regard to Title IV of the Higher Education Act. The College is not aware of any existing issues that may jeopardize its eligibility to receive Title IV funding and has not been placed on the reimbursement method, nor has it been required to obtain a letter of credit by the U.S. Department of Education (ED). As stated previously, the College is audited annually by an external audit firm. The results of those audits reflect no findings or violations in administering federal financial aid funds, and an unqualified opinion was issued. The audits are filed electronically with the ED in accordance with federal regulations (Northeast Audit Report Fiscal Year 2014; Northeast Audit Report Fiscal Year 2015; Northeast Audit Report Fiscal Year 2016; Northeast Audit Report Fiscal Year 2017; Northeast Audit Report Fiscal Year 2018).

Additionally, the College annually submits financial information to the ED through the Integrated Postsecondary Educational Data System (IPEDS), and to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) through the Institutional Profile, which includes institutional data, enrollment data, and financial data (IPEDS Finances; SACSCOC Institutional Profile).

Program Participation Agreement

Northeast Mississippi Community College is "provisionally" approved to participate in Title IV programs as indicated in the *Program Participation Agreement* letter issued by The United States Department of Education. The reason for the "provisional" status is because the FY15 audited financial statements were submitted late to the Department of Education, which caused the College to go on provisional status for five years. Audited financial statements for FY16, FY17, and FY18 have been submitted on time. As long as the College continues to submit audited financial statements on time, the provisional status can be removed in 2021.

Mississippi state student aid programs are administered through the Mississippi Institutions of Higher Learning (IHL). The College receives notifications of eligibility and awards from IHL as well as notifications that money should be returned. Therefore, the only responsibility of the College is to ensure proper disbursement to the correct students and to notify IHL of student grades

each semester for determination of continuing eligibility (Screenshot of IHL Document Sharing Secure Portal).

13.6 Supporting Documentation

- IPEDS Finances
- SACSCOC Institutional Profile
- Program Participation Agreement
- Screenshot of IHL Document Sharing Secure Portal
- Northeast Audit Report Fiscal Year 2014
- Northeast Audit Report Fiscal Year 2015
- Northeast Audit Report Fiscal Year 2016
- Northeast Audit Report Fiscal Year 2017
- Northeast Audit Report Fiscal Year 2018

13.7: Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgement of Compliance:

_ X _ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

 Northeast Mississippi Community College has adequate physical facilities and resources to support its institutional mission and program offerings. Northeast's physical facilities include those on the main campus as well as those at its Northeast at New Albany, Northeast at Corinth, and Gayle Davis Hall off-campus sites. All of these facilities are designed to support the educational programs and support services of the College as provided in institutional goal #7 within the College's Purpose Statement: "To provide human resources, financial resources, instructional resources, and **physical facilities** necessary to offer quality instruction." The main campus in Booneville contains approximately 160 acres and is the central administrative site of the College. The main campus contains approximately 808,000 square feet of total operational building space, excluding faculty/staff residences and a warehouse purchased for future expansion. Instruction and student services activities occupy approximately 687,000 square feet, or approximately 85% of the operational building space on the Booneville campus.

Facilities

The College exercises appropriate control over all physical resources through a variety of methods. The vice president of Finance submits updates to the Mississippi Bureau of Buildings, Grounds and Real Property Management via an online portal regarding the number and types of buildings maintained by the College, along with its primary use, available square footage, current status, repair needs, and cost of acquisition. The vice president of Finance ensures that appropriate property and liability insurance coverage is maintained on all assets.

Building projects, whether new construction or major renovation, are recommended to the board of trustees' Buildings and Grounds Committee by the president. Building projects are within the scope of the long-range plans of the College and the priorities set by the board of trustees. Construction needs and plans for major repairs and renovation projects are reported annually to the State Board of Community and Junior Colleges (MCCB) and the Mississippi Bureau of Buildings and Real Property Management. The MCCB and the Bureau of Buildings use this financial information to request construction bonding funds from the Mississippi Legislature.

Equipment Inventory

In accordance with the Mississippi Office of Audit requirements, an inventory system is used for the furniture and equipment inventory to ensure accountability of all equipment items with a cost of $1,000 or more and a useful life of more than one (I) year. Northeast's Inventory Specialist, who reports to the director of Purchasing, reviews purchases and identifies inventory items. The Inventory Specialist assigns the equipment an inventory tag number, records the equipment in the inventory tracking system, and installs the inventory tag on the equipment. To ensure all inventory items are identified and recorded, a Business Office staff member reviews the accounting records and invoices for furniture and equipment purchases. The Inventory Specialist and the Business Office staff member periodically reconcile the listings and resolve discrepancies. An annual inventory of assets is conducted. Any missing items are reported to the director of Purchasing and the vice president of Finance for resolution. Items to be deleted from the inventory are recommended to the board of trustees for review and for approval in accordance with Mississippi Office of Audit requirements.

The Facilities and Maintenance Department is responsible for the routine and preventative maintenance of all campus buildings, as well as the maintenance of the grounds and the college's transportation fleet. Work requests are generated using the college's online work order system. Pertinent information is entered into the system, and a complete history of the work order may be viewed by the assigned maintenance staff member, the director of Facilities and Maintenance and the executive vice president.

Construction and Renovation Projects

Since FY11 Northeast has expended $20.65 million on additions to capital facilities and infrastructure (land, buildings, and improvements other than buildings) through purchases, new construction, or major renovations.

Major building and renovation projects completed since 2011 include the following:

1. FY13 - Construction of T. Jack Ramsey Hall, a $10.3 million, 37,500 square ft student services/administration building project which contains the following: Offices of the president, the executive vice president, vice president of Finance, vice president of Student Services, vice president of Instruction, vice president of Planning and Research, and vice president of Marketing/Community Relations, Recruiting, Admissions and Records, Business Office, Counseling Center, Housing, Financial Aid, Print Shop, Campus Mail, and Computer Center. This project also included a new quad area with a fountain focal point for events and gatherings for the campus community.
2. FY14 - Renovation of Northeast at Corinth in the amount of $102,000 which included additional classrooms for workforce and adult education.
3. FY14 – Reroofing of a portion of the Burgess Fitness Center in the amount of $72,000.
4. FY15 - Construction of a new football fieldhouse, a $1.48 million, 10,000 square feet facility with football locker rooms, weight room and training room.
5. FY16 - Renovation of Cartwright Hall (formerly Stringer Hall), a $3.38 million complete gutting and renovation to transform one of the original three campus buildings from administrative offices into the campus bookstore, coffee shop, E-Learning Center with proctoring lab, and Honors Institute lounge.

