



OFFICE OF THE CHANCELLOR

April 20, 2015

Dr. Monty Sullivan, President
Louisiana Community and Technical College System 265 South Foster Drive
Baton Rouge, Louisiana 70806

Dear Dr. Sullivan,

Attached you will find copies of the 2015 GRAD Act (YEAR 5) report for SOWELA Technical Community College (SOWELA) in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review, approval, and submission to the Board of Regents as required by law. Included in this submission are the following documents:

- Student Success Narrative
- The Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement -Institutional Data
- A copy of the online web-entries data submission to BoR
- Attachment D - GRAD Act Year 4, plus Initial Performance Agreement Baseline, Benchmarks, Actuals, and 6-Year Targets
- IBC reporting requirements (Appendix #1 to Attachment "B")

The college point of contact for this report information is Dr. Fitzpatrick U. Anyanwu, Executive Director of Planning and Analysis for Strategic Effectiveness at SOWELA. He can be reached at (337) 421-6905 or via email at fitzpatrick.anyanwu@sowela.edu.

Sincerely,

S. Neil Aspinwall, Chancellor

Cc: Dr. Paul Carlsen, Executive Director for Institutional Research & Planning, LCTCS
Dr. Fitzpatrick U. Anyanwu, Executive Director of Planning & Analysis, SOWELA



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SOWELA Technical Community College



2015

**GRAD Act Performance
Objectives/Elements/Measures**

YEAR 5

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 programmatic credit exams. The awarding of credit based on prior learning facilitates certificate and degree completion by recognizing knowledge amassed via non-traditional means.

SOWELA is currently in the midst of enhancing Prior Learning options for students by revising the policy to include advanced placement for students with exceptional ACT scores in English and Math. As we review similar policies for LCTCS Colleges, we are ensuring consistency with our sister University (MSU) to create a smooth transition for all transfer students. This provides an additional tool 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 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 = 418.

Number of the above students retained (enrolled) at the same institution in the following 2nd fall semester = 212 [For AAS = 50.72% (Out of 418 in Fall 2013, 212 returned in Fall 2014)]

Baseline Year/Term Data to include (Fall 2013 – Fall 2014)	Number returned in Fall 2014	% Retained (Returned) in Fall 2014
Year 5 Benchmark		37.68%
Year 5 Actual	212	50.72%

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

iv. Same institution graduation rate

(From the most recently published IPEDS Data System) = **39.30%**

EXPLANATION - Same institution graduation rate

Most recent published IPEDS Data: **Fall 2010: 440 Cohorts**, with 173 awards at 150% (3 Years)

Target = 37.40% (See Appendix “D” of GRAD Act YEAR 5 (2015) Submission)

Actual = 39.30% ((See Appendix “D” of GRAD Act Submission) – Met target and exceeded

Element:

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

During the 2013-2014 Academic Year, the Banner Student Information System / CAPP has been developed with full implementation slated for the Fall 2015 semester. CAPP is an electronic degree audit system that will aid in the academic advising for advisors and students. The system will produce the degree audit with any exit point the student may have reached within their curriculum. The audit is generated in the Registrar's Office then routed to the corresponding academic schools for review and approval of certificates, diplomas, and degrees earned.

Beginning Spring 2013, SOWELA implemented a new Student Advising System that remains in use and has proven to be a useful tool in program completers as can be seen by our GRAD Act completion rates. The Student Success Advisor through the Student Advising System assigns all new students an academic 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 our 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.

During the 2013-2014 Academic Year, the Academic Affairs Unit began a discussion on improving retention and completion by creating a Professional Advising Center (PAC). SOWELA implemented the PAC in the Fall of 2014. The PAC consists of six Professional Advisors whose main responsibilities are to: a) assist and direct incoming first-year students and b) provide Satisfactory Academic Plans (SAP) to students appealing their financial aid eligibility. At the end of AY 2014-2015, data will be available showing the number of students served, student satisfaction with services provided, and the impact on student success and retention.

