

# Northeast Alabama Community College

Information on Fulfillment of  
Directive Goals  
2014-2015 to 2016-2017



Office of Institutional Planning and Assessment  
July 2017

## **NONDISCRIMINATION POLICY**

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

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

Title VI of the Civil Rights Act of 1964 (race, color, national origin):

Lynde Mann, 116 Charles Pendley Administration Building

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

Lynde Mann, 116 Charles Pendley Administration Building

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

Kellie Siniard, 109 Student Center

## **ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS**

Northeast Alabama Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate Degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Northeast Alabama Community College.

Institutional memberships include the Southern Association of Colleges and Schools Commission on Colleges, Inc., the American Association of Community Colleges, the Alabama Community College Association, the National Association for Developmental Education, the Accreditation Commission for Education in Nursing, the League for Innovation in the Community College, and the National Institute for Staff and Organizational Development. NACC is a member of the Alabama Community College System.

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

Brad Fricks, Director of Institutional Planning and Assessment and SACSCOC Accreditation Liaison  
Olivia Dodd, Assistant  
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Office of Institutional Planning and Assessment  
Northeast Alabama Community College  
138 Alabama Highway 35  
P.O. Box 159  
Rainsville, Alabama 35986  
256.228.6001 x 2330  
[www.nacc.edu/assessment](http://www.nacc.edu/assessment)

## *Northeast Alabama Community College Mission Statement*

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

### *Goals*

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

1. An “open door” admission policy which insures nondiscriminatory educational opportunities for individuals regardless of race, color, disability, sex, religion, creed, national origin, or age.
2. Available, accessible, and affordable courses that provide quality instruction in general education at the freshman and sophomore levels that lead to the attainment of specified learning outcomes, associate degrees, and transfer to senior institutions.
3. Available, accessible, and affordable courses that provide quality instruction in career and technical programs that lead to the attainment of specified learning outcomes, certificates, associate degrees, or institutional awards, and employment in the field of study.
4. Developmental and adult basic education which assists individuals who need to improve their basic learning skills and supports individuals lacking college preparatory backgrounds.
5. Student services which assist individuals to formulate and achieve career, educational and personal goals through counseling and academic advisement services and provide opportunities to participate in social and cultural activities.
6. Recruitment and retention of qualified personnel who are afforded professional development opportunities and institutional support needed to provide quality postsecondary education.
7. Services and training specifically designed and delivered to meet the needs of local business, industry, community organizations, and governmental agencies.
8. Community services which support personal growth, cultural enrichment, and societal activities; provide access to college facilities for community activities; and promote community, social, and economic improvement.
9. Procurement and administration of financial resources in an effective manner.
10. Provision for and maintenance of a physical plant with instructional facilities and technology which provide a safe learning environment and are suitable for all the institution’s programs and services.

*Northwest Alabama Community College*  
*Directive Goals*  
*2014-2015 to 2016-2017*

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

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

1. Incorporate the American Association of Community College Completion Challenge into the culture of the College, thereby raising the awareness of the administration, faculty, staff, and students to inform and encourage students of the need to complete their certificate and associate degree programs. The goal of the college is for 25% of the first-time, full-time, degree- or certificate-seeking freshmen to earn a degree within three academic years and for 30% of the first-time, full-time, degree- or certificate-seeking freshmen to earn any type of credential within three academic years.
2. Ensure that every advisor is knowledgeable, equipped, and available to teach students to take responsibility for developing and achieving academic and career goals.
3. Continue to monitor and assess student learning outcomes and use the results to improve educational quality. In addition to course and program-specific learning outcomes, the six general education student learning outcomes for the College are as follows: communication, cognition, information literacy, interpersonal skills, aesthetic sensitivity, and personal responsibility. The goal of the College is that students achieve the six general education outcomes at or above a five-year median rate of 96%.
4. Through effective recruiting efforts, increase enrollment among the following underrepresented student groups and recent high school graduates. Specifically, the College seeks to increase enrollment of these groups by 20% to the following numbers in Fall 2016:

<b>Group</b>	<b>Fall 2013 Enrollment</b>	<b>Fall 2016 Target</b>
African Americans	52	62
African American Males	22	26
Hispanics	156	187
Nontraditional Age Students (25 and older)	782	938
Plus 50 Students (50 and older)	67	80
Recent Area High School Graduates	443	532
GED Graduates	60	72

5. Manage and expend finances in such a way that the College is able to continue to offer excellent services to students, employees, and the community. The goal of the College is to maintain cost efficiency in each unit while pursuing a 10-15% improvement in financial revenue through state-approved investments of financial resources and acquisition of state and federal grants.

