

SOWELA Technical Community College



2016

GRAD Act Performance Objectives/Elements/Measures

YEAR 6

Performance Objective: Sections 1-5

(Student Success, Articulation and Transfer, Workforce and Economic Development, Institutional Efficiency and Accountability, Organizational Data)

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 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 by 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.

SOWELA has enhanced prior learning options for students by including advanced placement for students with exceptional ACT scores in English and Math. As we reviewed similar policies for LCTCS Colleges, we have ensured consistency with our sister College, McNeese State University (MSU), to create a smooth transition for all transfer students. Both serve as additional tools in encouraging student completion.

In July of 2013, SOWELA implemented an Early Admissions Policy allowing high school juniors and seniors to earn college credit which further enhances 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, **associate degree-seeking students** enrolled in the prior fall semester = 489.

Number of the above students' retained (enrolled or completed) at the same institution in the following 2nd fall semester = 238 [For Associates = 48.67 (489 in Cohort of Fa2014, 238 returned in Fa2015)]

Baseline Year/Term Data to include (Fall 2014 – Fall 2015)	Number in Cohort of Fall 2014	Number returned in Fall 2015	% Retained (Returned) in Fall 2015
Year 6 Benchmark			35.78%
Year 6 Actual	489	238	48.67%

iv. Same institution graduation rate (From the most recently published IPEDS Data System) = 37.30%

EXPLANATION - Same institution graduation rate (Most recent published IPEDS Data) at 150% (3 Years)

Target = 37.90% (See Appendix "D" of GRAD Act YEAR 6 Submission)

Actual = 37.30% (See Appendix "D" of GRAD Act YEAR 6 Submission)

Element:

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

The Student Success unit expands its efforts in student persistence, retention, progression, and completion, as listed below:

- Beginning with the 2016-2017 academic year, new or transferring first-time SOWELA students will receive advising from the first year experience staff located in the Student Success Center. First year experience advising will be available five days a week to provide new students with quick, reliable, knowledgeable, and student centered guidance with creating an academic schedule that will work best for their particular academic goals.
- For the fall 2015 semester, a suspected completers report was implemented to identify potential completers each semester. This report lists each student's earned but not yet awarded exit points.
- In addition, SOWELA is currently assisting with the process and testing of two new reports. The first will predict student load for the upcoming semester based on the student's current schedule. This could possibly be used by academic schools to determine course offerings for the upcoming semester. The second process will pull a list of all students that are within fifteen hours of program completion.

- Counseling initiatives to provide added support to at risk students. In fall 2015, there were 45 student mentees participating in the Student Success Mentor Program of which 37 returned in the spring 2016.
- Academic Boost “Assistance with persistence!” Implemented spring 2016, this program is an early alert referral system giving faculty and staff the opportunity to refer students for intervention when they are at risk of failing a class. As part of the program, mid-term grades are reviewed and students with a low or failing grade are contacted via email and phone encouraging them to visit the Student Success Center for assistance.

Compressed Program Options

To address the ongoing shortage of Plant Operators, SOWELA met with local industries to discuss, develop, and implement a 16 week (Fast Track) Associate of Applied Science program in Process Technology. The initial pilot group started in Summer of 2014 with 18 students and 18 students completed the program at the end of 2014. The table below shows the number of graduates per cohort since inception of the Fast Track model:

PTEC Fast Track Program		
	Spring 2015	Fall 2015
Number of students entering program	20	19
Number of students completing program	20*	18**

* 20 students completed the PTEC Fast Track content; 17 have graduated, 1 is scheduled to graduate in May 2016, and 2 are working to complete general education requirements

** 18 students completed the PTEC Fast Track content; 15 have graduated, 3 are scheduled to graduate in May 2016, 1 is working to complete requirements for graduation by Summer 2016

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

173.82% increase (From 382 in 2008-2009 to 1046 in 2014-2015; Source: BoR CMPL)

*Table below shows increase from Year 6 Benchmark to Year 6 Actual.

Measure	AY2008-2009 Baseline	Year 6 Benchmark	Percent Change Year 6* Actual
Certificate (Award level 1)		628%	952.50%
	40	291	421
Diploma (Award Level 2)		44.6%	98.56%
	139	201	276
Associate (Award level 3)		16.3%	71.92%
	203	236	349

Overall percent increase in total completers since 2008-2009 [(1046-382) = (664)/382*100].	173.82%
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Element:

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

The College 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. To prepare for a wave of new industrial employment coming to Southwest Louisiana, SOWELA has partnered with local School Boards to ensure that two pillars of industry in our area—Process Technology and Industrial Instrumentation—are available 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 Parish school systems at their respective Career and Technical Education (CTE) sites (Lake Charles Boston Academy and SOWELA-Morgan Smith Site).