356

6. FY16 - Renovation and addition to Bonner Arnold Coliseum, an $800,000 project, which included additional offices, concessions, ADA restrooms, and meeting space.
7. FY18 - Purchase of a warehouse with approximately 66,000 square feet in the amount of $585,000, for the future purpose of expanding career and technical education programs. This building is located in Booneville, off the main campus, at 400 Industrial Park Road.
8. FY19 - Purchase of an 11,000 square feet diesel mechanic shop in the amount of $400,000 in order to upgrade/expand the Diesel Power Technology Program. This building is located in Booneville, off the main campus, at 2113 North Second Street, and has been named Gayle Davis Hall.
9. FY19 - Completion of a $1.8 million renovation/upgrade of campus sidewalks and lighting.

Additionally, the College has expended well over $3 million dollars in uncapitalized repair projects, including HVAC system repairs, roof replacement/repairs, and other facility upgrades.

The College has received over $600,000 in grants from the Blue Cross/Blue Shield Foundation of Mississippi in the past five years to establish a state-of-the-art fitness facility and a health and nutrition center, and to promote healthy living. Most of those funds were used to provide equipment for the fitness facility, but other uses include adding a teaching kitchen that is used to promote healthy cooking and food preparation classes to the campus community and establishing a fitness program designed to reach out to area primary and secondary schools.

The College currently has approximately $11.5 million in new construction in progress, including a new, on-campus baseball/softball complex and an off-site center in Ripley (Tippah County), Mississippi. The College also has approximately $500,000 in renovation projects in progress which include HVAC system repairs to Seth Pounds Auditorium. Funds for these improvements were provided by a combination of local bond funds, state bond funds, state appropriations, local tax revenue, and grant funds.

The College has developed a plan for use of the Enlargements and Improvements Funds received from the College's supporting counties. The *15-year plan* (FY18-33, FY19-34) was initially created as a five-year plan, but was expanded to 15 years to cover the debt service of the College's latest debt issue, which is a fifteen year bond issue.

Master Plan

In 2018 Northeast completed a Master Plan which details the physical facility needs of the College and plans for future construction and renovation projects. During the process, all full-time employees of the College were asked to participate by completing a Master Planning Questionnaire. Further, employees were invited to voluntarily participate in a charrette workshop to aid in the master plan development. Approximately 40 faculty, staff and administrators participated.

The master plan includes a "positioning plan" which is an evaluation of all existing buildings and recommendations to renovate, renovate and expand, demolish, or leave untouched based on the evaluations. Also, campus "concept" options were developed with the idea of what the campus might look like in the future.

357

Off-Campus Sites

In addition to the main campus, Northeast owns and operates three (3) off-campus sites at New Albany, Corinth, Gayle Davis Hall a mile north of main campus, and currently has a site in Ripely under construction. The Northeast at New Albany off-campus site consists of 3.68 acres containing two (2) buildings with a total of 12,200 square feet. These facilities include a Workforce Investment Network (WIN) Job Center, classrooms, computer laboratories, a science laboratory, a Licensed Practical Nursing classroom/laboratory, and office space. The Northeast at Corinth off- campus site, consists of 5.5 acres containing one building with a total of 75,000 square feet, of which approximately 55,000 square feet is currently in use. In FY14, the College created additional classroom space at Corinth, which expanded the usable space in the facility by approximately 3,000 square feet. Additionally, the College uses space in Tishomingo County provided by the Tishomingo County Board of Supervisors to conduct workforce training classes in welding. All upkeep is provided by the Board of Supervisors as well.

Facility Maintenance

Northeast employs qualified maintenance, groundskeeping, and custodial staff who are responsible for routine maintenance on all Northeast facilities, including the Northeast at New Albany, Northeast at Corinth, and Gayle Davis Hall off-campus sites. Any Northeast employee can submit a facilities/maintenance work order through the College website to request repairs or maintenance on college facilities. The facilities and maintenance staff report to the director of Facilities and Maintenance, who reports to the executive vice president. The efforts of the facilities and maintenance staff are evaluated annually through the *Campus Climate Survey*. A summary of questions regarding to facilities included in the *Campus Climate Survey – Fall 2018* is shown below. The results are reported on a 5-point scale.

Campus Climate Survey, Fall 2018

Question #	Survey Item	2018 Mean Score	2017 Mean Score	2016 Mean Score	2015 Mean Score	2014 Mean Score	2018 % Agree	2018 % Disagree
Opinion Statements								
2.13	The overall appearance of the campus is pleasing	4.44	4.37	4.48	4.47	4.58	91.7%	2.8%
2.14	Facilities and maintenance workorder are processed in a timely manner	3.9	3.72	3.78	3.81	N/A	70.8%	11.8%
2.33	The process for submitting facilities and maintenance work orders is adequate	4.14	4.14	4.24	4.13	N/A	83.6%	6.2%
2.44	Northeast campuses are handicapped accessible	4.22	4.26	4.3	0.32	4.41	86.8%	4.5%
Level of Satisfaction								
3.5	Facilities and Maintenance (Buildings and Grounds)	419	4.13	4.13	4.04	4.4	85.0%	7.8%
3.16	Custodial Services	3.99	4.19	4.31	4.18	4.47	76.9%	14.6%

13.7 Supporting Documents
- Master Plan
- *Campus Climate Survey – Fall 2018*

13.8: Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgement of Compliance:

 X Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast has established policies and procedures which provide a healthy, safe, and secure environment for all members of the campus community.

The College is not currently under investigation by the U.S. Department of Education's Office of Civil Rights for possible violations alleging sexual violence, nor does the College have any knowledge of any claims of allegations. Further, the College has had no instances of investigations since its last SACSCOC comprehensive review.

Emergency Response Plan

In May 2018, Northeast revised and updated its *Emergency Response Plan*. This comprehensive document contains policies and procedures for responding to various emergencies or disasters that could occur on any of the Northeast locations/sites. The *Emergency Response Plan* lists those members of the College staff who comprise the emergency response team and notes that they "provide overall direction and management for the response to the emergency" *(Emergency Response Plan, 4)*.

Northeast has implemented an emergency alert system dubbed "Tiger Alert" which allows the College to rapidly notify faculty, staff, and students of emergency events by phone, text, and/or email message. All students are automatically added/removed to the alert system upon registration each semester. Additionally, students, faculty, and staff are provided instructions at the beginning of each semester on how to adjust their preferred method of contact in the system, including adding contact information for others, such as parents and/or spouses, for whom they wish to receive the alerts.