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Incorporate the American Association of Community College Completion Challenge into the culture of the College, thereby raising the awareness of the administration, faculty, staff, and students to inform and encourage students of the need to complete their certificate and associate degree programs. The goal of the college is for 25% of the first-time, full-time, degree- or certificate-seeking freshmen to earn a degree within three academic years and for 30% of the first-time, full-time, degree- or certificate-seeking freshmen to earn any type of credential within three academic years.	
<b>Directive Goal 2</b>	2
Ensure that every advisor is knowledgeable, equipped, and available to teach students to take responsibility for developing and achieving academic and career goals.	
<b>Directive Goal 3</b>	5
Continue to monitor and assess student learning outcomes and use the results to improve educational quality. In addition to course and program-specific learning outcomes, the five general education student learning outcomes for the College are as follows: written communication, oral communication, mathematical computation, computer literacy, and information literacy. The goal of the College is that students achieve the five general education outcomes at or above a five-year average rate of 96%.	
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Through effective recruiting efforts, increase enrollment among the following underrepresented student groups and recent high school graduates. Specifically, the College seeks to increase enrollment of these groups by 20%.	
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Manage and expend finances in such a way that the College is able to continue to offer excellent services to students, employees, and the community. The goal of the College is to maintain cost efficiency in each unit while pursuing a 10-15% improvement in financial revenue through state-approved investments of financial resources and acquisition of state and federal grants.	

Reserved

***Directive Goal One:***

**Incorporate the American Association of Community College Completion Challenge into the culture of the College, thereby raising the awareness of the administration, faculty, staff, and students to inform and encourage students of the need to complete their certificate and associate degree programs. The goal of the college is for 25% of the first-time, full-time, degree- or certificate-seeking freshmen to earn a degree within three academic years and for 30% of the first-time, full-time, degree- or certificate-seeking freshmen to earn any type of credential within three academic years.**

Table 1-1

<b>Associate Degree Completion Rate within 150% of Time</b>			
Fall 2011 – Fall 2013 Cohorts			
	Fall 2011	Fall 2012	Fall 2013
<b>Cohort of first-time, full-time, degree-seeking freshmen</b>	<b>641</b>	<b>586</b>	<b>524</b>
Earned an AA degree <sup>1</sup>	11	11	11
Earned an AS degree <sup>1</sup>	61	77	63
Earned an AAS degree <sup>1</sup>	84	54	46
Earned a CER <sup>1</sup>	30	26	20
Earned an STC <sup>1</sup>	58	44	42
<b>Earned a degree within three academic years<sup>2</sup></b>	<b>152</b>	<b>139</b>	<b>116</b>
<b>Percent earning a degree within three academic years</b>	<b>23.7%</b>	<b>23.7%</b>	<b>22.1%</b>
<b>Percent earning <i>any</i> type of award within three academic years</b>	<b>27.6%</b>	<b>27.0%</b>	<b>25.8%</b>

<sup>1</sup>Students who earned multiple awards are included in each count.

<sup>2</sup>This is an unduplicated count.

Source: NACC Office of Institutional Planning and Assessment. July 20, 2017.

***Directive Goal Two:***

Ensure that every advisor is knowledgeable, equipped, and available to teach students to take responsibility for developing and achieving academic and career goals.

**Select Information from the Spring 2017 Evaluation of Academic Advising Survey**

Have you met with your assigned advisor at least once?