SOWELA, in collaboration with all five of our secondary partners, is working to develop strategies and educational programming to align with the upcoming Jump Start initiative. A program in the Industrial Electrician field has been created that allows students to complete a Technical Diploma (TD), the highest level possible for a high school student to complete. This concept also provides the school districts with the 150 points (the maximum allowed) for their annual performance report cards. Numerous programs of study which will allow students to achieve Certificates of Technical Studies (CTS) have also been implemented for high school students. These CTSs will help the school districts with their annual report cards by allowing them to first achieve 100 points with CTS completions and for an additional 10 points if there is a certification exam required by the program. One such example is Medical Billing and Coding. SOWELA has also created numerous opportunities for students to earn Technical Competency Area Certifications (TCA).

Measures:

i. Number of high school students enrolled (Fall 2014 to Summer 2015) while still in high school

Fall 2014	Spring 2015	Summer 2015
682	807	2

Number of semester credit hours high school students enrolled (Fall 2014 to Summer 2015)

Fall 2014	Spring 2015	Summer 2015
2,807	3,408	12.0

ii. Number of semester credit hours completed by high school students (Fall 2014 to Summer 2015)

Fall 2014	Spring 2015	Summer 2015
2,570.0	2,852	12.0

Element:

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

SOWELA recognizes that a useful measure of student 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.

The Aviation graduates are not required to complete licensure as part of the AAS program. As discussed in the program, students who have passed the licensure exam contact us to provide their licensure exam results for our records. In the AY2014-15, four out of five students that took the Federal Aviation Administration’s (FAA) licensure passed the Airframe and Power Plant licensing examination. The College continues to see success with Practical Nursing students passing the National Council Licensure Examination – Practical Nursing (NCLEX-PN) on their first sitting. In Calendar Year (CY2015, 91.7% of the students graduating in Practical Nursing passed on their first sitting of the NCLEX-PN exam.

i.a. Passage rates on licensure/certification exams.

Baseline Year/Term Data to include	Year 6 Benchmark	Year 6 Actual
Fall 2008-09 Year	N/A	N/A
# of students taking FAA A&P		5
# who met standards for passage		4

i.b. SOWELA does not currently offer the education degree program

i.c. Passage rate on licensure exam in NURSING (PN)

91.67 % (SOWELA Main Campus (29 out of 32) & SOWELA-Morgan Smith (4 out of 4) for CY 2015 - First time test takers)] passed at their first sitting of the NCLEX-PN.

Baseline Year/Term Data to include	Year 6 Benchmark	Year 6 Actual
Fall 2008-09 Year	N/A	93.00 (92.50) %
# of students taking NCLEX		40
# who met standards for passage		37

i.d. SOWELA does not currently offer the RN program

ii. Number of students receiving certification(s) program and/or discipline related = 747.

Adobe Certification	0
Automotive (ASE) – 47.0604	0
Aviation	5
Certified Culinarian [American Culinary Federation (ACF)]	14
Collision Repair	0
Culinary - 120503	93
Graphics Art Education and Research Foundation – 10.0303	0
Internet & Computing all areas (COMPTIA, CISCO, IC3)	0
Internet & Computing all areas (TestOut)	80
MCITP: Enterprise Administrator on Windows Server 2008	0
Medical Coding Specialist	0
Microsoft Certified IT Professional: Server 2008 Active Directory	0
Microsoft Certified IT Professional: Windows 7 Configuration	0
Microsoft Office User Specialist (MOUS)	0
National Restaurant Association	0
NCCER Core	333
NCCER Instructor Certification Training Program (ICTP)	3
NCCER Skilled Labor	37
***Nursing (PN) - 2015	37
Nursing (CNA) - 2015	46
Personal Fitness Trainer	6
Phlebotomy - CPT	0
ServSafe	93
WorkKeys (all areas, levels)	0
TOTALS	747

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 certification during the calendar year 2015 = 0.

Number of students (duplicated) who took the WorkKeys® exams = 0.

NOTE: SOWELA has stopped providing the WorkKeys testing in the program and has replaced this testing with other versions of exams such as the COMPASS exam to evaluate high school seniors taking both high school and Process Technology courses for admission into the program as a Dual Enrollment student, because WorkKeys testing is not a requirement for program completion any longer.

WorkKeys® Certificates Earned	
Platinum	0
Gold	0
Silver	0
Bronze	0

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.

Linux Pro	2
Network Pro	29
Office Pro	19
Security Pro	19
Windows Client Pro	11
TOTALS	173

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 semester, 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 six such TSP reports beginning Fall 2010 through Fall 2015 semesters.

The number of SOWELA students that have transferred to McNeese over the last four years has fluctuated over the year (58 in 2010; 60 in 2011, 30 in 2012, 63 in 2013, 67 in 2014, and 58 in 2015).