Northeast also designates a building supervisor for each building on campus and provides them with an emergency radio.

These radios are tuned to the emergency frequency of the Northeast Police Department. The Chief of Campus Police contacts the building supervisors by email when weather emergencies are forecasted and advises them to turn on their emergency radios.

These radios allow key college personnel to maintain contact with the police department in the event of power/communications outages caused by severe weather or other emergency situations.

359

Northeast's *Emergency Response Plan* includes general responses and priorities to possible emergencies or disasters.

Emergency Closing Procedures

The College's emergency closing procedures allow the president or his designee to suspend operation of any or all units of the institution in the event of an emergency situation which could affect the health, well-being, or safety of the students, faculty, and staff of the College. These procedures also allow each vice president to recommend which employees under his/her supervision are to be considered "essential personnel" who need to remain on duty to provide essential services during a closure. These procedures also indicate methods and responsibilities for notifying various college constituencies in the event of a closure of the college *(Emergency Response Plan,* 8-10; *Northeast Procedures Manual 2019-2020,* 115-116).

Fire Procedures

When a fire is detected in a building, the first action is to pull the nearest fire alarm and notify the building supervisor/instructors and/or campus police/security. Employees are then instructed to call 911 and report the building and room number for the location of the fire. The building supervisor is responsible for directing all individuals to the pre- designated assembly area and maintaining a safe distance from the building. The Fire Department assumes command of the area upon arrival, and Northeast personnel assist the local Fire Department as needed *(Emergency Response Plan,* 11).

Tornado/Severe Weather

Northeast Mississippi is susceptible to tornadoes and other types of severe weather. When the National Weather Service forecasts a moderate risk of severe weather, the Chief of Campus Police emails an advisory to all building supervisors and continuously monitors the weather forecasts. Whenever the risk level rises to "high," campus law enforcement maintains contact with the appropriate members of the emergency response team and monitors decisions about possibly discontinuing operations or cancelling classes.

In the event of a tornado warning, the tornado siren will sound. Building supervisors are instructed to move all students, faculty, and staff to the lowest floor of the building in a central hallway or a room without windows *(Emergency Response Plan,* 13-15).

Other Emergencies with Detailed Responses in the Emergency Response Plan

The plan also includes procedures for:

1. Earthquakes
2. Bomb Threats
3. Explosions/Transportation Accidents
4. Epidemics
5. Winter Weather

360

6.   Weapons of Mass Destruction
7.   Civil Disturbances
8.   Incidents of Violence
9.   Suspicious Packages or Substances
10.   Active Shooter Incidents
11.   Behavioral Disturbances/Psychological Crisis
12.   Homeland Security Advisory Responses

The *Emergency Response Plan* includes an emergency alert list, a list of building supervisors, a list of resource personnel, and a map of evacuation plan assembly areas *(Emergency Response Plan,* 30-40). Northeast periodically reviews its *Emergency Response Plan* to keep all emergency procedures and personnel listings up to date. This is part of Northeast's commitment to providing a healthy, safe, and secure environment for all members of the campus community.

Campus Law Enforcement (Police/Security)

Northeast maintains a full-time police force in order to ensure the safety and security of all members of the college community. Northeast employs eight full-time police officers, one full-time security officer, and numerous part-time, as needed police officers and security officers covering the main campus in Booneville and the off-campus centers at Gayle Davis Hall and in Corinth and New Albany. All full-time and part- time police officers are certified law enforcement officers. Newly hired police officers are required to graduate from the police academy within one year of employment if not already certified. Northeast police/security officers patrol the main campus in Booneville twenty-four hours a day, seven days a week. The officers patrol the campus and investigate violations of college regulations and/or Mississippi law. At Gayle Davis Hall and Northeast at New Albany and Corinth off-campus sites, police and/or security are provided when students are present. Northeast has also established working relationships with the New Albany, Booneville, and Corinth City Police Departments to provide frequent monitoring of these sites when/if Northeast security officers are not present *(Northeast Student Catalog 2019-2020* Campus Law Enforcement*).*

General Safety and Health

The Campus Law Enforcement section of the Student catalog contains a list of safety tips which students should practice while they are on the Northeast campus. It also explains how to report crimes and emergencies and explains the purpose of the "Tiger Alert" emergency notification system. It also lists procedures for students to follow in the event of a weather emergency or evacuation plans. The catalog also includes the latest Clery Act information and contact information for campus law enforcement. Additionally, this safety information is disseminated through Campus Law Enforcement page. The Code of Student Conduct included in the Student Catalog also outlines the individual responsibilities of students and the standards of conduct that have been established to ensure the safety of all students. This includes a description of the disciplinary process of the College and the complaint/grievance procedures for students.

Northeast's maintenance, grounds keeping, and custodial staff respond to issues that affect the health and safety of all members of the college community. Fire safety systems and fire

361

extinguishers are inspected on a regular basis. Emergency evacuation plans are posted in all facilities in which they are required. Tests of the tornado siren and the "Tiger Alert" emergency notification system are carried out on a regular basis.

Campus food services provided by Sodexo are located in the Haney Union. The food service facilities are regularly inspected by the Mississippi Department of Health. The latest inspection found no violations.

Northeast operates a childcare facility as a component of its Early Childhood Education Technology program. The childcare facilities are regularly inspected by the Mississippi Department of Health, and the latest inspection found no violations of regulations.

Classroom and Lab Safety

Northeast instructors follow safety standards and precautions to ensure the safety of students in the classroom and laboratory environment. All laboratory classes have developed and implemented safety rules relative to their particular class. All students must wear appropriate safety attire at all times. All laboratories are equipped with safety containers for the disposal of biologically hazardous waste and/or sharp objects. All laboratories are also equipped with eye wash stations, safety showers, ventilation fans and chemical fume hoods where appropriate. All chemicals are properly labeled and stored in secure, safe locations. Chemical waste is separated and properly stored in approved containers until it is disposed of by a contracted waste disposal company. All high- voltage devices and power sources are properly labeled. All career and/or technical programs which include laboratory experiences have developed safety rules and training activities for their laboratories. These rules are given to the students and/or posted in the laboratory. Students in the Career and Technical Education Division must score 100% on a safety test prior to the last day to change classes at the beginning of each semester (Microbiology Lab Manual 2017 (Safety Rules Portion); Medical Lab Safety rules & Safety Agreement Form; Safety Rules – Chemistry Lab; Precision Manufacturing and Machining Technology Safety Test; Automotive Programs Safety Test).

