SOWELA Technical Community College

GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Section 1 (Student Success)

Performance Objective: Student Success (Section 1)

Element:

a) **Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers**

SOWELA Technical Community College (SOWELA) recognizes that students enroll with varying degrees of preparedness and a wide variety of learning experiences. As of February 2013, SOWELA began recognizing the prior learning of its students and began awarding credit to students that demonstrate mastery of competencies as determined by performance on AP exams, CLEP exams, industry-based certifications, and departmental credit exams. The awarding of credit based on prior learning facilitates certificate and degree completion by recognizing knowledge amassed via non-traditional means.

In July of 2013, SOWELA implemented an Early Admissions Policy allowing high school juniors and seniors to earn college credit which will further enhance opportunities of speedy program completion. Upon high school graduation and enrollment to the College, students qualifying for Early Admissions will have a minimum of one semester completed prior to full admissions to the College.

i.   **1st to 2nd year retention rate**

a. Number of first-time, full-time, degree-seeking students at 2-year colleges (Associate Degree programs and above) enrolled in the prior fall semester = 502

    Number of the above students retained (enrolled) at the same institution in the following 2nd fall semester = 201 *[For AAS = 40.0% (Out of 502 in Fall 2012, 201 returned in Fall 2013)]*

Baseline Year/Term Data to include (Fall 2012 – Fall 2013)	Number in Fall 2012 Cohort	Number returned in Fall 2013	% Retained (Returned) in Fall 2013
Year 4 Benchmark	502		
Year 4 Actual		201	40.04%

i.b.; ii.; & iii - N/A

iv. Same institution graduation rate (From the most recently published IPEDS Data System) = 40.00%

EXPLANATION - Same institution graduation rate (From the most recently published IPEDS Data System) at 150% (3 Years)

Target = 38.60% (See Appendix "D" of GRAD Act YEAR 4 (2014) Submission)
Actual = 40.00% ((See Appendix "D" of GRAD Act Submission) – Met target

Element:

b) **Increase the percentage of program completers at all levels each year**

Beginning Spring 2013, SOWELA implemented a new Student Advising System. The Student Success Advisor through the Student Advising System assigns all new students an advisor as part of the enrollment process, according to their major course of study. The degree audit function of the new Advising system has proven to be an outstanding tool in academic advising for both faculty and students. Both systems have assisted the College in effectively tracking students as they progress through their programs and capture completions as students reach each exit point - certificate, diploma, and degree milestones within the curricula.

In addition, our Student Success Unit has expanded its numerous efforts in student persistence, retention, progression, and completion to include:

- Opening a new Student Success Center and providing a one-stop shop for a full range of academic and student support services
- Holding a Student Leadership Retreat
- Hiring of a full-time Student Success Counselor
- Providing access to a free and anonymous Mental Health Online Screening program
- Providing 24/7 online tutoring services and scheduled face-to-face sessions
- Securing grant funding for a Textbook Lending Program
- Utilizing First Call services to send targeted text and emails

The result of these efforts has been a steady increase in the number of completions tracked and reported.

Measures:

i. **Percent change in program completers**
159.69% increase (From 382 in 2008-2009 to 992 in 2012-2013; Source: BoR CMPL)

*Table below shows increase from Year 4 Benchmark to Year 4 Actual.

Measure	Year 4 Benchmark	Percent Change Year 4* Actual
Certificate (Award level 1)	605.0%	862.50%
	282	385
Diploma (Award Level 2)	35.3%	117.30%
	188	302
Associate (Award level 3)	15.3%	50.20%
	234	305

Number of completers in the prior academic year, per award level = 992

Overall percent increase in total completers since 2008-2009 (992-382)/382*100).	**159.69%**

Element:

c) **Develop partnerships with high schools to prepare students for postsecondary education.**

During the AY2012-2013, SOWELA expanded into Acadia Parish with a Dual Enrollment (DE) MOU for students to attend SOWELA-Morgan Smith Site in the Electrician Program. This MOU currently remains in effect and allows these students (from Iota High School) to enroll in Process Technology and Industrial Instrumentation DE programs.

In addition, the College also offers the Senior Technical Education Program at SOWELA (STEPS) whereby seniors from our five-parish service area spend their senior year at SOWELA in a full-time, immersive, dual enrollment experience. Also, to prepare for a wave of new industrial employment coming to Southwest Louisiana, SOWELA has partnered with the Calcasieu Parish School Board to ensure that the three pillars of industry in our area—Aviation Maintenance, Process Technology, and Industrial Instrumentation—are available and to the sustain these as career pathways beginning in high school. These high skill, high demand, high wage career opportunities are currently available to the students in the Calcasieu and Jeff Davis school systems at their respective Career and Technical Education (CTE) sites (Lake Charles Boston Academy and SOWELA-Morgan Smith Site).

SOWELA, in collaboration with the Calcasieu Parish School Board, offers transitional courses in mathematics and English as part of a consortium formed by the Southern Regional Education Board (SREB). The transitional courses were designed to help high school English language arts and mathematics teachers

interpret and teach the Common Core State Standards. The ultimate goal is to effectively ensure that high school students will be ready to enroll in entry-level credit-bearing college courses in English and mathematics. Two pilot courses are being offered to teachers this Spring 2014 at Sam Houston and Sulphur High Schools. Students will be able to access these courses through iTunesU in the Summer of 2014.

Measures:

    i.   **Number of high school students enrolled (Fall 2012 to Summer 2013) while still in high school**

Fall 2012	Spring 2013	Summer 2013
407	462	8

    ii.   **Number of semester credit hours high school students enrolled (Fall 2012 to Summer 2013)**

Fall 2012	Spring 2013	Summer 2013
1,675.0	2,036.0	48

    iii.   **Number of semester credit hours completed by high school students (Fall 2012 to Summer 2013)**

Fall 2012	Spring 2013	Summer 2013
1,541.0	2,033.0	48

Element:

    d) **Increase passage rates on licensure and certification exams and workforce foundational skills.**

SOWELA Technical Community College recognizes that a useful measure of success is the passage rate on professional licensing exams. Two programs at SOWELA require graduates to pass licensing examinations in order to practice in their respective fields. These programs are Practical Nursing and Aviation Maintenance Technology (AMT). Passage rates for programs are carefully analyzed, and, if required, the course content and delivery of subject matter are revised.

In the 2013 year, 100% of the students graduating in AMT which tested passed the Federal Aviation Administration's Airframe and Power Plant licensing examinations. The College continues to see an increasing degree of success with Practical Nursing students passing the National Council Licensure Examination – Practical Nursing (NCLEX-PN) on their first sitting. In AY2012-2013, 90.32% of the students graduating in Practical Nursing passed on their first sitting of the NCLEX-PN exam.