Response	Number	Percent
Yes	462	91.1%
No	45	8.9%
Total	507	100.0%

<b>Student Evaluation of Academic Advising</b>						
Spring 2017						
	<b>Total Respondents</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Experience</b>
My assigned advisor is courteous and willing to help.	464	80.4%	18.3%	1.1%	0.2%	-
My assigned advisor posts available time slots on AdvisorTrac and is available during those time slots.	462	72.3%	18.8%	1.3%	0.6%	6.9%
My assigned advisor responds to my emails or voicemails in a timely manner.	462	64.1%	20.8%	2.8%	0.6%	11.7%
My assigned advisor provides accurate advising information.	460	74.1%	23.5%	2.0%	0.4%	-
My assigned advisor has discussed my academic and career goals with me.	459	68.6%	24.2%	5.9%	1.3%	-
Answer this item only if you are enrolled in an AA/AS Transfer Program: My assigned advisor has explained STARS in a satisfactory manner and directed me to obtain a STARS Guide.	254	51.6%	29.9%	14.6%	3.9%	-
Answer this item only if you are enrolled in an AAS or Certificate program: My assigned advisor has explained the requirements of my program in a satisfactory manner.	224	67.4%	27.7%	4.0%	0.9%	-
Overall, I am satisfied with the quality of assistance I have received from my assigned academic advisor.	457	75.7%	20.1%	3.1%	1.1%	-

Source: Office of Institutional Planning and Assessment. Evaluation of Academic Advising Summary Report, Spring 2017.



**The following items were answered by those students who indicated that they had received assistance from someone other than their assigned advisor.**

<b>Student Evaluation of Academic Advising</b>					
Spring 2017					
	<b>Total Respondents</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The advising staff has been courteous and willing to help.	273	76.6%	23.4%	-	-
The advising staff have been readily available.	271	69.7%	29.2%	1.1%	-
The advising staff have provided accurate advising information.	269	69.9%	29.4%	0.7%	-
Advisors have discussed my academic and career goals with me.	266	66.5%	29.7%	3.0%	0.8%
Answer this item only if you are enrolled in a Transfer Program: The advising staff have explained STARS in a satisfactory manner and directed me to obtain a STARS Guide.	152	58.6%	31.6%	8.6%	1.3%
Overall, I am satisfied with the quality of advisement assistance I have received at NACC.	259	73.0%	23.6%	3.1%	0.4%

Source: Office of Institutional Planning and Assessment. Evaluation of Academic Advising Summary Report, Spring 2016.

Table 2-1

<b>Summary of Student Evaluations of Academic Advising 2013-2017</b>					
	<b>Percent of Students who Agree or Strongly Agree</b>				
	<b>Spring 2013</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>
My assigned advisor is courteous and willing to help.	97.8	97.3	97.6	97.9	98.7
My assigned advisor is available during the posted office hours and during on-campus registration.	91.9	90.6	91.7	--	--
My assigned advisor posts available time slots on AdvisorTrac and is available during those time slots.	--	--	--	84.9 <sup>1</sup>	91.1 <sup>3</sup>
My assigned advisor responds to my emails or voicemails in a timely manner.	83.0	81.2	81.5	85.4 <sup>2</sup>	84.9 <sup>4</sup>
My assigned advisor provides accurate advising information.	96.9	94.8	96.4	96.9	97.6
My assigned advisor has discussed my academic and career goals with me.	--	--	--	93.5	92.8
Answer this item only if you are enrolled in a Transfer Program: My assigned advisor has explained STARS in a satisfactory manner and directed me to obtain a STARS Guide.	78.9	78.5	83.3	86.1	81.5
Answer this item only if you are enrolled in an AAS or Certificate program: My assigned advisor has explained the requirements of my program in a satisfactory manner.	92.4	91.2	95.5	95.1	95.1
Overall, I am satisfied with the quality of assistance I have received from my assigned academic advisor.	95.2	94.2	95.0	95.5	95.8

<sup>1</sup> 11.2% of respondents indicated "No Experience" with this item.

<sup>2</sup> 11.4% of respondents indicated "No Experience" with this item.

<sup>3</sup> 6.9% of respondents indicated "No Experience" with this item.

<sup>4</sup> 11.7% of respondents indicated "No Experience" with this item.

Source: Office of Institutional Planning and Assessment. Evaluation of Academic Advising Summary Report. Spring Semesters 2013 through 2017.