Other Health and Safety Measures

Northeast promotes a healthy work environment by providing health insurance benefits, sick leave, vacation, and holiday time for its full-time employees. These policies allow employees time for recreation and family activities and also allow them to recuperate from illness without loss of pay or benefits.

The College supports a healthy lifestyle for students and employees. It provides the Burgess Fitness Center, which is located in the heart of the Booneville main campus and provides various cardio equipment, weight machines, free-weights, on-demand video workout programs and in-person classes to serve the campus community. The College also provides mental health counseling free of charge.

362

The Director of Buildings and Grounds also conducts periodic safety meetings with those staff members under his supervision. These meetings include training on proper use of equipment and protective gear, proper use of cleaning chemicals, and training to recognize workplace hazards.

Safety Committee

Northeast Mississippi Community College utilizes a voluntary Safety Committee to discuss concerns of safety on campus. Topics discussed in these meetings include Emergency Response Plan revision, crosswalk marking visibility, safety drills, additional campus outdoor lighting, training in the use of stairwell evacuation chairs, and training in the use of automated external defibrillators (Safety Committee Minutes January 2019; Safety Committee Minutes September 2017).

Evaluation and Assessment of Institutional Environment

The College conducts various surveys that include items related to the health, safety, and security of the campus community. These surveys are used to help the College gauge how satisfied employees and students are with its programs and services and use the results to target areas for improvement. Also, these surveys serve as an assessment tool for institutional effectiveness plans in various areas of the College.

Campus Climate Survey (Employees)

Full-time employees are surveyed annually regarding the College's programs and services by the *Campus Climate Survey*. Employees are asked to mark responses ranging from "Strongly Agree" to "Strongly Disagree" to "No Opinion" on 54 positive opinion statements. The results are reported on a 5-point Likert scale. The Office of Planning and Research administers this survey and compiles results. In an effort to increase response rates (39% response in Fall of 2018 or 182/467 surveys completed), the Office of Planning and Research began revising the survey instrument to make it shorter while still containing the vital information being used by academic divisions and service units. The revision began with IE plans being examined and notes made about the survey items that were being reported within plans. Both Instruction Council and Administrative Council were apprised of the revision and feedback was requested to assist in the revision process. The revised *Campus Climate Survey* was administered in the Fall of 2019 and response rate was 44% (an increase of 5% from 2018). Items related to Northeast's ongoing, integrated, institution-wide, and researched-based planning and evaluation processes are shown below with results for the past three (3) years with Fall 2019 revisions noted.

363

Campus Climate Survey, Fall 2018

Question #	Survey Item	2018 Mean Score	2017 Mean Score	2016 Mean Score	2015 Mean Score	2014 Mean Score	2018 % Agree	2018 % Disagree
Opinion Statements								
2.13	The overall appearance of the campus is pleasing	4.44	4.37	4.48	4.47	4.58	91.7%	2.8%
2.17	College officials handle incidents in a fair and responsible manner	4.18	3.9	3.94	N/A	N/A	84.1%	3.9%
2.24	If a crisis happened on campus, my college would handle it well	3.87	3.85	3.93	N/A	N/A	72.3%	8.9%
2.27	Racial discrimination or harassment is not a problem at this campus	4.15	4.04	4.09	4.07	0.25	79.1%	4.0%
2.29	Sexual discrimination or harassment is not a problem at this campus	4.10	4.00	4.10	4.03	4.20	78.2%	5.1%
2.30	The campus environment and infrastructure supports and promotes exercise and healthy nutrition	4.31	4.32	4.3	4.16	N/A	86.2%	1.1%
2.44	Northeast campuses are handicapped accessible	4.22	4.26	4.3	0.32	4.41	86.8%	4.5%
2.46	A variety of exercise classes are available on campus for faculty, staff, and students	4.35	4.35	4.12	4.16	N/A	90.5%	4.2%
Level of Satisfaction								
3.6	Burgess Fitness Center	4.36	4.26	4.42	4.37	3.79	91.3%	0.0%
3.9	Campus Police	4.34	4.34	4.33	4.25	4.25	92.1%	2.3%
3.1	Campus Safety	4.16	4.13	4.14	4.05	4.3	86.5%	6.8%

While there is always room for improvement, the annual survey shows strong agreement and satisfaction in these areas.

Student Satisfaction

The College uses the *Student Satisfaction Inventory (SSI),* a nationally normed survey instrument provided through Ruffalo Noel Levity, to take the pulse of the student body at graduation to determine what matters to students and how satisfied they are. With this information, the College is able to target areas most in need of improvement in order to retain students. This survey is administered during graduation practice held in May of each year. Respondents are asked to rate each program or service by level of importance and level of satisfaction using a 7-point scale. Table 1 shows results on questions related to the health, safety and security of the campus environment.

Table 1

Summary of Student Satisfaction Inventory - Spring 2019

Topical Area / Survey Item	May 2019 Importance	May 2019 Satisfaction	May 2018 Importance	May 2018 Satisfaction
Student Centeredness				
16. The college shows concern for students as individuals	6.28	5.65	6.38	6.07
Safety and Security				
4. Security staff are helpful	6.16	5.8	6.15	6.01
11. Security staff respond quickly in emergencies	6.18	5.77	6.29	6.06
24. Parking lots are well-lighted and secure	6.21	5.57	6.33	5.85
31. The campus is safe and secure for all students	6.31	5.9	6.4	6.11
39. The amount of student parking space on campus is adequate	6.18	4.88	6.38	5.58
Academic Services				
42. The equipment in the lab facilities is kept up to date	6.1	5.69	6.32	5.93
Concern for the Individual				
48. Counseling staff care about students as individuals	6.24	5.84	6.36	6.11

13.8: Institutional Environment

The SSI shows the college performs well in these areas. Further, as compared to the national community college mean scores, Northeast receives better rankings in most of these categories (*Residential Life Survey- Fall 2018; Northeast at Corinth Student Survey- Spring 2019; Northeast at New Albany- Spring 2019*).

There are three student populations that provide a unique perspective regarding their health, safety, and security: (1) students who live in the residence hall on the main campus; (2) students who take classes at the off-campus site in New Albany; (3) students who take classes at the off-site campus in Corinth. These groups participate in the Student Satisfaction Inventory; however, they also respond to surveys that are unique to their situation, giving the institution valuable information. In Fall 2018, when asked if the residence hall was a safe place to live, residents either agreed or strongly agreed 87.0% of the time with a mean sore of 4.43. For the Northeast at New Albany and Northeast at Corinth Centers, student answered that they were satisfied or very satisfied their safety and security 86.7% in Corinth (mean score 4.43). Northeast strives to have students satisfied 100% of the time by improving lighting, making Police officers more visible, and providing card access entry to some buildings (*Residential Life Survey – Fall 2018; Northeast at Corinth Student Survey – Spring 2019; Northeast at New Albany Student Survey – Spring 2019*).