Since its inception, SOWELA continues to expand the scope of its Testing Center and in academic year 2012-2013, began to offer a wide variety of examinations leading to industry based certifications (including WorkKeys). As a result, the College tested approximately 4,400 students. In addition, the College has been able to increase the number of certifications awarded to its students and anticipates additional growth over the 2014/2015 academic year.

i.a. Passage rates on licensure/certification exams.
100.00 % (8 out of 8 2013 graduates) passed the FAA Airframe & PowerPlant licensure exams
(Note: Not included in BoR upload, but reported in COE Accreditation Report in Dec. 2013)

Baseline Year/Term Data to include	Year 4 Benchmark	Year 4 Actual
Fall 2008-09 Year	N/A	100.0%
# of students taking FAA A&P		8
# who met standards for passage		8

i.b. N/A

i.c. Passage rate on licensure exam in NURSING (PN)
90.32 % [56 out of 62 (SOWELA-Main = 44 out of 48 & SOWELA-MS= 12 out of 14) for AY2012-2013 - First time test takers)] passed at their first sitting of the NCLEX-PN

Baseline Year/Term Data to include	Year 4 Benchmark	Year 4 Actual
Fall 2008-09 Year	N/A	90.32%
# of students taking NCLEX		62
# who met standards for passage		56

i.d. N/A

ii. **Number of students receiving certification(s) program and/or discipline related** = 234.

Adobe Certification	0
Automotive (ASE) – 47.0604	0
Aviation	8
Collision Repair	0
Certified Culinarian [American Culinary Federation (ACF)]	7
Internet & Computing (Comp TIA+)	1
Microsoft Certified IT Professional: Server 2008 Active Directory	0
MCITP: Enterprise Administrator Windows Server 2008	0
Nursing (PN)	56
Nursing (CNA)	52
Personal Fitness Trainer	0
ServSafe	39
Graphic Arts Ed & Research Foundation – 10.0303]	0
Quickbooks 2013 Certified User	1
AHIMA Medical Coding	2
Phlebotomy - CPT	0
WorkKeys (All areas, levels)	68
TOTALS	234

iii. **Number of students assessed and earning WorkKeys® certificates in each of the award levels (Bronze, silver, gold, platinum).**

Number of students assessed and earning WorkKeys during the calendar year 2013 = 75
Number of students (duplicated) who took the WorkKeys® exams = 68
91% earned a certificate.

[Certificates earned are based on the lowest score of three assessments: *Applied Mathematics, Locating Information, and Reading for Information*. (Possible scores are 3 – 7 for *Applied Mathematics* and *Reading for Information;* 3 – 6 for *Locating Information.*)]

WorkKeys® Certificates Earned	
Platinum	0
Gold	20
Silver	39
Bronze	9
Legend	
Platinum – Test score of 6 or above on all three assessments	
Gold – Test score of 5 or above on all three assessments	
Silver – Test score of 4 or above on all three assessments	
Bronze – Test score of 3 or above on all three assessments	

iv. Other assessments and outcome measures for workforce foundational skills to be determined.

N/A to SOWELA for 2013 reporting period

SOWELA Technical Community College

GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Section 2 (Articulation & Transfer)

Performance Objective – Articulation and Transfer (Section 2)

Element:
   a) **Phase in increased admission standards and other necessary policies by the end of the 2013 Fiscal Year in order to increase student retention and graduation rates.**

N/A - SOWELA Technical Community College is an open access technical community college.

Element:
   b) **Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

Examples of new or strengthened feedback reports to the college(s)

Each spring, SOWELA receives a feedback report from McNeese State University (MSU) that provides performance data on students that transfer from SOWELA to MSU. This Transfer Student Performance (TSP) report includes the number of transfers, mean GPA of transfers, mean hours earned of transfers, and the percentage of students in good academic standing (=> 2.00 GPA), on academic probation or on academic suspension. We have received four such TSP reports beginning Fall 2010 through Fall 2013 semesters.

The number of SOWELA students that have transferred to McNeese over the last four years has fluctuated but more than doubled between 2012 and 2013 (58 in 2010; 60 in 2011, 30 in 2012, and 63 in 2013).

SOWELA Students Transferring to McNeese State University (Performance Report)			
2010	**2011**	**2012**	**2013**
58	**60**	**30**	**63**

Fall 2013 McNeese Admission Status		
Status	**#**	**%**
Met Admission Requirements	50	79.4%
Admitted by Exception	13	20.6%
Total Students	**63**	**100%**

SOWELA Earned Credentials		
Credential	**#**	**%**
No Credential	49	77.8%
Technical Competency Area	1	1.6%
Technical Diploma	3	4.8%
Associate of Applied Science	9	14.3%
Associate of Applied Tech.	1	1.6%
Total Students	**63**	**100%**
Fall 2013 McNeese Performance: 50 Students Who Met Admission Requirements		

Fall 2013 McNeese Performance: All 63 Students		
Average Hours Attempted		**12.7**
Average Hours Earned		**9.4**
Term GPA	**#**	**Comments**
Resigned	1	1 / 1.6%
0.00	5	21 / 33.3% earned GPA less than 2.0
0.01-0.49	3	
0.50-0.99	3	
1.00 – 1.49	2	
1.50 – 1.99	8	
2.00-2.49	10	41 / 65.1% earned GPA of 2.0 or higher
2.50-2.99	4	
3.00-3.49	12	
3.50-4.00	15	
Total	**63**	**100%**
Fall 2013 McNeese Performance: 13 Students Who Were Admitted by Exception		

Average Hours Attempted		12.8
Average Hours Earned		9.7
Term GPA	#	Comments
Resigned	1	1 / 2.0%
0.00	3	17 / 34.0% earned GPA less than 2.0
0.01-0.49	3	
0.50-0.99	2	
1.00 – 1.49	2	
1.50 – 1.99	7	
2.00-2.49	8	32 / 64.0% earned GPA of 2.0 or higher
2.50-2.99	3	
3.00-3.49	10	
3.50-4.00	11	
Total	**50**	**100%**

Average Hours Attempted		12.5
Average Hours Earned		8.3
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	2	4 / 30.8% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	1	
1.00 – 1.49	0	
1.50 – 1.99	1	
2.00-2.49	2	9 / 69.2% earned GPA of 2.0 or higher
2.50-2.99	1	
3.00-3.49	2	
3.50-4.00	4	
Total	**13**	**100%**

Processes in place to identify and remedy student transfer issues

SOWELA and MSU maintain a transfer articulation agreement that identifies the courses that can be taken at SOWELA and transferred to MSU. This articulation agreement is updated annually and promoted among the SOWELA and MSU student bodies via a jointly-developed Student Transfer Guide brochure. In the last few years, a concerted effort has been undertaken to expand the number of courses offered at SOWELA that can transfer to MSU. The table below provides evidence of success for this task.