SOWELA Students Transferring to McNeese State University (Performance Report)					
2010	2011	2012	2013	2014	2015
58	60	30	63	67	58

Fall 2015 McNeese Admission Status		
Status	#	%
Met Admission Requirements	50	86.2%
Admitted by Exception	8	13.8%
Total Students	58	100%

SOWELA Earned Credentials		
Credential	#	%
No Credential	42	72.4%
Technical Competency Area, Certificate, or Technical Diploma	6	10.3%
Associate of Applied Science	10	17.2%
Total Students	58	100%

Fall 2015 McNeese Performance: All 58 Students		
Average Hours Attempted	13.5	
Average Hours Earned	10.1	
Term GPA	#	Comments
Resigned	3	3 / 5.2%
0.00	2	15 / 25.9% earned GPA less than 2.0
0.01-0.49	2	
0.50-0.99	2	
1.00 – 1.49	4	
1.50 – 1.99	5	40 / 69.0% earned GPA of 2.0 or higher
2.00-2.49	10	
2.50-2.99	10	
3.00-3.49	8	
3.50-4.00	12	
Total	58	100%

Fall 2015 McNeese Performance: 50 Students Who Met Admission Requirements		
Average Hours Attempted		13.2
Average Hours Earned		9.8
Term GPA	#	Comments
Resigned	3	3 / 6.0%
0.00	2	14 / 28.0% earned GPA less than 2.0
0.01-0.49	1	
0.50-0.99	2	
1.00 – 1.49	4	
1.50 – 1.99	5	33 / 66.0% earned GPA of 2.0 or higher
2.00-2.49	9	
2.50-2.99	7	
3.00-3.49	6	
3.50-4.00	11	
Total	50	100%

Fall 2015 McNeese Performance: 8 Students Who Were Admitted by Exception		
Average Hours Attempted		15
Average Hours Earned		11.6
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	0	1 / 12.5% earned GPA less than 2.0
0.01-0.49	1	
0.50-0.99	0	
1.00 – 1.49	0	
1.50 – 1.99	0	7 / 87.5% earned GPA of 2.0 or higher
2.00-2.49	1	
2.50-2.99	3	
3.00-3.49	2	
3.50-4.00	1	
Total	8	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
2012	100
2013	100
2014	102

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 and/or after they complete a credential at SOWELA, but these percentages have fluctuated over the years (68% in 2014; 72% in 2015; and cross-enrollment and reverse transfer data for AY2014/15 are 15, but the reverse transfer figures are yet to be determined). 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 during fall 2012 when communications began on formalizing an automated referral system that provides SOWELA with information about students who did not meet the minimum admission requirements of the University.

Processes in place to identify and refer these students

SOWELA receives two to three files per month containing information on students that applied and received a non-admission letter from McNeese State University. When the file is received at SOWELA each prospective student is contacted and informed of the SOWELA admissions process, testing information, start dates, and invited to the campus for a personal tour and additional information concerning registering for the upcoming semester.

- i. *Number of students referred (AY 2014-2015) = _____1,059*
- ii. *Number of students enrolled(AY 2014-2015) = _____109*

Number of Students referred from MSU who enrolled	109
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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 accomplished a milestone in June/July 2014 when the college earned Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation effective January 2014. Based on this accreditation, SOWELA notified BoR and secured approval to offer the AALT and ASLT Degrees starting Fall 2015. Since that time, a growing number of students have been choosing these degree programs. Based on a request from industry, SOWELA partnered with St. Nicholas Center for Children and McNeese State University to create a clear pathway for students wishing to complete the AALT-Social Sciences Concentration and transfer to McNeese to complete a BS in Psychology with a Minor in Criminal Justice.
- ii. Although SOWELA does not offer the Associate of Science in teaching, 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.

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 and the Louisiana Transfer Degrees. These advisory committees meet twice a year and evaluate each program curriculum for relevance and alignment with workforce needs.

There were no program terminations or additions during the reporting year for this GRAD Act Report. Additionally, the College has made adjustments to the following six programs in order to update and align curricula to meet workforce needs in Southwest Louisiana:

Programs Modified in AY 2014-2015
Accounting Technology
Criminal Justice
General Studies
Computer Technology Networking Specialist
Computer Technology Programming Specialist
Office Systems Technology

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

Number of Programs Eliminated in 2015
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 accommodate student's (traditional/non-traditional) varied work schedules and offer access to educational programs and services to those that cannot come on campus, as an open access institution, the College continues to use distance education as an additional means to serve this sector.

In an effort to better serve students and provide faculty with a more stable platform, SOWELA began the implementation of a new Learning Management System (LMS), Canvas. When the system-wide contract was signed with parent company Instructure®, the College began the implementation process by offering training to faculty, both face to face and webinar in the spring semester, and was live with the new LMS in the summer.

SOWELA offers distance education courses in four modalities: (1) course sections with 100% instruction through distance education via Canvas; (2) course sections with a minimum of 50% instruction through distance education (hybrid) via joule; (3) course sections with a minimum of 50% instruction through distance education (compressed video); and (4) LCTCS Online via

Canvas. These modalities have enabled the College to increase its distance education course offerings as shown in the table below.