13.8 Supporting Documentation

- *Emergency Response Plan,* 4
- *Emergency Reponse Plan*
- *Emergency Response Plan,* 8-10
- *Northeast Procedures Manual 2019-2020,* 115-116
- *Emergency Response Plan,* 11
- *Emergency Response Plan,* 13-15
- *Emergency Response Plan,* 30-40
- *Northeast Student Catalog 2019-2020* Campus Law Enforcement
- Northeast Student Catalog 2019-2020 Code of Student Conduct
- latest inspection- Childcare Technology
- latest inspection- Cafeteria
- Microbiology Lab Manual 2017 (Safety Rules Portion)
- Medical Lab Safety rules & Safety Agreement Form
- Safety Rules – Chemistry Lab
- Precision Manufacturing and Machining Technology Safety Test
- Automotive Programs Safety Test
- Safety Committee minutes January 2019
- Safety Committee minutes September 2017
- *Student Satisfaction Inventory (SSI)*
- Residential Life Survey- Fall 2018
- *Northeast at Corinth Student Survey- Spring 2019*
- *Northeast at New Albany- Spring 2019*

Section 14: Transparency and Institutional Representation

14.1: Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

Judgement of Compliance:

_ X _ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

An institution is responsible for representing accurately to the public its status and relationship with SACSCOC; reporting accurately to the public its status with state or the federal government, if receiving funding from either or both; maintaining openness in all accreditation-related activities; ensuring the availability of institutional policies to students and the public; and publishing appropriate information with respect to student achievement. SACSCOC's philosophy of accreditation precludes removal from or denial of membership or candidacy to a degree-granting institution of higher education on any ground other than an institution's failure to meet the standards of the membership as determined by the professional judgment of peer reviewers, or failure to comply with SACSCOC policies and procedures.

Northeast Mississippi Community College is in compliance with standard 14.1 by representing accurately to the public its status and relationship with SACSCOC with the *2019-2020 Student Catalog*, which states

> Northeast Mississippi Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate of Arts degree, Associate of Applied Science degree, and Certificates (Dr. Wheelan's Letter of Reaffirmation). Contact the Commission on Colleges at 1866 Southern Ln., Decatur, GA 30033-4097 or 404-679-4500 for questions about the accreditation of Northeast Mississippi Community College.

> Any inquiries to the Commission on Colleges should relate only to the accreditation status of this institution and not to general admission information.

> Accreditation reaffirmation documents and reports may be reviewed in the Office of the executive vice president *(Northeast Mississippi Community College Student Catalog 2019-20 General Information. Accreditation).*

The College does not have branch campuses.

14.1: Publication of Accreditation Status

Because Northeast Mississippi Community College represents its accreditation status in accordance with the SACSCOC policy statement on "Institutional Obligations for Public Disclosure," it is compliant with this standard.

14.1 Supporting Documentation

- Dr. Wheelan's Letter of Reaffirmation
- *Northeast Mississippi Community College Student Catalog 2019-20,* General Information Accreditation

14.2: Substantive Change

The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy.

Judgement of Compliance:

_ X _ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College has a substantive change process that ensures that all substantive changes are reported in accordance with SACSCOC's policy. Within the Board Policy Book, the Substantive Change Process is explained:

> A substantive change is a significant modification or expansion of the nature and scope of an accredited institution. It is the responsibility of Northeast Mississippi Community College to follow the substantive change procedures of the Southern Association of Colleges and Schools Commission on Colleges and inform SACSCOC of such changes. Any of the following must be reported six months to one year before implementation:
>
> • Any change in the established mission or objectives of the institution
> • Any change in legal status, form of control, or ownership of the institution
> • The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
> • The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
> • A change from clock hours to credit hours
> • A substantial increase in the number of clock or credit hours awarded for successful completion of a program
> • The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
> • The establishment of a branch campus
> • Closing a program, off-campus site, branch campus or institution
> • Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
> • Acquiring another institution or a program or location of another institution
> • Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
> • Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs
>
> In order to comply with this requirement, Northeast requires the SACSCOC liaison to attend all Instruction Council meetings, Curriculum Committee meetings, and Curriculum Review meetings and to archive copies of the minutes of these meetings (*Northeast Mississippi Community College Procedures Manual 2019-20,* Substantive Change Process, pg.9-10).

368

An example of Northeast following the published process occurred most recently with the acquisition of an off-site location with the intent of relocating a Career and Technical Program. In September 2018, Northeast Mississippi Community College purchased a facility, formerly the maintenance location of Ryder Trucks, to house the Diesel Power Technology program. This facility is near the main campus in Booneville; however, it has a separate address. In December 2018, the SACSCOC Liaison submitted a prospectus requesting permission to offer over 50% of the degree at this location, which was renamed Gayle Davis Hall, beginning Fall 2019. The request was granted, and although the facility was not ready for day one of classes in August, soon thereafter, all Diesel Power Technology courses were offered at the new off-site location (Narrative Gayle Davis Prospectus; Gayle Davis SACSCOC Approval).

14.2 Supporting Documentation

- *Northeast Mississippi Community College Procedures Manual 2019-20*.Substantive Change Process.pg.9-10
- Narrative Gayle Davis Prospectus
- Gayle Davis SACSCOC Approval

14.3: Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgement of Compliance:

 _X_ . Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College is compliant with Principle 14.3 because it applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The College does not have branch campuses.

Northeast Mississippi Community College has three SACSCOC approved (for 50% or more of a degree program) off-site locations: Northeast at New Albany, Northeast at Corinth, and Gayle Davis Hall. It also has approved e-learning offerings through a consortium, Mississippi Virtual Community College. Through a program called Jail2Jobs, the College offers limited courses at the Alcorn County Correctional Facility. Finally, it offers courses through 22 approved high schools in its five county district (SACSCOC Approval Letter for New Albany; SACSCOC Approval Letter for Corinth; SACSCOC Approval Letter for Gayle Davis Hall ; SACSCOC Approval Letter for e-Learning; Approved Instructional Sites, Board of Trustees Minutes, October 19, 2019).