Number of Courses in SOWELA and MSU Articulation Matrix	
Academic Year	**Number of Courses**
2008	16
2010	53
2013	100

Examples of utilization of feedback reports (2-year colleges and technical colleges)

SOWELA and MSU have utilized the Transfer Student Performance (TSP) report to strategize additional cooperative endeavors. The feedback reports have demonstrated that SOWELA students are transferring to MSU before they complete a credential at SOWELA. Fall 2012 data shows 70% of the students that transferred from SOWELA to McNeese did so without a credential and that number increased to 77.8% for Fall 2013. Furthermore, SOWELA transfers who do complete a credential prior to transferring perform better than those that do not. This reality has shaped the development of our Reverse Transfer and Cross Enrollment Agreements both signed in 2013 and effective January 2014. The Reverse Transfer Agreement enables a student that completes 18 hours of study at SOWELA and then transfers to MSU to reverse transfer credit earned at the University back to SOWELA so that a certificate or a degree can be awarded. The Cross Enrollment Agreement allows students to simultaneously enroll in classes at both institutions based on guidelines established and agreed upon by SOWELA and MSU.

Element:
  c) **Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.**

Examples of the agreements with Louisiana institutions

Toward this effort, SOWELA and MSU jointly developed a transfer brochure outlining the transfer policies and articulated courses. Further progress was made Fall 2012 when communications began on formalizing an automated referral system. The Spring 2013 semester provided a testing phase for what the institutions are calling the McNeese to SOWELA to McNeese initiative. Through this system, SOWELA has seen an increase in the number of enrollments and an increased number of transfers.

Processes in place to identify and refer these students

Currently, all students that reside in SOWELA's service area and receive a non-admission letter from MSU are referred to SOWELA by the University. With the implementation of the McNeese to SOWELA to McNeese initiative, the College has more purposefully recruited these students and seen the enrollment of referred students grow.

In the AY2009-2010, the number of students referred was 260. In the AY2012-2013, that number increased to 723 including summer referrals (An increase over the baseline year of 2009-2010 of 178.08%).

  i. *Number of students referred = 723*

  ii. *Number of students enrolled = 149*

Number of Students referred from MSU who enrolled	149

SOWELA is continuously working to implement better mechanisms to determine which students referred from MSU actually enroll. However, with the implementation of the McNeese to SOWELA to McNeese initiative mentioned above, the College will be better able to track this specific population of students.

Element
  d) **Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.**

Examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs

  i.   SOWELA is unable to offer Louisiana Transfer Degree programs (LTAA/LTAS) because it is not yet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited. Therefore, cannot report on this measure. SACSCOC will officially vote on SOWELA's accreditation in June of 2014. Upon accreditation, SOWELA plans to begin the process of securing approval and implementation for the LTAA/LTAS from the Board of Regents (BoR) through the Board of Supervisors (BoS) of the LCTCS.

  SOWELA does not offer the Associate of Science in teaching; however, the College does offer two transferable Associate degree programs—the Associate of General Studies and the Associate of Applied Science in Criminal Justice. Through 2+2 articulation agreements with Northwestern State University (NSU) and McNeese State University (MSU), graduates in SOWELA's Criminal Justice program are able to complete a Bachelor's degree in Criminal Justice at either of the two universities. The articulation agreement with NSU was initially signed in 2006 while the agreement with MSU was signed in 2010.

SOWELA Technical Community College

GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Section 3 (Workforce &Economic Development)

Performance Objective – Workforce and Economic Development (Section 3)

Element:

    a) **Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.**

SOWELA Technical Community College reviews all of its academic programs on an annual basis. These program reviews include an assessment of several metrics including completion rates and alignment with current or strategic workforce needs. SOWELA also has program advisory committees consisting of industry and workforce representatives for each program with the exception of General Studies. These advisory committees meet twice a year and evaluate each program curriculum for relevance and alignment with workforce needs.

There were no program terminations during the reporting year for this GRAD Act Report. However, within the restrictions on substantive change by SACSCOC requirements, SOWELA made adjustments to six programs in order to update and align curricula to meet workforce needs in Southwest Louisiana.

    i. Number of programs eliminated during the most recent academic year:

Number of Programs Eliminated in 2013
0

    ii. Number of programs modified or added during the most recent academic year:

Modified	Added
6	0

    iii. Percent of programs aligned with workforce and economic development needs:

% of SOWELA Programs Aligned with Workforce & Economic Development Needs
100%

Element:

    b) **Increase use of technology for distance learning to expand educational offerings.**

In order to serve the needs of students and enhance access to educational programs and services at SOWELA, the College continues to use distance education as an additional means to improve efficiency and access. As a result, SOWELA offers distance education courses in four modalities: (1) course sections with 100% instruction through distance education; (2) course sections with a minimum of 50% instruction through distance education (hybrid); (3) course sections with a minimum of 50% instruction through distance education (compressed video); and (4) LCTCS Online; to provide our students access to general education courses not offered at the College. These modalities have enabled the College to increase its distance education course offerings as shown in the table below and total distance education enrollment continues to average at about 1,000 students per semester.

Hybrid/Distance Education Course Offerings	
➢ 50% Online Hybrid (2012 - 2013)	100% Online (2012 - 2013)
23	60

The College has implemented two initiatives to improve technology for distance education learning. First, the College purchased campus-wide subscriptions to the *Magna Commons* professional development series for faculty (which includes many topics specifically for online teachers), a series of

Magna streaming videos for faculty teaching online courses and the Magna *Distance Education Report*. Combined, these resources offer rich learning and practical experiences to faculty on how to structure their online course offerings and maximize the various functionalities with the learning management system. These resources also deal topically with distance education issues and deliver specific, actionable advice on the issues.

Second, the College has buttressed its distance education orientation for students enrolling in *online courses. These students* are by policy (SOWELA Policy 7.003.1) required to access a mandatory *online orientation* of the Moodle-based learning management system, where their basic computer skills and ability to navigate the Internet are tested. In addition, students enrolled in online courses complete end of semester course evaluations.

i. Number of course sections offered with 50% and with 100% instruction through distance education:

SOWELA Technical Community College	2012 - 2013
Number of course sections with 50% instruction through distance education	23
Number of course sections with 100% instruction through distance education	60

ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education.