*Directive Goal Three:*

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

**Student Attainment of General Education and Program Learning Outcomes Learning Outcomes  
Summary Report: 2015-2016 Academic Year<sup>†</sup>**

**Written Communication**—Students will demonstrate adequate writing skills by developing ideas and organizing content effectively. The assessment of student proficiency in written communication will be evaluated by an impromptu essay on the ENG 101 final exam. The essay will be scored by rubric. Students achieving the outcome will score a minimum of 75% on the essay.

Written Communication				
	On-Campus	Online	Dual Enrollment Sites	Total
<b>Number of students assessed</b>	477	94	133	704
<b>Number demonstrating attainment</b>	413	78	123	614
<b>Percentage</b>	86.6%	83.0%	92.5%	87.2%

**Oral Communication**—Students will articulate ideas, concepts, and theories in a clear fashion using language and elocution skills indicative of college-level preparation. The assessment of student proficiency in oral communication will be evaluated by the delivery of a researched persuasive speech in SPH 107. The speech will be scored by rubric. Students achieving the outcome will score a minimum of 75% on the speech.

Oral Communication				
	On-Campus	Online	Dual Enrollment Sites	Total
<b>Number of students assessed</b>	434	148	NA	582
<b>Number demonstrating attainment</b>	414	135	NA	549
<b>Percentage</b>	95.4%	91.2%	NA	94.3%

<sup>†</sup>The 2015-2016 Academic Year includes the Summer 2015, Fall 2015, and Spring 2016 semesters.

**Mathematical Computation**—Students will compute basic mathematical operations accurately, comprehend mathematical information, and utilize analytical thinking skills to solve problems.

The assessment of student proficiency in basic mathematical computations and operations, comprehension of mathematical information, and utilization of analytical thinking skills to solve problems will be conducted through a common exam in MTH 100 containing the following topics: graphs and applications of linear equations, intercepts, slope and applications, equations of lines, and systems of equations in two variables. Students achieving the outcome will score a minimum of 75% on the exam.

<b>Mathematical Computation—MTH 100</b>				
	<b>On-Campus</b>	<b>Online</b>	<b>Dual Enrollment Sites</b>	<b>Total</b>
<b>Number of students assessed</b>	320	45	NA	365
<b>Number demonstrating attainment</b>	291	36	NA	327
<b>Percentage</b>	90.9%	80.0%	NA	89.6%

The assessment of student proficiency in basic mathematical computations and operations, comprehension of mathematical information, and utilization of analytical thinking skills to solve problems will be conducted through a common exam in MTH 116 containing the following topics: ratio and proportion, percent problems and applications, and sales tax and interest problems. Students achieving the outcome will score a minimum of 75% on the exam.

<b>Mathematical Computation—MTH 116</b>				
	<b>On-Campus</b>	<b>Online</b>	<b>Dual Enrollment Sites</b>	<b>Total</b>
<b>Number of students assessed</b>	96	26	NA	122
<b>Number demonstrating attainment</b>	79	23	NA	102
<b>Percentage</b>	82.3%	88.5%	NA	83.6%

**Computer Literacy**—Students will use current technology and develop computer skills for informational, academic, personal, and professional needs.

The assessment of student proficiency in computer literacy will be conducted through the Microsoft Office Suite Certification Exam in CIS 146. Students achieving the outcome will score a minimum of 75% on the exam.

<b>Computer Literacy—CIS 146</b>				
	<b>On-Campus</b>	<b>Online</b>	<b>Dual Enrollment Sites</b>	<b>Total</b>
<b>Number of students assessed</b>	21	43	NA	64
<b>Number demonstrating attainment</b>	12	30	NA	42
<b>Percentage</b>	57.1%	69.8%	NA	65.6%

**Information Literacy**—Students will locate, access, and analyze information that facilitates learning and critical inquiry.

The assessment of student proficiency in information literacy will be conducted through a graded scavenger hunt assignment in library orientation that is a part of ENG 101 and SPH 107. Students achieving the outcome will score a minimum of 70% on the assignment.