Hybrid/Distance Education Course Offerings	
➤ 50% Online Hybrid (2014 – 2015)	100% Online (2014 - 2015)
27	106

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

SOWELA Technical Community College	2014 - 2015
Number of course sections with 50% instruction through distance education and/or hybrid	27
Number of course sections with 100% instruction through distance education	106

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

SOWELA Technical Community College	2014- 2015
Number of students enrolled in courses with 50% instruction through DE and/or hybrid	577
Number of students enrolled in courses with 100% instruction through DE	1,974
Total hybrid and online enrollment	2,551

In an effort to continue to engage the distance education faculty, the college has continued the subscription to the “MAGNA Publishing 20-Minute Mentor.” The series is designed to offer a quick 20 minute or less talk about online and distance education technology and pedagogy. The series is available to all faculty and adjunct faculty, on or off campus. In addition, our Center for Excellence in Instructional Technology offers web based seminars and training for faculty throughout the semester.

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

Number of programs offered through 100% distance education	2
Number of programs offered through hybrid programming (Reference: louisianaonline.org)	19

c) SOWELA does not have research as an institutional mission, but is a 2-year open admission institution.

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.

Percent of completers found employed.

Degree Level	Completers in Cohort (2011-)	Completers in Cohort (2012-)	Completers in Cohort (2013-)	% of Cohort-Employed (2011-)	% of Cohort-Employed- (2012-)	% of Cohort-Employed- (2013-14)
Associate	315	307	309	78.40%	77.90%	74.40%
Cert(1-Yr)	108	189	227	49.10%	73.50%	70.00%
Diploma	182	129	119	78.60%	81.40%	76.50%
TOTALS students enrolled in courses	605	625	655	73.20%	77.30%	73.30%

Performance Objective: Institutional Efficiency and Accountability (Section 4)

Element:

- a) **Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**

N/A - Not applicable to SOWELA. SOWELA is a 2-year open admissions college and not a 4-year institution.

- b) **Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

N/A - Not applicable to SOWELA. SOWELA is a 2-year open admissions college and not a 4-year institution.

- 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 College reached the SREB non-resident target of \$7,444 in the 2015-2016 academic year, the sixth and target year of the phased-in increases.

Impact on enrollment and revenue

The College's non-resident headcount has historically been very low but it has increased steadily over the last four years, as demonstrated in the table below. Of the \$10.9 million in total gross tuition and fee revenue in fiscal year 2014-2015, only \$101,599 (.9%) was attributable to non-resident tuition revenue. The impact of this increase in the non-resident tuition rate has not had a significant impact on either non-resident enrollment or revenue and is not expected to do so in the future.

Headcount	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Non-resident headcount	4	11	16	22	95
Non-resident SCH count	48	125	164	243	550
Headcount increase		7	12	18	73
SCH increase		77	116	195	355

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 first table on the next page (page 15) 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. Baseline: 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).

Tuition and fees charged to non-resident students

SOWELA Non-resident Tuition and Fees Compared to SREB Average (Year 1 – Year 6)					
	Fiscal Year	SREB	SOWELA	Difference	SOWELA
		Non-Resident Tuition	Non-Resident Tuition		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 developed a proposal for an Industrial and Process Technology Center of Workforce Excellence. The proposal was approved by the LCTCS BoS and the BoR Fall 2014 with plans for full implementation upon the completion of the new Regional Training Center.

- 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 5	
	Benchmark	Actual
Number of programs with mandatory or recommended policy code	19	22
Number of above programs that are currently discipline accredited	6	13
Calculated rate	31.57%	59.10% (59.09%)

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

Element:

a) Number of students by classification.

(3411 - Fall 2014) (3226 - Fall 2013) (2767 - Fall 2012)	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Full-time Undergraduate Headcount	1,796	1,815	1,702	1,746
Part-time Undergraduate Headcount	1,923	1,596	1,524	1,021

Element:

b) Number of instructional staff members.

	Fall 2015	Spring 2016
Total Faculty Headcount	162	170
Total FTE Faculty	99.84	104.09

DIVISION/DEPARTMENT	Instructional Staff (Faculty) Members in Academic Colleges and Departments (Headcount)						
	Fall 2015 (Nov. 2015 – BoR Submission)			Reorganization of Academic Division (From departments to Divisions & Program Coordinators)	Spring 2016 (03/18/2016 – Banner ERP data)		
	Total Headcount 162		Total FTE 99.84		Total Headcount 170		Total FTE 104.09
	Full-Time	Part-Time	FTE		Full-Time	Part-Time	FTE
Business & Information Technology	14	15	16.64	School of Business & Applied Technology	14	18	17.58
Liberal Arts & Education	27	24	31.37	School of Arts & Sciences	27	27	30.95
Industrial & Transportation Technology	29	35	38.55				
Nursing	9	9	13.28	School of Nursing & Allied Health	15	8	18.55

Element:

c) Average class student-to-instructor ratio.

Average class – student-to-instructor ratio

	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Average Class Size	24.0	23.2	24.1	24.1

Element:

d) Average number of students per instructor.