SOWELA Technical Community College	2012 - 2013
Number of students enrolled in courses with 50% instruction through DE	405
Number of students enrolled in courses with 100% instruction through DE	1,773
Total hybrid and online enrollment	2,178

iii. **Number of programs offered through 100% distance education by award level** = 0

Number of programs offered through 100% distance education	0

c) **N/A**

d) **To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

i. **Percent of completers found employed.**

Degree Level	Completers in Cohort (2009-10)	Completers in Cohort (2010-11)	Completers in Cohort (2011-12)	% of Cohort Employed (2009-10)	% of Cohort-Employed (2010-11)	% of Cohort-Employed- (2011-12)
Associate	242	217	272	85.10%	86.6%	90.40%
Cert(1-Yr)	110	146	79	63.60%	76.70%	67.10%
Diploma	130	134	167	77.70%	85.10%	85.60%
TOTALS	482	497	518	78.20%	83.30%	85.30%

ii. **Performance of associate degree recipients who transfer to 4-year universities (See element 2.b. and 2.d.) Transfer:**

Part of SOWELA's mission focuses on preparing students to transfer to a four year institution upon completion of their general studies requirements, or when they are conferred an AAS degree.

SOWELA Technical Community College Transfer Data for 2013-14		
Credential	# Transferring	% Transferring
No Degree	49	77.8%
Technical Competency Area	1	1.6%
Technical Diploma	3	4.8%
Associate of Applied Science	9	14.3%
Associate of Applied Technology	1	1.6%
Total Students	63	100%

Fall 2013 McNeese Performance: All 63 Students		
Average Hours Attempted 12.7		
Average Hours Earned 9.4		
Term GPA	#	Comments
Resigned	1	1 /1.6%
0.00	5	21 / 33.3% earned GPA less than 2.0
0.01-0.49	3	
0.50-0.99	3	
1.00 – 1.49	2	
1.50 – 1.99	8	
2.00-2.49	10	41 / 65.1% earned GPA of 2.0 or higher
2.50-2.99	4	
3.00-3.49	12	
3.50-4.00	15	
Total	63	100%

Fall 2013 McNeese Performance: 50 Students Who Met Admission Requirements		
Average Hours Attempted 12.8		
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Term GPA	#	Comments
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0.01-0.49	3	
0.50-0.99	2	
1.00 – 1.49	2	
1.50 – 1.99	7	
2.00-2.49	8	32 / 64.0% earned GPA of 2.0 or higher
2.50-2.99	3	
3.00-3.49	10	
3.50-4.00	11	
Total	50	100%

Fall 2013 McNeese Performance: 13 Students Who Were Admitted by Exception		
Average Hours Attempted 12.5		
Average Hours Earned 8.3		
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	2	4 / 30.8% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	1	
1.00 – 1.49	0	
1.50 – 1.99	1	
2.00-2.49	2	9 / 69.2% earned GPA of 2.0 or higher
2.50-2.99	1	
3.00-3.49	2	
3.50-4.00	4	
Total	13	100%

iii. **Placement rates of graduates**
Number of graduates in the most recent academic year = 368 (Unduplicated)
Number of above graduates placed in jobs = 202 (197 in related & 5 in unrelated, like military, etc.)

SOWELA Technical Community College	AY 2012-2013
Placement Rate (Source: LA Workforce Commission Preliminary Reporting)	55.00%
Placement Rate (Source: Last COE Accreditation Report)	77.2%

A significant portion of SOWELA's mission is focused on preparing students for high wage, high skill, and high demand employment in Southwest Louisiana. One effective measure of success at achieving this goal is reflected in the placement rate reported annually by the College to our current institutional accrediting body, the Council on Occupational Education (COE). Despite the challenges associated with the recession occurring in the United States, SOWELA has been able to report a placement rate of 77.2% for the AY2012-2013.

At SOWELA, the primary point of contact for placement is the Director of Career Planning and Placement whose office is located in the Student Success Unit. This position is designed to assist students with career planning at the stage of admission (to ensure that students make the best possible decisions related to their course of study), to support students in preparing resumes and developing job seeking skills, and to monitor and track job placement for graduates. In striving to achieve the goal of

100% placement for our graduates, the Student Success Unit utilizes a career services website, *College Central Network* (located at http://www.CollegeCentral.com/sowela) which provides an electronic means for students to upload resumes and for employers to post job openings.

The Office of Career Planning and Placement maintains contact with local employers to not only post job opportunities at the career services website, but also send e-mails to students about on-going job opportunities. Career/Transfer fairs are held each fall and spring semesters, which are well attended by employers and student/alumni job-seekers. Throughout the year, this office sponsors on campus recruitment to bring employers and students together to explore part-time, full-time, and seasonal career opportunities.

The Director of Career Planning and Placement coordinates placement effort and input of student placement information with the academic department chairs, academic advisors, and the Office of Planning and Analysis- Institutional Research Unit by leading placement data gathering efforts such as: assisting Department Chairs with contacting student to collect employment information, ensuring the information is entered in the system in a timely manner or prior to reporting deadlines. The process is as follows:

1. Establish deadlines for placement data collection;
2. Aid the academic departments by providing from the Office of Planning and Analysis – IR Unit (OPA-IR Unit) a formatted spreadsheet list of terminated students (completed program or withdrew) who need placement information keyed into the system. Student contact information is included in this spreadsheet;
3. Former students are contacted to collect placement information;
4. Departmental advisors are then required to complete placement forms for terminated students;
5. Copies of completed placement forms are submitted to the Director of Career Planning and Placement for input into Internet Native Banner;
6. The Director of Career Planning and Placement houses copies of the placement forms for the purpose of follow-up, maintenance of records, and documentation; and
7. The OPA-IR Unit provides extracted placement information in spreadsheet format to the director for review and to make any corrections and updates. Once correction/updates are accomplished as needed. Thereafter, placement reports are created by OPA-IR Unit for internal/external/accreditation purposes.

The Preliminary 2014 Louisiana Employment Outcomes Report (the most recent report available) provides the following job placement summary for SOWELA Technical Community College graduate/completers.