<b>Information Literacy—Library Orientation</b>				
	<b>On-Campus</b>	<b>Online</b>	<b>Dual Enrollment Sites</b>	<b>Total</b>
<b>Number of students assessed</b>	478	117	127	722
<b>Number demonstrating attainment</b>	469	111	126	706
<b>Percentage</b>	98.1%	94.9%	99.2%	97.8%

***Directive Goal Four:***

Through effective recruiting efforts, increase enrollment among the following underrepresented student groups and recent high school graduates. Specifically, the College seeks to increase enrollment of these groups by 20% to the following numbers in Fall 2016:

Group	Fall 2013 Enrollment	Fall 2016 Target
African Americans	52	62
African American Males	22	26
Hispanics	156	187
Nontraditional Age Students (25 and older)	782	938
Plus 50 Students (50 and older)	67	80
Recent Area High School Graduates	454	532
Recent GED Graduates	60	72

Table 4-1

**Student Enrollment by Selected Characteristics**  
 Fall Terms 2013 through 2016

Characteristic	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
<b>Total Enrollment</b>	<b>2,836</b>	<b>100.0%</b>	<b>2,710</b>	<b>100.0%</b>	<b>2,704</b>	<b>100.0%</b>	<b>2,616</b>	<b>100.0%</b>
African American	52	1.8%	63	2.3%	53	2.0%	46	1.8%
African American Males	22	0.8%	25	0.9%	24	0.8%	17	0.6%
Hispanic/Latino	156	5.5%	184	6.8%	213	7.9%	226	8.6%
Nontraditional Age (25+)	782	27.6%	714	26.3%	609	22.5%	582	22.2%
Plus 50 Students	67	2.4%	63	2.3%	55	2.0%	46	1.8%
Recent Area HS Grads	454	15.2%	446	16.5%	429	15.9%	478	18.3%
Recent GED Graduates	60	2.1%	54	2.0%	17	0.6%	20	0.8%

***Directive Goal Five:***

**Manage and expend finances in such a way that the College is able to continue to offer excellent services to students, employees, and the community. The goal of the College is to maintain cost efficiency in each unit while pursuing a 10-15% improvement in financial revenue through state-approved investments of financial resources and acquisition of state and federal grants.**

Financial stability is demonstrated through steady or increasing totals of unrestricted assets, investments, and cash balances; steady or increasing annual revenues; appropriate Educational and General Expenditures per FTE student; and consistent, appropriate funding to all programs and services of the college.

Table 5-1 shows that investments have increased from \$2.9 million in 2007 to \$5.4 million in 2016. Total unrestricted assets have increased from \$3.5 million in 2007 to \$6.7 million in 2016, and cash balances remain adequate, increasing over 87% since 2007. Annual revenues have increased by 35% since 2006-2007 (Table 5-2).

Table 5-1

<b>Selected Balance Sheet Data for Audit Years 2007– 2016</b>			
<b>All Unrestricted, Investments, Cash</b>			
<b>Date</b>	<b>All Unrestricted</b>	<b>Investments</b>	<b>Cash</b>
September 30, 2007	\$3,480,248	\$2,891,778	\$2,140,869
September 30, 2008	\$5,101,932	\$2,994,812	\$3,750,440
September 30, 2009	\$4,918,165	\$3,087,193	\$3,745,864
September 30, 2010	\$6,027,389	\$4,355,687	\$3,361,351
September 30, 2011	\$7,289,250	\$5,414,943	\$3,826,439
September 30, 2012	\$8,727,484	\$5,442,566	\$4,876,711
September 30, 2013	\$9,719,515	\$5,459,466	\$6,344,223
September 30, 2014	\$7,280,889	\$5,408,829	\$4,400,973
September 30, 2015	\$7,305,751	\$5,421,687	\$4,072,087
September 30, 2016	\$6,695,925	\$5,432,484	\$4,003,435

Source: Dean of Administrative Services. Audit Reports of 2007-2016.

Table 5-2

<b>Revenue by Year</b>	
2006-2007 through 2015-2016	
<b>Fiscal Year</b>	<b>Total Revenue</b>
2006-2007	\$16,069,292
2007-2008	\$19,094,228
2008-2009	\$21,142,474
2009-2010	\$27,267,317
2010-2011	\$29,286,611
2011-2012	\$27,048,124
2012-2013	\$23,598,782
2013-2014	\$22,805,377
2014-2015	\$21,583,568
2015-2016	\$21,625,793

Source: Dean of Administrative Services. Audit Reports of 2007 – 2016.