All faculty, regardless of the mode or location of instruction, are properly vetted as qualified to teach their assigned course load (Faculty qualification for dual, e-learning, J2J, traditional), and each course and its instructor are evaluated at the end of each semester through the Office of Planning and Research, regardless of the mode or location of instruction (Course evals for dual, e-learning, J2J, traditional). Faculty have access to learning resources and professional development, regardless of status (full-time, part-time, adjunct, dual, e-learning, and traditional) through the Library and its Learning Resources, Division of e-Learning, and the Professional Development Calendar that is published and administered by the Office and Planning and Research on behalf of the Professional Development Committee (Library Resources for Faculty, example of e-Learning offerings, and Professional Development Calendar).

Students enrolled at Northeast Mississippi Community College, regardless of the mode or location, except for those who are a part of the Jail2Jobs program, have access to any and all services at the institution. While there are only Northeast-supported physical libraries at the Booneville campus and Northeast at Corinth, all students, including dually enrolled and online, have access to those locations, as well as to government documents, e-books, audio visual materials, trade publications, maps, etc. through the library's databases (Library homepage screenshot).

All students have access to the support services offered through the Student Success Center, whether it is meeting with a Student Success Coach, scheduling tutoring, or visiting the Writing Center. These resources are physically available on the main campus; however, a student may

contact the Success Coaches via email or phone, and NetTutor is a free-to-students, online tutoring service and can be accessed 24/7 through the student's Canvas account (NetTutor Screenshot 1; NetTutor Screenshot 2).

The Department of Counseling serves current, former, and prospective students by providing professional, academic, career, social, and personal counseling services. Counselors are available on the main campus Monday-Thursday, 8:00 a.m. to 4:00 p.m. and on Friday, 8 a.m. to 12:00 p.m. Additionally, counselors are available to respond to crisis during off hours. Counselors can be contacted by their individual email addresses or by emailing counselingcenter@nemcc.edu, by telephone, or in person. The main campus Counseling Center is located in Ramsey Hall. The New Albany off-site location staffs a full-time Master's level counselor to conveniently assist area students. The Corinth Center employs two (2) part-time advisors who assist with general advising and refer students to the main campus when appropriate. These resources are available to dually enrolled students, online students, or face to face students who attend classes at the main campus or off-site location.

Whether a student walks through the doors of a physical campus or navigates college level instruction in high school or enrolls online, he/she is eligible for all services that are provided except for students enrolled in Jail2Jobs. Northeast Mississippi Community College began a partnership with the Alcorn County Correction Facility in the Fall of 2017. At this time, the students enrolled at Northeast Mississippi Community College through this program are enrolled in three college level academic courses that can count towards a degree at Northeast. As part of the program through a partnership with the Foundation for the Mid-South, these students are provided with a Navigator, Brent Johnson, who assists them while they are incarcerated and then after they are released. These courses are taught by Northeast faculty, and they make accommodations for the students/inmates and restrictions of Alcorn County Correction Facility (Jail2Jobs Navigator Job Description; Brent Johnson Resume; Tommye Walker Resume).

14.3 Supporting Documentation

- SACSCOC Approval Letter for New Albany
- SACSCOC Approval Letter for Corinth
- SACSCOC Approval Letter for Gayle Davis Hall
- SACSCOC Approval Letter for e-Learning
- Approved Instructional Sites Board of Trustees Minutes 19 October 2019
- Faculty qualifications
- Course evals for dual, e-learning, J2J, traditional
- Library Resources for Faculty
- Example of e-Learning offerings
- Professional Development Calendar
- Library homepage screenshot
- NetTutor Screenshot 1
- NetTutor Screenshot 2
- Jail2Jobs Navigator Job Description
- Brent Johnson Resume
- Tommye Walker Resume

14.3: Comprehensive Institutional Reviews

14.4: Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate degrees and Certificates (Dr. Wheelan's Reaffirmation Letter). In addition to SACSCOC accreditation, seven health sciences degree programs of study are accredited by other entities that are recognized by the United States Department of Education.

Program Name	Date of Accreditation	Accrediting Agency
Associate Degree Nursing	2015 (2023)	Accreditation Commission for Education in Nursing
Dental Hygiene Technology	2018 (2025)	Commission on Dental Accreditation of the American Dental Association
Medical Assisting Technology	2019 (TBD)	Commission on Accreditation of Allied Health Education Programs
Medical Laboratory Technology	2018 (2028)	National Accrediting Agency for Clinical Laboratory Science
Practical Nursing Education	2016 (2024)	Mississippi Community College Board (Mississippi Board of Nursing)
Radiologic Technology	2017 (2025)	Joint Review Committee on Education in Radiologic Technology
Respiratory Care Technology	2013 (2023)	Commission on Accreditation for Respiratory Care

No negative action has been taken by any of the accrediting bodies listed above, and at no time has program accreditation been terminated or voluntarily withdrawn (Radiologic Technology Accreditation Letter; Medical Laboratory Technician Accreditation Letter; *Report on Institutional Effectiveness Indicators 2018-19*.pg.16).

14.4 Supporting Documentation

- Dr. Wheelan's Reaffirmation Letter
- Radiologic Technology Accreditation Letter
- Medical Laboratory Technician Accreditation Letter
- *Report on Institutional Effectiveness Indicators 2018-19,* pg.16

14.5: Policy Compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

Judgement of Compliance:

_X_ Compliant   ____Non-Compliant   ____Not Applicable

Narrative of Compliance:

Northeast Mississippi Community College complies with SACSCOC's policy statements that pertain to new or additional obligations that may arise that are not part of the new standards in the current Principles of Accreditation that were adopted by the Commission membership at the December 2017 Annual Meeting, effective January 1, 2018, through multiple means. The SACSCOC Liaison receives and reads updates from the Commission that are sent out through mail and also electronically and periodically checks the website's Policies and Publications link. Since December 2017, the following policy statements have been made by the Commission and have a required a response from the College:

Name of Policy	Date Approved	Policy Requirements	Northeast's Response
Quality Enhancement Plan	Approved SACSCOC Board of Trustees June 2018	The document submitted by the institution demonstrates that its QEP (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.	Northeast chose advising as its topic for the QEP. This came through the College's strategic planning process, including assessment through the *Student Satisfaction Inventory,* and various meetings across campus that include a diverse representation of the College's stakeholders.
Reports Submitted for SACSCOC Review	Revised June 2019	When submitting a report, an institution should follow the	Northeast will follow the specifications outlined in this policy

374

		directions below, keeping in mind that the report will be reviewed by a number of readers, most of whom will be unfamiliar with the institution. The institution should also comply with the appropriate deadline for submitting the report.	as it submits its Compliance Certification Document, as well as its Quality Enhancement Plan and Focused report (if necessary).
Substantive Change Policy	Revised December 2018	Member institutions are required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes. Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.	Northeast adheres to the requirements of SACSCOC when submitting a letter or prospectus for Substantive Change.