Employment Rate by Field of Study Eighteen Months after Graduation for 2011-12 Completers		
Field of Study	**% Found Employed in LA**	**% Not Found Employed in LA**
Health Professions	86%	14%
Construction Trades	75%	25%
Personal & Culinary Services	90%	10%
Mechanic & Repair Technologies	65%	35%
Precision Production	29%	61%
Business, Management, & Marketing	64%	36%
Computer & Information Sciences	53%	47%
Engineering Technologies	79%	21%
Homeland Security, Law Enforcement	87%	13%
Visual and Performing Arts	75%	25%

SOWELA Technical Community College

GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Section 4 (Institutional Efficiency & Accountability)

Performance Objective: Institutional Efficiency and Accountability (Section 4)

Element:

a) *N/A*

b) *N/A*

c) **Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.**

Annual plan for increasing non-resident tuition amounts

As a constituent institution of the Louisiana Community and Technical College System (LCTCS), SOWELA Technical Community College adheres to the LCTCS Plan for Increasing Nonresident Tuition that was adopted by the LCTCS Board of Supervisors at their meeting on February 9, 2011. This plan will increase non-resident tuition and fee amounts to the average of tuition charged to Louisiana residents attending peer-institutions in other Southern Regional Education Board (SREB) states within six (6) years. The SREB non-resident target of $7,444 will be reached in the 2015-2016 academic year.

Impact on enrollment and revenue

The College's non-resident headcount has historically been very low (11 in Fall 2013; 10 in Fall 2012; 11 in Fall 2011; 4 in Fall 2010; 10 in Fall 2009; and 5 in Fall 2008). The increase in the non-resident tuition is not anticipated to have a negative impact on the College's enrollment. If non-resident headcount continues at its current level, the impact on revenue will be approximately $8,500 in the remaining years of the 6 year plan. SOWELA's total budgeted self-generated revenue is $6.7 million in fiscal year 2013-2014 and, therefore, the impact of this additional non-resident tuition revenue is minimal.

Non-resident Enrollment Headcount (2008 – 2013)						
Headcount	**FY 2013**	**FY 2012**	**FY 2011**	**FY 2010**	**FY 2009**	**FY 2008**
SOWELA non-resident headcount	11	10	11	4	10	5

Data

i.   **Tuition and fees charged to non-resident students.**

SOWELA follows the Board of Supervisor's guidelines to achieve average non-resident tuition that is congruent with the established Southern Regional Education Board (SREB) average tuition for non-resident students. This is evident from the table below (page 3) depicting SOWELA's average tuition for each of the GRAD Act years as compared to the SREB average tuition for non-residents students for the six target years. As depicted in the table, SOWELA will achieve the SREB average in target year six

Measures:

Total tuition and fees charged to non-resident students in the reporting year. <u>Baseline</u>: 2009-10 academic year compared to the actual peer non-resident tuition/fee amount; and the calculated difference of the above institution's tuition/fee amount from the peer amount (See table below).

		SREB	SOWELA		SOWELA
SOWELA Non-resident Tuition and Fees Compared to SREB Average (Year 1 – Year 6)					
	Fiscal Year	**Non-Resident Tuition**	**Non-Resident Tuition**	**Difference**	**Percentage of SREB**
Baseline	2009-2010	7,444	2,976	4,468	40%
Year 1	2010-2011	7,444	3,914	3,530	53%
Year 2	2011-2012	7,444	4,391	3,053	59%
Year 3	2012-2013	7,444	5,104	2,340	69%
Year 4	2013-2014	7,444	5,861	1,583	79%
Year 5	2014-2015	7,444	6,590	854	89%
Year 6	2015-2016	7,444	7,444	0	100%

Element:

> d) **Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals.**

The Board of Regents shall continue to develop policy for this element. Upon approval of the policy, additional measures and reporting requirements will be defined. Pending development of these items, institutions are only required to report on the following measure:

SOWELA is currently working to develop a proposal for an Industrial and Process Technology Center of Workforce Excellence. This Center will be accountable to higher expectations of performance and productivity, including contributions to knowledge, economic development, graduate placement, partnerships, and recognition for students. This proposal will be submitted to Board of Regents through the Board of Supervisors (BoS) of the Louisiana Community and Technical College System (LCTCS) in fall 2014.

> i. **Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited. Baseline: January 1, 2013 (reported in Year 3)**

Mandated eligible programs currently discipline accredited (Measure)	Year 4	
	Benchmark	Actual
Number of programs with mandatory or recommended policy code	19	19
Number of above programs that are currently discipline accredited	6	13
Calculated rate	31.60%	68.42%

SOWELA Technical Community College

GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Section 5 (Reporting Requirements: Organizational Data)

Performance Objective: Reporting Requirements – Organizational Data (Section 5)

Element:

a) **Number of students by classification.**

3226 (Fall 2013) & 2767 (Fall 2012)	Fall 2013	Fall 2012
Full-time Undergraduate Headcount	1,702	1,746
Part-time Undergraduate Headcount	1,524	1,021

Element:

b) **Number of instructional staff members.**

	Fall 2013	Spring 2014
Total Faculty Headcount	137	144
Total FTE Faculty	85.64	87.71

DIVISION/DEPARTMENT	Instructional Staff (Faculty) Members in Academic Colleges and Departments (Headcount)					
	Fall 2013 (Nov. 2013 – BoR Submission)			Spring 2014 (April 1, 2014 – Banner ERP data)		
	Total Headcount 137		Total FTE 85.64	Total Headcount 144		Total FTE 87.71
	Full-Time	Part-Time	FTE	Full-Time	Part-Time	FTE
Business & Information Technology	8	10	10.09	8	10	10.09
Culinary, Graphic & Design Arts	6	7	7.07	6	7	7.18
Industrial & Transportation Technology	15	15	19.0	17	15	20.46
Liberal Arts & Education	23	16	26.19	23	19	26.47
Nursing	11	8	13.66	11	7	13.59
Process Technology	7	11	9.63	7	14	9.92

Element:

c) **Average class student-to-instructor ratio.**

- Average class – student-to-instructor ratio

	Fall 2013	Fall 2012
Average Class Size	24.1	24.1

Element:

d) **Average number of students per instructor.**

	Fall 2013	Fall 2012
Average Number of Students per Instructor	24	24

Element:

e) **Number of non-instructional staff members in academic colleges and departments.**

	Fall 2013	Spring 2014
Headcount of Non-Instructional Staff	11	13
FTE of Non-Instructional Staff	8.22	9.25

DIVISION/DEPARTMENT	Non-Instructional Staff Members in Academic Colleges and Departments			
	Fall 2013 (Nov. 2013 – BoR Submission)		Spring 2014 (April 1, 2014 – Banner ERP data)	
	Headcount 11	FTE 8.22	Headcount 13	FTE 9.25
Business & Information Technology	1	1	1	1
Culinary, Graphic & Design Arts	1	1	1	1
Industrial & Transportation Technology	2	2	2	2
Liberal Arts & Education	4	1.72	5	2.15
Nursing	1	1	2	1.6
Process Technology	2	1.5	2	1.5

Note: The above table includes Administrative Assistants, Coordinators, Instructor Aid and Tutors that are assigned to Academic Departments as reported on the November 1, 2012 BOR EMSAL (Academic Department Chairs are counted as Instructional Staff).