Table 5-3 shows Educational and General (E & G) expenditures per full-time equivalent student (FTE), which have increased 44% since Fiscal Year 2006-2007.

Table 5-3

<b>E &amp; G Expenditures per Full-Time Student</b>			
2006-2007 through 2015-2016			
<b>Fiscal Year</b>	<b>Operating Expenses</b>	<b>FTE</b>	<b>E &amp; G per FTE</b>
2006-2007	\$14,652,818	3,750	\$3,907
2007-2008	\$16,816,428	3,976	\$4,229
2008-2009	\$20,039,599	4,681	\$4,281
2009-2010	\$25,318,732	5,938	\$4,264
2010-2011	\$27,759,645	5,810	\$4,778
2011-2012	\$25,282,505	5,171	\$4,889
2012-2013	\$22,484,661	4,820	\$4,664
2013-2014	\$23,213,197	4,218	\$5,503
2014-2015	\$21,715,534	3,871	\$5,610
2015-2016	\$22,049,760	3,854	\$5,611

Source: Dean of Administrative Services. NACC Financial Statements of FY 2006-2007 through 2015-2016.



Table 5-4

<b>Educational and General Expenditures by Organizational Classification</b>						
2013-2014 through 2015-2016						
Category	Fiscal Year 2013-2014		Fiscal Year 2014-2015		Fiscal Year 2015-2016	
	Amount	Percentage	Amount	Percentage	Amount	Percentage
Instruction	\$10,431,742	44.9%	\$8,760,503	40.3%	\$9,139,759	41.5%
Academic Support	\$1,618,854	7.0%	\$1,557,874	7.2%	\$1,543,394	7.0%
Student Services	\$1,263,162	5.4%	\$1,279,084	5.9%	\$1,333,423	6.0%
Institutional Support	\$2,500,083	10.8%	\$2,811,441	12.9%	\$3,075,686	13.9%
Operation and Maintenance of Plant	\$1,588,251	6.9%	\$1,660,992	7.6%	\$1,760,554	8.0%
Scholarships and Financial Aid	\$3,093,643	13.3%	\$2,765,339	12.7%	\$2,551,421	11.6%
Auxiliary Enterprises	\$1,907,383	8.2%	\$1,877,133	8.6%	\$1,662,945	7.5%
Depreciation	\$810,079	3.5%	\$1,003,167	4.6%	\$982,577	4.5%
<b>Total Operating Expenses</b>	<b>\$23,213,197</b>	<b>100.0%</b>	<b>\$21,715,534</b>	<b>100%</b>	<b>\$22,049,760</b>	<b>100.0%</b>

Source: Dean of Administrative Services. NACC Financial Statements of FY 2013-2014 through 2015-2016.

Table 5-5 outlines expenditures related to workforce development over the last three fiscal years.

Table 5-5

<b>Workforce Development, Skills Training, and Technical Support Funds Expended</b>			
Fiscal Years 2014 – 2016			
Source of Funds	Amount Spent		
	FY 2014	FY 2015	FY 2016
Best Robotics	\$16,859	\$11,772	\$10,800
Career Coaches	\$31,500	\$30,000	\$30,000
Just-in-Time	-	-	-
Perkins Grant Funds	\$202,807	\$170,493	\$157,023
Ready-to-Work Grant	\$22,115	-	-
Technical Dual Enrollment	\$184,515	\$274,997	\$547,055
Technology Fees	\$558,137	\$415,732	\$412,387
Title III – Strengthening Institutions	\$134,477	-	-
Workforce Development	\$80,261	\$85,025	\$73,084
Summer Career Tech	-	\$15,000	-
50 Plus Encore	-	\$4,000	-
<b>Total</b>	<b>\$1,230,671</b>	<b>\$1,007,019</b>	<b>\$1,230,349</b>

Source: Dean of Administrative Services. June 12, 2017.