	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Average Number of Students per Instructor	24	23.2	24	24

Element:

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

	Fall 2015	Spring 2016
Headcount of Non-Instructional Staff	14	13
FTE of Non-Instructional Staff	11.15	11.29

DIVISION/DEPARTMENT	Non-Instructional Staff Members in Academic Colleges and Departments				
	Fall 2015 (Nov. 2015– BoR Submission)		Reorganization of Academic Division (From departments to Divisions & Program Coordinators)	Spring 2016 (03/18/ 2016 – Banner ERP data)	
	Headcount 14	FTE 11.15		Headcount 13	FTE 11.29
Business & Information Technology	3	3	School of Business & Applied Technology	3	3
Liberal Arts & Education	7	4.15	School of Arts & Sciences	5	3.29
Industrial & Transportation Technology	2	2	School of Industrial Technology	3	3
Nursing	2	2	School of Nursing & Allied Health	2	2

Note: The above table includes Deans, Coordinators, Administrative Assistants, and Tutors that are assigned to Academic Schools.

Element:

f) Number of staff in administrative areas.

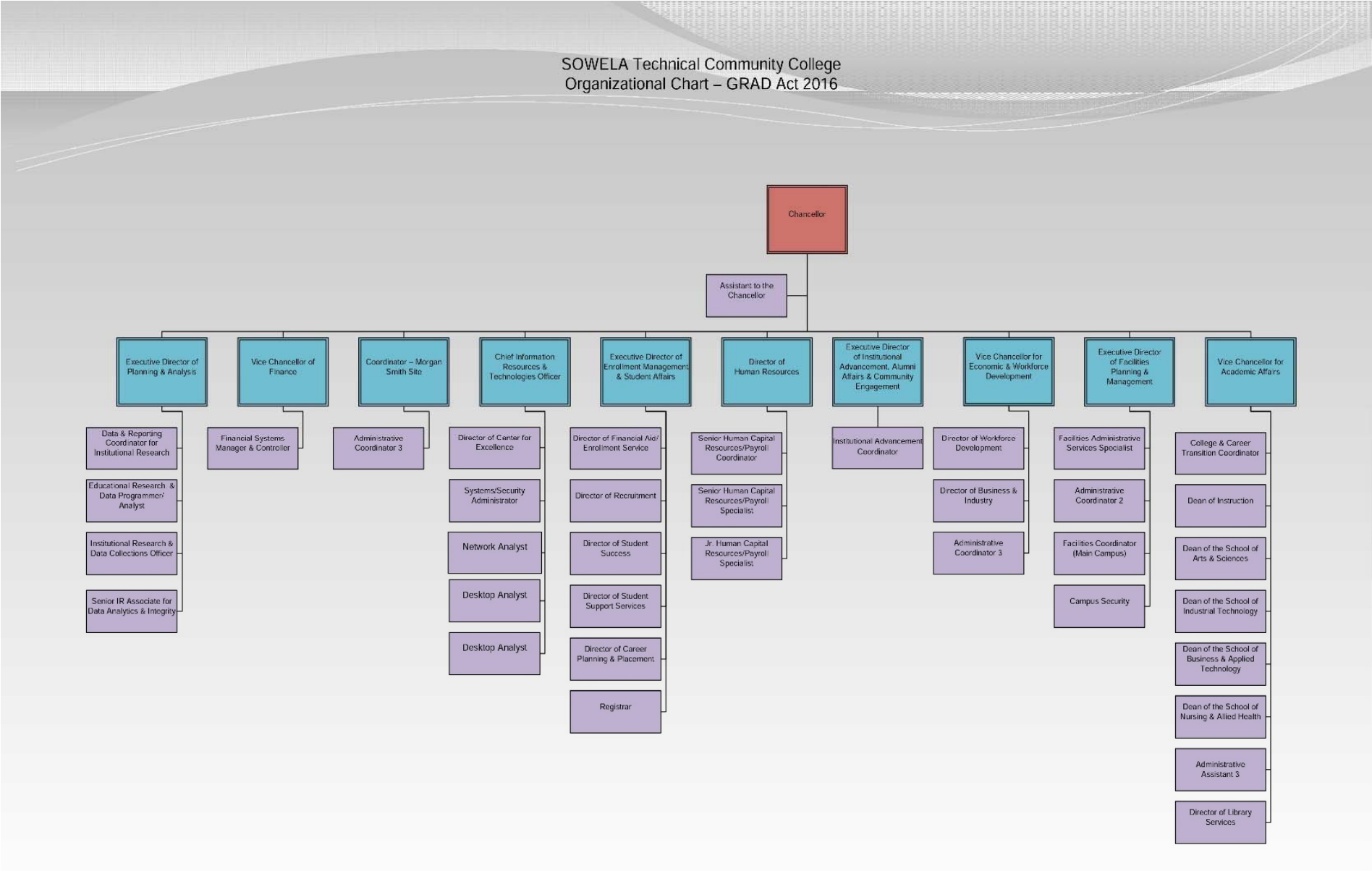
	Fall 2015	Spring 2016
Number of Staff in Administrative Areas	72	72
FTE of Staff in Administrative Areas	69.66	69.20