Element:

f) Number of staff in administrative areas.

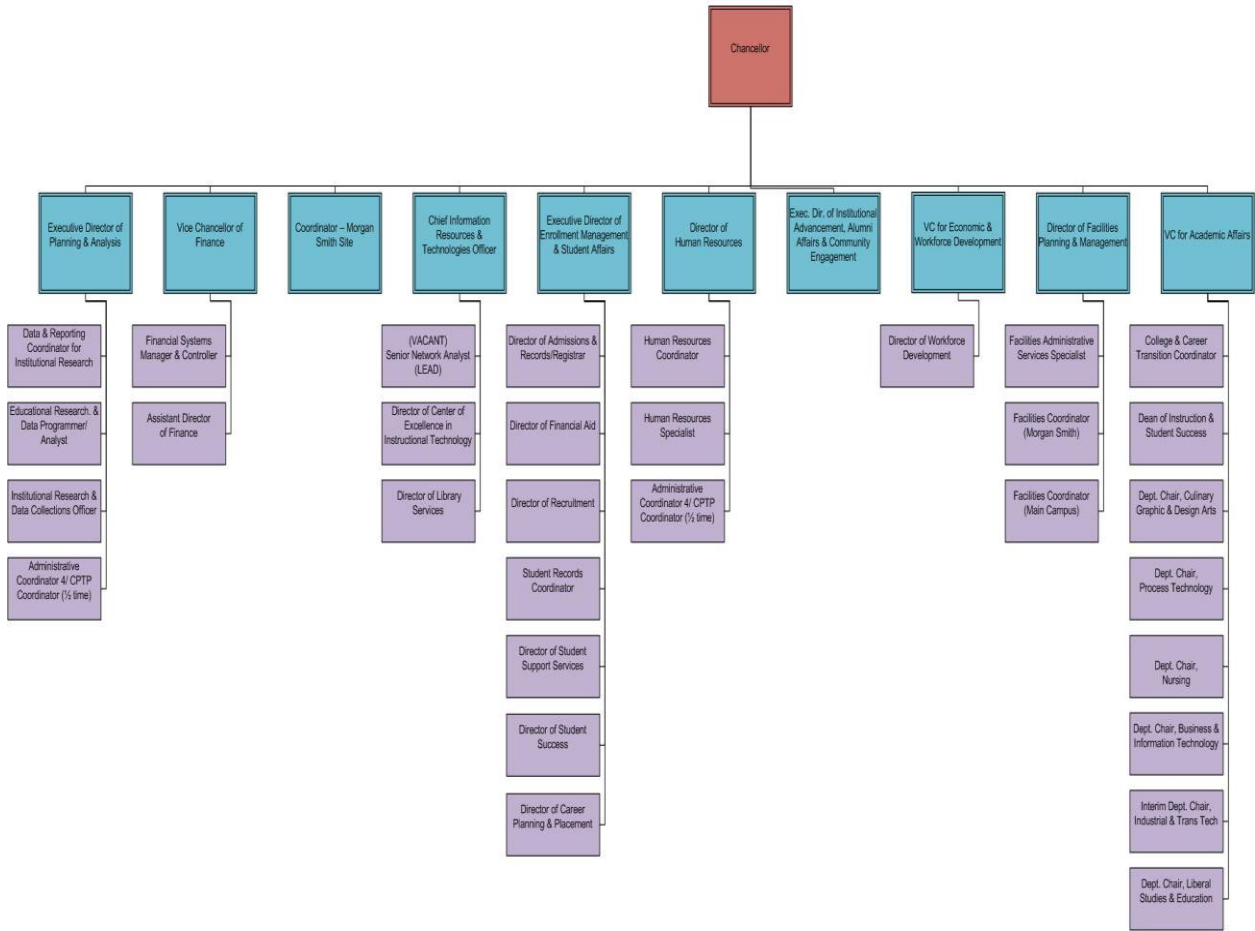|	**Fall 2013**	**Spring 2014**
Number of Staff in Administrative Areas	69	68
FTE of Staff in Administrative Areas	66.36	64.73

DIVISION/DEPARTMENT	**Staff Members in Administrative Areas**					
	Fall 2013 (Nov. 2013 – BoR Submission)			**Spring 2014** (April 1, 2014 – Banner ERP data))		
	Total Headcount 69		**Total FTE 66.36**	**Total Headcount 68**		**Total FTE 64.73**
	Full-Time	**Part-Time**	**FTE**	**Full-Time**	**Part-Time**	**FTE**
Chancellor's Office	4	1	4.6	4	0	4
Academic Affairs & Student Success	9	2	10	9	4	11
Business Office	7	1	7.4	7	1	7.4
Enrollment Management	14	0	14	12	0	12
Facilities	10	0	10	10	0	10
Human Resources	2	0	2	2	0	2
Information Technology	11	1	11.63	11	1	11.6
Institutional Research	3	0	3	3	0	3
Workforce Development	3	1	3.73	3	1	3.73

Element:

g) Organizational chart containing all department and personnel in the institution down to the second level of the organization below the President, Chancellor, or equivalent position.

<<See the organization chart on page 5 below>>

SOWELA Technical Community College
Organizational Chart – GRAD Act 2014

Chancellor

- **Executive Director of Planning & Analysis**
  - Data & Reporting Coordinator for Institutional Research
  - Educational Research. & Data Programmer/ Analyst
  - Institutional Research & Data Collections Officer
  - Administrative Coordinator 4/ CPTP Coordinator (½ time)

- **Vice Chancellor of Finance**
  - Financial Systems Manager & Controller
  - Assistant Director of Finance

- **Coordinator – Morgan Smith Site**

- **Chief Information Resources & Technologies Officer**
  - (VACANT) Senior Network Analyst (LEAD)
  - Director of Center of Excellence in Instructional Technology
  - Director of Library Services

- **Executive Director of Enrollment Management & Student Affairs**
  - Director of Admissions & Records/Registrar
  - Director of Financial Aid
  - Director of Recruitment
  - Student Records Coordinator
  - Director of Student Support Services
  - Director of Student Success
  - Director of Career Planning & Placement

- **Director of Human Resources**
  - Human Resources Coordinator
  - Human Resources Specialist
  - Administrative Coordinator 4/ CPTP Coordinator (½ time)

- **Exec. Dir. of Institutional Advancement, Alumni Affairs & Community Engagement**

- **VC for Economic & Workforce Development**
  - Director of Workforce Development