14.5 Supporting Documentation

- Prospectus for Substantive Change, Gayle Davis Hall

375

Part IV: Institutional Summary Form

**Southern Association of Colleges and Schools
Commission on Colleges**

**INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS**

GENERAL INFORMATION

Name of Institution Northeast Mississippi Community College

Name, Title, Phone number, and email address of Accreditation Liaison
Kelli E. Hefner, Ph.D., 662-720-7411, kehefner@nemcc.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Amber Nelms, 662-720-7458, afnelms@nemcc.edu

IMPORTANT:

Accreditation Activity *(check one)*:

☐   Submitted at the time of Reaffirmation Orientation
☒   Submitted with Compliance Certification for Reaffirmation
☐   Submitted with Materials for an On-Site Reaffirmation Review
☐   Submitted with Compliance Certification for Fifth-Year Interim Report
☐   Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐   Submitted with Merger/Consolidations/Acquisitions
☐   Submitted with Application for Level Change

Submission date of this completed document: March 2, 2020

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) _____

2. 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) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐   Private *(check one)*

   ☐   Independent, not-for-profit

        Name of corporation OR
        Name of religious affiliation and control: _____

   ☐   Independent, for-profit *

        If publicly traded, name of parent company: _____

377

☒   Public state * *(check one)*

     ☐   Not part of a state system, institution has own independent board

     ☐   Part of a state system, system board serves as governing board

     ☐   Part of a state system, system board is super governing board, local governing board has delegated authority

     ☒   Part of a state system, institution has own independent board

*   ***If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.***

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
Please address the following and attach the information to this form.

1. History and Characteristics

Provide a <u>brief</u> history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Northeast Mississippi Community College (NEMCC) was established in 1948 as an agricultural high school and junior college serving Alcorn, Prentiss, Tippah, Tishomingo, and Union Counties (Title 37, Chapter 29, Section 31, of the School Laws of the State of Mississippi, Mississippi Code of 1972). In 1949, the college changed its name to reflect its status as a junior college. In August 1, 1987, Northeast Mississippi Junior College became Northeast Mississippi Community College by action of the State Board of Trustees for Community and Junior Colleges. Since that time, the institution has expanded its physical facilities to meet the needs of a growing, diverse population.

Today, Northeast has become a comprehensive, public two-–year community college with an enrollment of 3,601 students in Fall 2018, located on its 156-–acre main campus in Booneville, MS, as well as three off-–site locations in Booneville, MS, New Albany, MS, and Corinth, MS. As its name implies, Northeast is located in the northeastern part of Mississippi, approximately 190 miles north of Jackson, MS, and 100 miles southeast of Memphis, TN. Northeast responds its mission to meet the needs of all who seek a college education with an open admission policy. It is part of the 15-member community college system in the state of Mississippi, with peers such as Northwest Mississippi Community College, Itawamba Community College, and Mississippi Delta Community College.

Northeast's student population is composed of residents from our five-–county district (77%), other counties in the state (20%), out of state (3%), and internationally (1%). Fifty percent of our students are 18 years old or younger, and 38% are between 19 and 25 years old; 12% are older than 25 years old. These students are predominantly White (78%); however, we do have 17% who are Black, 2% are Hispanic, 2% mixed race, and 1% unknown race. Our student population includes Asians and American Indian/Alaskan; however, the number is less than 1%.

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Award	Degree Program	Fall 2018	Spring 2019	Summer 2019	Overall
Associate of Arts	Accounting	3	7		10
Associate of Arts	Agriculture		1		1
Associate of Arts	Agriculture Science				
Associate of Arts	Architecture				
Associate of Arts	Art		3		3
Associate of Arts	Art Education				
Associate of Arts	Athletic Training		4		4
Associate of Arts	Biology		2		2
Associate of Arts	Business Administration	3	6		9
Associate of Arts	Business Information Systems				
Associate of Arts	Chemistry				
Associate of Arts	Commercial Music				
Associate of Arts	Communications		1		1
Associate of Arts	Communicative Disorders		1		1
Associate of Arts	Computer Science				
Associate of Arts	Criminal Justice	3	7		10
Associate of Arts	Dentistry				
Associate of Arts	Elementary Education	5	8		13

379

Associate of Arts	Engineering	1	4		5
Associate of Arts	English		1		1
Associate of Arts	English Education		3		3
Associate of Arts	Exercise Science	1	1		2
Associate of Arts	Family & Consumer Sciences				
Associate of Arts	Fashion Merchandising				
Associate of Arts	Forestry				
Associate of Arts	General Studies	56	189	44	289
Associate of Arts	Geomatics/Surveying				
Associate of Arts	History		2		2
Associate of Arts	Interior Design		1		1
Associate of Arts	Liberal Arts				
Associate of Arts	Library Science				
Associate of Arts	Mathematics				
Associate of Arts	Mathematics Education				
Associate of Arts	Medical Technology				
Associate of Arts	Medicine				
Associate of Arts	Modern Foreign Languages		1		1
Associate of Arts	Modern Foreign Language Education				
Associate of Arts	Music				
Associate of Arts	Music Education		2		2

Associate of Arts	Nursing (BSN)		2		2
Associate of Arts	Occupational Therapy	1			1
Associate of Arts	Optometry				
Associate of Arts	Pharmacy				
Associate of Arts	Photography		1		1
Associate of Arts	Physical Education		1		1
Associate of Arts	Physical Therapy				
Associate of Arts	Physics				
Associate of Arts	Political Science	1	1		2
Associate of Arts	Psychology	1	8		9
Associate of Arts	Religious Studies				
Associate of Arts	Science Education				
Associate of Arts	Social Studies Education		2		2
Associate of Arts	Social Work	2	4		6
Associate of Arts	Sociology				
Associate of Arts	Special Education		3		3
Associate of Arts	Technology Teacher Education				
Associate of Arts	Theatre		1		1
Associate of Arts	Veterinary Medicine				
Associate of Applied Science	Accounting Technology		1	2	3