DIVISION/DEPARTMENT	Staff Members in Administrative Areas					
	Fall 2015 (Nov. 2015 – BoR Submission)			Spring 2016 (03/18/2016 – Banner ERP data)		
	Total Headcount 72		Total FTE 69.66	Total Headcount 72		Total FTE 69.20
	Full-Time	Part-Time	FTE	Full-Time	Part-Time	FTE
Chancellor’s Office	2	0	2	2	0	2
Business Office	7	0	7	7	0	7
Academic Affairs	4	2	5.26	4	2	5.26
Student Success	4	1	4.5	4	2	5
Enrollment Management	16	0	16	17	0	17
Facilities	12	0	12	11	0	11
Human Resources	3	0	3	3	0	3
Information Technology	9	1	9.6	9	1	9.63
Institutional Advancement	2	0	2	2	0	2
Institutional Research	4	0	4	4	0	4
Workforce Development	4	1	4.3	3	1	3.31

Note: Library Services and Staff were moved from Information Resources and Technologies Division to the Academic Affairs Division in Spring 2015.

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.



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 CHANGES SINCE 06/30/2013 BOR EMSAL REPORT VS 11/01/2014 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2014 BOR EMSAL REPORT VS 11/01/2015 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	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			4/14/2013 Reto to 7/1/2013	Contract Renewal	\$10,000	1/5/2015 Reto to 7/1/2014	Compensation Adjustment for receiving SACS Accreditation			
Vice Chancellor for Academic Affairs & Student Success	\$95,000	None			None			\$4,822	2/13/2012	Equity Study Increase	None				VACANT POSITION Title Changed to Vice Chancellor for Academic Affairs	\$87,000	1/5/2015	Acting Vice Chancellor for Academic Affairs Additional Duties as Interim Dean of School of Nursing & Allied Health			
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 Delatment Chair - Interim Status Removed	\$2,348	7/1/2014	Salary Adjustment	NA	Position replaced by Dean of School of Business & Applied Technology			
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		VACANT POSITION	NA		Position replaced by Dean of School of Arts & Sciences			
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		VACANT POSITION	NA		Position replaced by Dean of School of Industrial Technology			
Dept. Chair, Liberal Studies & Education	\$54,200	\$3,689	8/11/2008	Contract Adj for AY 08-09	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	\$2,130	7/1/2014	Salary Adjustment	NA	Position replaced by Dean of School of Arts & Sciences			
		\$726	8/11/2008	Merit Increase																	
Dept. Chair, Nursing	\$87,600	\$2,600	5/4/2009	Appointed Dept. Chair (Retired 1/2/2011)	None			\$60,259	1/3/2011	Appointed Interim Dept. Chair	\$4,400	7/1/2013	Advanced Degree Supplement	\$12,932	1/1/2014	Additional Duties as Interim VC for Academic Affairs	NA	Position replaced by Dean of Nursing & Allied Health			
								\$4,741	10/3/2011	Appointed Dept. Chair - Interim Status Removed											
Dept Chair, Process Technology	\$56,768	\$3,200	8/11/2008	Appointed Dept. Chair	None			None			\$62,200	2/11/2013	New Appt. Interim Department Chair (8/12/2013 Interim status removed)	\$5,400	8/12/2013	Additional Duties as Interim Department Chair for Industrial & Transportation Technology	\$2,360	7/1/2014	Salary Adjustment	NA	Position replaced by Dean of School of Industrial Technology
Dean of School of Business & Applied Technology																	\$75,000	1/5/2015	New Position - replaces Dept Chair, Business & Info Tech		
Dean of School of Arts & Sciences																	\$78,200	1/5/2015	New Position - replaces Dept Chair, Libral Studies & Culinary, Graphic * Design Arts		
Dean of School of Nursing & Allied Health																	\$80,000	8/24/2015	New Position - replaces Dept Chair, Nursing		
Dean of School of Industrial Technology																	\$73,632	1/5/2015	New Position - replaces Dept Chair, Industrial Technology Interim Dean Appointed		
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			\$45,000	10/13/2014	New Appointment	None				
Dean of Instruction & Student Success (Created 7/28/2011)								\$72,000	2/20/2012	Dept Chair, Buss & Info Tech promoted to Dean of Instruction & Student Success	None		Title Changed to Dean of Instruction	\$2,880	7/1/2014	Salary Adjustment	\$5,000	7/1/2015	Carl Perkins Administrator Supplement		
Director of Library Services	\$45,207	\$478	7/1/2008	Merit Increase	None			\$7,947	2/13/2012	Equity Study Increase	None			\$2,126	7/1/2014	Salary Adjustment	None	MOVE UNDER ACADEMIC AFFAIRS			
Vice Chancellor for Finance	\$90,395	None	NA	Former VC for Finance resigned 7/28/2010	\$99,800	1/10/2011	New Appointment	\$2,733	2/13/2012	Equity Study Increase	None			\$4,101	7/1/2014	Salary Adjustment	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			\$2,880.00	7/1/2014	Salary Adjustment	None				