- **Director of Facilities Planning & Management**
  - Facilities Administrative Services Specialist
  - Facilities Coordinator (Morgan Smith)
  - Facilities Coordinator (Main Campus)

- **VC for Academic Affairs**
  - College & Career Transition Coordinator
  - Dean of Instruction & Student Success
  - Dept. Chair, Culinary Graphic & Design Arts
  - Dept. Chair, Process Technology
  - Dept. Chair, Nursing
  - Dept. Chair, Business & Information Technology
  - Interim Dept. Chair, Industrial & Trans Tech
  - Dept. Chair, Liberal Studies & Education

h) **Salaries of all personnel identified in Subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008.**

<<See table below (Pages 6 – 8)>>

Sowela Technical Community College

POSITION	SALARY DATA BOR EMSAL REPORT 11/01/2009	SALARY CHANGES SINCE 06/30/2008 BOR EMSAL REPORT VS 11/01/2010 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2010 BOR EMSAL REPORT VS 11/01/2011 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2011 BOR EMSAL REPORT VS 11/01/2012 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2012 BOR EMSAL REPORT VS 11/01/2013 BOR EMSAL REPORT		
		Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase
Chancellor	$139,390	None			None			None			None		
Vice Chancellor for Academic Affairs & Student Success	$95,000	None			None			$4,822	2/13/2012	Equity Study Increase	None		
Dept. Chair, Business & Information Technology - Interim	$67,189	None			None			$63,693	2/20/2012	New Appt, Interim Dept. Chair (Former DC promoted to Dean)	$0	9/10/2012	Appointed Detartment Chair - Interim Status Removed
Dept. Chair, Culinary, Graphic & Design Arts	$62,809	$1,173	7/1/2008	Merit Increase	None			$400	2/13/2012	Dept. Chair Supplement Adjustment			VACANT POSITION
Dept. Chair, Industrial & Transportation Technology	$66,411	$1,155	7/1/2008	Merit Increase	None			$1,400	2/13/2012	Dept. Chair Supplement Adjustment			VACANT POSITION
Dept. Chair, Liberal Studies & Education	$54,200	$3,689 / $726 / $13,474	8/11/2008 / 8/11/2008 / 6/1/2009	Contract Adj for AY 08-09 / Merit Increase / Appointed Dept. Chair	None			$4,038	2/13/2012	Equity Study Increase + Dept. Chair Supplement Adj	$3,400	8/12/2013	Additional Duties as Interim Department Chair for Culinary, Graphic & Design Arts
Dept. Chair, Nursing	$87,600	$2,600	5/4/2009	Appointed Dept. Chair (Retired 1/2/2011)	$60,259 / $4,741	1/3/2011 / 10/3/2011	Appointed Interim Dept. Chair / Appointed Dept. Chair - Interim Status Removed	None			$4,400 / $62,200	7/1/2013 / 2/11/2013	Advanced Degree Supplement / New Appt, Interim Department Chair (8/12/2013 Interim status removed)
Dept Chair, Process Technology	$56,768	$3,200	8/11/2008	Appointed Dept. Chair	None			None			$5,400	8/12/2013	Additional Duties as Interim Department Chair for Industrial & Transportation Technology
College & Career Transition Coordinator (Grant funded position created 1/4/2011)					$52,500	1/4/2011	New Appointment	$2,625	7/9/2012	Salary Increase for Grant Funded Position	None		
Dean of Instruction & Student Success (Created 7/26/2011)								$72,000	2/20/2012	Dept Chair, Busi & Info Tech promoted to Dean of Instruction & Student Success	None		
Director of Student Support Services	$41,000	None			None			$6,177	2/13/2012	Equity Study Increase	None		
Director of Student Success (Created 12/22/2011)								$46,000	4/16/2012	New Appointment	None		
Director of Career Planning & Placement (Created 3/13/2012)								$67,091	3/19/2012	New Position & Promotion	None		
Vice Chancellor for Finance	$90,395	None	NA	Former VC for Finance resigned 7/26/2010	$99,800	1/10/2011	New Appointment	$2,733	2/13/2012	Equity Study Increase	None		
Financial Systems Manager & Controller (Created 5/26/08 / Updated & Title Change 10/12/11)		$60,000	7/1/2010	New Appt, as Controller (first time filled)	$12,000	10/17/2011	Position Updated with additional duties as Financial Systems Manager	None			None		
Assistant Director of Finance	$43,160	$40,000	6/28/2010	New Appt, (Former Asst Director resigned 06/27/2010)	None			$4,376	2/13/2012	Equity Study Increase	None		
Vice Chancellor for Economic & Workforce Development	$81,513	None			None			Former VC for Economic Dev retired 9/1/2011		Vacant	$90,000	11/5/2012	New Appointment