Associate of Applied Science	Administrative Office Technology	2		1	3
Associate of Applied Science	Automotive Mechanics and Service Technology				
Associate of Applied Science	Business Marketing Technology	1	4	2	7
Associate of Applied Science	Civil Engineering Technology		7		7
Associate of Applied Science	Collision Repair Technology		1		1
Associate of Applied Science	Computer Technology	1	1		2
Associate of Applied Science	Construction Engineering Technology		4		4
Associate of Applied Science	Culinary Arts Technology	1	3	2	6
Associate of Applied Science	Dental Hygiene Technology		20		20
Associate of Applied Science	Diesel Power Technology		8		8
Associate of Applied Science	Drafting and Design Technology		9	1	10
Associate of Applied Science	Early Childhood Education Technology	3	5	1	9
Associate of Applied Science	Electrical Technology	3	19		22
Associate of Applied Science	Healthcare Data Technology	4	8		12

382

Associate of Applied Science	Heating and Air Conditioning Technology		3		3
Associate of Applied Science	Hospitality Management Technology	1	3		4
Associate of Applied Science	Industrial Maintenance Technology	9	22	1	32
Associate of Applied Science	Information Systems Technology		4	2	6
Associate of Applied Science	Medical Assisting	1		2	3
Associate of Applied Science	Medical Laboratory Technology	2	7		9
Associate of Applied Science	Microcomputer Technology				
Associate of Applied Science	Nursing (ADN/RN)		64		64
Associate of Applied Science	Office Systems Technology				
Associate of Applied Science	Paralegal Technology	4	3		7
Associate of Applied Science	Precision Manufacturing and Machining Technology	2	7	1	10
Associate of Applied Science	Radiologic (Medical) Technology		9		9
Associate of Applied Science	Respiratory Care Technology		6		6
Certificate	Automotive Mechanics and Service Tech		5		5

Certificate	Collision Repair Technology	1	4		5
Certificate	Culinary Arts: Food Preparation		1		1
Certificate	Diesel Power Technology				
Certificate	Heating and Air Conditioning Technology		3		3
Certificate	Industrial Maintenance				
Certificate	Medical Assisting			8	8
Certificate	Office Systems Technology	1			1
Certificate	Practical Nursing Education (LPN)	9	11	16	36
Certificate	Precision Manufacturing and Machining Technology	1	2		3
Total		123	511	83	717

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

No, the college does not offer any ESL programs.

3. Off-Campus Instructional Locations and Branch Campuses

List *all approved off-campus instructional locations* where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers *50 % or more* of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. *The list should*

include only those sites reported to and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *approval letter*	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Northeast at New Albany	301 North St., New Albany, MS 38652	September 19, 2007	Fall 2007	A.A., Certificate (Practical Nursing), Workforce (non-credit), and Adult Education	Yes
Northeast at Corinth	2759 S. Harper Rd., Corinth, MS 38834	July 8, 2010	Fall 2010	A.A., Workforce (non-credit), and Adult Education	Yes
Gayle Davis Hall, Booneville	2113 North 2nd St., Booneville, MS 38829	April 12, 2019	Fall 2019	A.A.S. – Diesel Power Technology	Yes

Table 2: Off-campus instructional sites at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. *Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.* For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *letter accepting notification*	Date Implemented *by the institution*	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Alcorn County Regional Correction Facility	2839 S. Harper Rd., Corinth, MS 38834	November 19, 2018	Has not been implemented	A.A.S. – Electrical Technology	Active
Booneville High School	300 George E. Allen Dr., Booneville, MS 38829	July 21, 2017	Has not been implemented	A.A. – General Studies/University Parallel	Active
Corinth High School	1310 N. Harper Rd., Corinth, MS 38834	January 3, 2017	Has not been implemented	A.A. – General Studies/University Parallel	Active
New Albany High School	201 MS 15, New Albany, MS 38652	May 16, 2018	Has not been implemented	A.A. – General Studies/University Parallel	Active

- The sites listed above have been approved for 25-49% of an educational program; however, Northeast has yet to offer 25% at any of those institutions.

*Table 3: Branch campus—*an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. *The list should include only those branch campuses reported to and approved by SACSCOC.* Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Northeast Mississippi Community College does not have any branch campuses.

385

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Northeast is an active participant in the Mississippi Virtual Community College (MSVCC). The MSVCC is a cooperative effort of 15 Mississippi community college districts and the Mississippi State Board for Community and Junior Colleges that offers internet---based courses; **in 2002, MSVCC, and its participating institutions, was accredited by SACSCOC to offer 100% of a degree program completely online.** These 15 institutions share resources so that students at any one of these institution may take internet-based courses from any member of the consortium. Any student admitted to Northeast Mississippi Community College may register in any of the courses that Northeast hosts (internet-based courses taught by other consortium members through asynchronous technology, using Canvas Learning Management System).

Restrictions for hosted courses require that the course must be listed in the course descriptions section of the Northeast catalog and the course, as well as the instructor, must be approved by the respective department. All A.A. degree programs can be completed 100% online through MSVCC; all general education requirements can be fulfilled through this consortium. Four A.A.S programs, Medical Office Technology, Administrative Office Technology, Computer Technology, and Accounting Technology, can be completed completely on---line, and Certificate Programs in Accounting

Technology, Administrative Office Technology, and Computer Technology may be completed 100% online.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Program	Date of Re-accreditation	Accrediting Agency
Associate Degree Nursing	2015 (2023)	Accreditation Commission for Education in Nursing
Dental Hygiene Technology	2018 (2025)	Commission on Dental Accreditation of the American Dental Association
Medical Assisting Technology .	2019 (TBD)	Commission on Accreditation of Allied Health Education Programs
Medical Laboratory Technology	2018 (2028)	National Accrediting Agency for Clinical Laboratory Science
Practical Nursing Education	2016 (2024)	Mississippi Community College Board*

Radiologic Technology	2017 (2025)	Joint Review Committee on Education in Radiologic Technology
Respiratory Care Technology	2013 (2023)	Commission on Accreditation for Respiratory Care

*MCCB will accredit the PNE program through 2024. The Mississippi Board of Nursing assumed accrediting responsibilities in 2019.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

SACSCOC is our primary accreditor.

(3) List any USDOE-recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
No USDOE-recognized agency has terminated the institution's accreditation.

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE-recognized agency to the institution.

No sanctions have been applied or negative actions taken by the USDOE-recognized accrediting agency.

6. **Relationship to the U.S. Department of Education**
Indicate any 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. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Northeast Mississippi Community College has had no limitations, suspensions, or terminations by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. The college is not on reimbursement or any other exceptional status in regard to federal or state aid.