POSITION	SALARY DATA BOR EMSAL REPORT	SALARY CHANGES SINCE 06/30/2008 BOR EMSAL REPORT VS 11/01/2010 BOR			SALARY CHANGES SINCE 06/30/2010 BOR EMSAL REPORT VS 11/01/2011 BOR			SALARY CHANGES SINCE 06/30/2011 BOR EMSAL REPORT VS 11/01/2012 BOR			SALARY CHANGES SINCE 06/30/2012 BOR EMSAL REPORT VS 11/01/2013 BOR			SALARY CHANGES SINCE 06/30/2013 BOR EMSAL REPORT VS 11/01/2014 BOR			SALARY CHANGES SINCE 06/30/2014 BOR EMSAL REPORT VS 11/01/2015 BOR EMSAL REPORT			
		Salary Increase	Date Of	Type of	Salary Increase	Date Of	Type of Increase	Salary Increase	Date Of	Type of Increase	Salary Increase	Date Of	Type of Increase	Salary Increase	Date Of	Type of Increase	Salary Increase	Date Of	Type of Increase	
Assistant Director of	\$43,160	\$40,000	6/28/2011	New Appt. (Former Asst Director resigned)	None				\$4,376	2/13/2012	Equity Study	None			\$1,775	7/1/2014	Salary Adjustment	NA		Replaced by Senior Accountant Position
Senior Accountant															\$55,000	9/29/2014	New Appointment	None		
Vice Chancellor for Economic & Workforce	\$81,513	None			None		Former VC for Economic Dev -retired				Vacant	\$90,000	11/5/2012	New Appointment	\$3,600	7/1/2014	Salary Adjustment	None		
Director of Workforce	\$52,000	None			None			\$8,571	2/13/2012	Equity Study	None				\$2,423	7/1/2014	Salary Adjustment	None		
Chief Information Resources & Technologies Officer	\$90,000	None			None			\$4,786	2/13/2012	Equity Study	None				\$3,791	7/1/2014	Salary Adjustment			VACANT POSITION
Director of Center of Excellence in Instructional Technology (CEIT) (Created 1/27/2012 - Replaced IT	\$59,945	\$594	7/1/2008	Merit Increase	None			\$5,055	2/6/2012	IT Coord promoted to Director of										Additional Duties as Interim Chief Information Officer
E-Learning Coordinator	\$60,586	\$600	7/1/2008	Merit Increase	None			\$1,600	2/13/2012	Advanced Degree	None				\$2,664	7/1/2014	Salary Adjustment	\$10,390	11/10/2011	
Executive Director of Enrollment Management & Student Affairs (Formerly Dean of	\$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	\$5,395	2/13/2012	Equity Study Increase (resigned)	\$78,000	7/8/2013	New Appointment	\$3,120	7/1/2014	Salary Adjustment				VACANT POSITION
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			VACANT				VACANT POSITION
Director of Enrollment Services, Student Financial Aid & Scholarship (Created 1/5/2015) - Replaced	\$59,160	\$1,160	7/1/2008	Merit Increase	(\$6,000)	7/1/2010	Removal of Admissions	\$5,511	2/13/2012	Equity Study	None				\$2,347	7/1/2014	Salary Adjustment	\$7,000	1/5/2015	Title Change & Promotion
Director of Recruitment (Created 11/9/2011 - Replaced Asst Director of Admissions	\$41,000	None			None			\$4,000	11/14/2011	Asst Director of Admissions promoted to Director of	None				\$1,800.00	7/1/2014	Salary Adjustment	None		
Director of Student Support Services	\$41,000	None			None			\$6,177	2/13/2012	Equity Study	None				\$1,887	7/1/2014	Salary Adjustment	None		MOVE UNDER ENROLLMENT MGT
Director of Student Success (Created								\$46,000	4/16/2012	New Appointment	None				\$1,840	7/1/2014	Salary Adjustment	None		MOVE UNDER ENROLLMENT MGT
Director of Career Planning & Placement								\$67,091	3/19/2012	New Position &	None				\$2,684	7/1/2014	Salary Adjustment	None		MOVE UNDER ENROLLMENT MGT
Associate Registrar																		\$46,600.00	1/5/2015	Title Chance for Assistant Director of Admissions & Records/Asst Registrar
Executive Director of Planning & Analysis (Created	\$84,500	11/1/2011	New Appointment	\$15,300	1/3/2011	Assume duties of Director of Human		\$6,966	2/13/2012	Equity Study	\$15,321	7/23/2012	Assume duties of Director of HR							
Educational Research & Data Programmer/Analyst								(\$-15,300)	5/7/2012	Removal of HR Director	\$1,240	7/8/2013	Corrective Pay for Additional Duties as Director of			\$4,321	7/1/2014	Salary & Additional Duty	None	
Data & Reporting Coordinator for Institutional Research (Created 8/9/11 - Replaced Student Data Specialist for Enrollment	\$27,976	7/1/2010	New Position (Student Data	\$5,000	8/22/2011	Student Data Specialist promoted to Data & Reporting		\$7,000	1/23/2012	New Appointment	None				\$2,280	7/1/2014	Salary Adjustment	None		
								None			\$9,024	9/30/2013	Promotion & Title Change from Data & Reporting Specialist to Data & Reporting Coordinator			\$1,680	7/1/2014	Salary Adjustment	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 CHANGES SINCE 06/30/2013 BOR EMSAL REPORT VS 11/01/2014 BOR EMSAL REPORT			SALARY CHANGES SINCE 06/30/2014 BOR EMSAL REPORT VS 11/01/2015 BOR EMSAL REPORT				
		Salary Increase	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase	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		
Senior Institutional Research Associate for Analytics & Data Integrity																			\$55,000	3/23/2015	New Position
Institutional Research & Data Collection Officer	\$48,246	\$478	7/1/2008	Merit Increase								VACANT POSITION			VACANT POSITION						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			VACANT POSITION				VACANT POSITION
SENIOR HR Coordinator (Title Changed 12/22/2010 - Replaced Administrative Services Officer Position)	\$48,270	\$946	7/1/2008	Merit	\$1,730	2/21/2011	Additional HR Duties (Position)	\$2,261	2/13/2012	Equity Study	None				\$2,090	7/1/2014	Salary Adjustment	\$2,090	11/1/2014	Title Change to Senior	
SENIOR HR Specialist (Created 4/24/2012 - Replaced HR Analyst Classified Position)	\$37,502	\$1,432	7/31/2008	Merit	\$2,621	2/21/2011	Reallocation to HR Analyst	\$4,877	4/30/2012	Promoted from HR Analyst C	None				\$1,800	7/1/2014	Salary Adjustment	\$1,800	11/1/2014	Title Change to Senior	
JUNIOR HR Specialist (Created 11/1/2014)																			\$36,000	1/5/2015	New Position
Executive Director of Institutional Enhancement, Alumni Affairs & Community Engagement (Created 10/26/2012)												\$85,000	4/15/2013	New Appointment	\$3,400	7/1/2014	Salary Adjustment	\$81,800	2/2/2015	New Appointment	
Institutional Advancement Coordinator (Created 6/22/2015)																			\$45,000	8/24/2015	New Position
Director of Facilities Planning & Management	\$78,000	None			None			\$1,123	2/13/2012	Equity Study	None				\$3,165	7/1/2014	Salary Adjustment	\$12,712	11/10/2014	Promotion & Title Change to Executive	
Facilities Administrative Services Specialist (Created 10/26/2012)											\$30,000	1/7/2013	New Appointment & Promotion	\$30,000	6/30/2014	New Appointment	None				
Facilities Coordinator (Sowela Main Campus) (Created 9/14/2011)								\$35,000	4/2/12 to 8/6/12	New Appt, transfer to	\$35,000	11/12/2012	New Appointment	\$1,400	7/1/2014	Salary	None				
Facilities Coordinator (Morgan Smith Campus) (Created 9/14/2011)								\$31,000	12/5/11 to 6/2/12	New Appt, Resign											
								\$38,500	8/6/12 to 10/15/12	Transfer to Morgan Smith with Additional Duties			VACANT POSITION			VACANT POSITION					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	\$1,764	7/1/2014	Salary Adjustment	None				