Sowela Technical Community College

POSITION	SALARY DATA BOR EMSAL REPORT 11/01/2009	SALARY CHANGES SINCE 06/30/2008 BOR EMSAL REPORT VS 11/01/2010 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2010 BOR EMSAL REPORT VS 11/01/2011 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2011 BOR EMSAL REPORT VS 11/01/2012 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2012 BOR EMSAL REPORT VS 11/01/2013 BOR EMSAL REPORT		
		Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase
Director of Workforce Development	$52,000	None			None			$8,571	2/13/2012	Equity Study Increase	None		
Chief Information Resources & Technologies Officer	$90,000	None			None			$4,786	2/13/2012	Equity Study Increase	None		
Director of Center of Excellence in Instructional Technology (CEIT) (Created 1/27/2012 - Replaced IT Coord Position)	$59,945	$594	7/1/2008	Merit Increase	None			$5,055 / $1,600	2/6/2012 / 2/13/2012	IT Coord promoted to Director of CEIT / Advanced Degree Supplement	None		
E-Learning Coordinator	$60,586	$600	7/1/2008	Merit Increase	None			None			None		
Director of Library Services	$45,207	$478	7/1/2008	Merit Increase	None			$7,947	2/13/2012	Equity Study Increase	None		
Executive Director of Enrollment Management & Student Affairs (formerly Dean of Enrollment Mgt)	$70,990	None			$75,000	5/23/2011	Dean originally hired 11/10/08, moved to Special Asst to Chancellor 5/18/09, Returned to Dean position 5/23/11 with transfer out of former Dean	$5,395	2/13/2012	Equity Study Increase (resigned 4/16/2012)	$78,000	7/8/2013	New Appointment
Director of Admissions & Records/ Registrar (Created 11/8/2011)								$50,000	1/9/2012	New Appointment	$5,000	6/10/2013	Student Rec Coord appointed Interim Director of Adm & Recs / Registrar
Director of Financial Aid	$59,160	$1,160	7/1/2008	Merit Increase	(-$6,000)	7/1/2010	Removal of Admissions Duties	$5,511	2/13/2012	Equity Study Increase	None		
Director of Recruitment (Created 11/8/2011 - Replaced Asst Director of Admissions Position)	$41,000	None			None			$4,000	11/14/2011	Asst Director of Admissions promoted to Director of Recruitment	None		
Student Records Coordinator (Created 5/3/2010 - Replaced Exec Asst to Chancellor Position)	$48,352	$479	7/1/2008	Merit Increase	None			$50,000	3/19/2012	New Appointment	None		
Executive Director of Planning & Analysis (Created 10/22/2007)		$84,500	11/1/2010	New Appointment (first time filled)	$15,300	1/3/2011	Assume duties of Director of Human Resources	$6,966 / ($-15,300)	2/13/2012 / 5/7/2012	Equity Study Increase / Removal of HR Director Duties	$15,321 / $1,240	7/23/2012 / 7/8/2013	Assume duties of Director of HR / Corrective Pay for Additional Duties as Director of HR
Educational Research & Data Programmer/Analyst (Created 7/26/2011)								$57,000	1/23/2012	New Appointment	None		
Data & Reporting Coordinator for Institutional Research (Created 8/9/11 - Replaced Student Data Specialist for Enrollment Mgt)		$27,976	7/1/2010	New Position (Student Data Specialist for Enroll Mgt)	$5,000	8/22/2011	Student Data Specialist promoted to Data & Reporting Specialist for IR	None			$9,024	9/30/2013	Promotion & Title Change from Data & Reporting Specialist to Data & Reporting Coordinator
Institutional Research & Data Collection Officer	$48,246	$478	7/1/2008	Merit Increase Retired 4/12/2010									VACANT POSITION
Director of Human Resources	$57,247	None			None		Resigned 1/3/2011				$80,000.00	4/23/12 to 7/20/12	New Appointment, Resigned 7/20/12
HR Coordinator (Title Changed 12/22/2010 - Replaced Administrative Services Officer Position)	$48,270	$946	7/1/2008	Merit Increase	$1,730	2/21/2011	Additional HR Duties (Position Mgmt, etc.)	$2,261	2/13/2012	Equity Study Increase	None		

POSITION	SALARY DATA BOR EMSAL REPORT 11/01/2009	SALARY CHANGES SINCE 06/30/2008 BOR EMSAL REPORT VS 11/01/2010 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2010 BOR EMSAL REPORT VS 11/01/2011 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2011 BOR EMSAL REPORT VS 11/01/2012 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2012 BOR EMSAL REPORT VS 11/01/2013 BOR EMSAL REPORT		
		Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase
HR Specialist (Created 4/24/2012 - Replaced HR Analyst Classified Position)	$37,502	$1,432	7/31/2008	Merit Increase	$2,621	2/21/2011	Reallocation to HR Analyst C	$4,877	4/30/2012	Promoted from HR Analyst C to HR Specialist	None		
Executive Director of Institutional Enhancement, Alumni Affairs & Community Engagement (Created 10/26/2012)											$85,000	4/15/2013	New Appointment
Special Assistant to the Chancellor, Internal & External Affairs	$75,000	$70,990	10/1/08 to 5/18/09	Former Dean moved to Special Asst to Chancellor 10/1/08, Returned to Dean position 5/18/09 and transferred out on 5/23/2011									VACANT POSITION
Director of Facilities Planning & Management	$78,000	None			None			$1,123	2/13/2012	Equity Study Increase	None		
Facilities Administrative Services Specialist (Created 10/26/2012)											$30,000	1/7/2013	New Appointment & Promotion
Facilities Coordinator (Sowela Main Campus) (Created 9/14/2011)								$35,000	4/2/12 to 8/6/12	New Appt, transfer to Morgan Smith 8/6/2012	$35,000	11/12/2012	New Appointment
Facilities Coordinator (Morgan Smith Campus) (Created 9/14/2011)								$31,000	12/5/11 to 6/2/12	New Appt, Resigned 6/2/2012			
								$38,500	8/6/12 to 10/15/12	Transfer to Morgan Smith with Additional Duties, Resigned 10/15/12			VACANT POSITION
Instructional Site Coordinator - SOWELA Morgan Smith Campus in Jennings, LA (Created 11/2/2012)											$44,111	5/27/2013	Advanced Instructor assigned additional duties as Instructional Site Coordinator for SOWELA Morgan Smith Campus

Element:

A cost performance analysis

i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

As reported on Form BOR-1 during the Operational Budget Process.

SOWELA Technical Community College		
Expenditures by Function:	**Amount**	**% of Total**
Instruction	$ 6,184,483	51.25%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	$ 804,178	6.66%
Student Services	$ 1,127,746	9.35%
Institutional Services	$ 2,689,062	22.28%
Scholarships/Fellowships	-	0.0%
Plant Operations/Maintenance	$ 1,261,727	10.46%
Total E&G Expenditures	**$ 12,067,196**	**100.0%**
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	**$ 12,067,196**	**100.0%**

ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

As defined by the US-DoE: "The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care."

Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Cost of Attendance for Resident Living Off-campus				Remark Proposed with a 5% increase
	2012/2013 (9 month)	2013/2014 (9 month)	2014/2015 (9 month)	
	$	$	$2014-2015 is estimated at this time	
Tuition	$2,870.00	$3,158.00	$3,158.00	$3,315.90
Room & Board	$8,642.00	$8,789.00	$8,789.00	$9,228.45
Books & Supplies	$1,200.00	$1,200.00	$1,200.00	$1,200.00
Transportation	$1,657.00	$1,685.00	$1,685.00	$1,769.25
Miscellaneous	$1,909.00	$1,941.00	$1,941.00	$2,038.05
TOTAL	$16,278.00	$16,773.00	$16,773.00	$17,611.65

iii. **Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges (At all levels)** = 3.3 years.

Utilizing Board of Regents' Time to Degree report for full-time, first-time freshmen (FTF), only when the number of graduates is >= 10 for the following levels:

Baccalaureate degree for 4-year universities
Associate degree for 2-year colleges
Certificate for technical colleges

Average Time to Associate Degree	Years
SOWELA Technical Community College	3.3

iv. **Average cost per degree awarded in the most recent academic year**.

State Dollars Per FTE	$2,833

v. **Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation per FTE for 4-year universities, 2-year colleges, and technical colleges.**

State Dollars Per FTE	$2,833

vi. **All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.**

Total Expenditures	$22,111,852