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	\$ 6,700,466	44.80%
Research	-	0.0%
Public Service	-	0.0%
Academic Support	\$ 1,260,234	8.40%
Student Services	\$ 1,283,156	8.60%
Institutional Services	\$ 3,330,681	22.20%
Scholarships/Fellowships	-	0.0%
Plant Operations/Maintenance	\$ 1,937,044	12.90%
Total E&G Expenditures	\$ 14,511,581	96.90%
Hospital	-	0.0%
Transfers out of agency	\$ 460,799	3.10%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	\$ 14,972,380	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 AY2016-2017 with a 5% increase is estimated at this time
	2012/2013 (9 month)	2013/2014 (9 month)	2014/2015 (9 month)	2015/2016 (9 month)	
	\$	\$	\$	\$	
Tuition	\$2,870.00	\$3,158.00	\$3,701.60	\$4,160.87	?
Room & Board	\$8,642.00	\$8,789.00	\$8,921.00	\$9,073.00	\$9,073.00
Books & Supplies	\$1,200.00	\$1,200.00	\$1,200.00	\$1,220.00	\$1220.00
Transportation	\$1,657.00	\$1,685.00	\$1,710.00	\$1,916.00	\$1916.00
Miscellaneous	\$1,909.00	\$1,941.00	\$1,970.00	\$2,003.00	\$2003.00
TOTAL	\$16,278.00	\$16,773.00	\$17,502.00	\$18,372.87	\$18,377.10

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	2.1

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

State Dollars Per FTE	\$2,894
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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	\$2,894
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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	\$27,194,543
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