We conduct continuous review of the advising process and in the midst of implementing ideas to further improve services to students. In the upcoming academic year, we are planning to create a Professional Advising Committee to provide additional assistance during peak times, implement group advising during busy times to reduce student wait times, schedule students requiring SAPs rather than performing them on a walk-in basis, and implement a student survey at the time of advising.

To address the ongoing shortage of Plant Operators, SOWELA met with local industries to discuss, develop, and organized a Process Technology Fast Track Program. Initial pilot group started in Summer of 2014.

Our Student Success Unit expanded its efforts in student persistence, retention, progression, and completion:

- Student Success Center (One Stop Center) with available technology and tutoring services
- Full-time Student Success Counselor and Part-time Student Life Coordinator
- Textbook Lending Program and Student Success Workshops
- Bi-annual Health and Wellness fair
- Online and face-to-face tutoring, with surveys administered to pinpoint improvements needed

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

193.72% increase (From 382 in 2008-2009 to 1,122 in 2013-2014; Source: BoR CMPL)

*Table below shows increase from Year 5 Benchmark to Year 5 Actual.

Measure	AY2008-2009 Baseline	Year 5 Benchmark	Percent Change Year 5* Actual
Certificate (Award level 1)		618%	1,027.5%
	40	287	451
Diploma (Award Level 2)		41.73%	161.1%
	139	197	363
Associate (Award level 3)		15.76%	51.7%
	203	235	308

Number of completers in the prior academic year, per award level = 1,122

Overall percent increase in total completers since 2008-2009 $(1,122-382)/382*100$.	193.72%
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Element:

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

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 to 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 all five of our secondary partners, is working to develop strategies and programming to align with the upcoming Jump Start initiative. We have created a program in the Industrial Electrician field which allows students to complete a Technical Diploma (TD), the highest level possible for a high school student to complete. This provides the Districts with the maximum allowable monetary compensation for their schools of 150 points. We have also worked out numerous programs of study which will allow students to achieve Certificates of Technical Studies (CTS). This will allow Districts to achieve 100 points with CTS completions allowing for an additional 10 points if there is a certification exam required by the program. One 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 2013 to Summer 2014) while still in high school

Fall 2013	Spring 2014	Summer 2014
600	757	1

Number of semester credit hours high school students enrolled (Fall 2013 to Summer 2014)

Fall 2013	Spring 2014	Summer 2014
2,558.0	3,368.0	7.0

ii. Number of semester credit hours completed by high school students (Fall 2013 to Summer 2014)

Fall 2013	Spring 2014	Summer 2014
2,336.0	3,153.0	7.0

Element:

b) 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 2013-2014 Academic Year (AY), 100% of the AMT students reporting to have taken the Federal Aviation Administration’s Airframe and Power Plant licensing examination passed and received the certification. 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 Academic Year (AY) 2014, 92.9% 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 the 2012/2013 academic year 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 2014 graduates) passed the FAA Airframe & PowerPlant licensure exams (Note: Not included in BoR upload, but reported in COE Accreditation Report in Dec. 2014)

Baseline Year/Term Data to include	Year 5 Benchmark	Year 5 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)

92.9% [42 out of 39 (SOWELA Main Campus = 42 out of 39 & SOWELA-MS = 0) for AY 2013 (July 1, 2013 to June 30, 2014) - First time test takers -] passed at their first sitting of the NCLEX-PN.

*** Graduates of the Morgan Smith campus completed in December of 2014 and therefore will not test until 2015. These figures will be included in next year’s data.

Baseline Year/Term Data to include	Year 5 Benchmark	Year 5 Actual
Fall 2008-09 Year	N/A	92.9%
# of students taking NCLEX		42
# who met standards for passage		39

i.d. N/A

ii. Number of students receiving certification(s) program and/or discipline related = 318.

Adobe Certification	41
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Automotive (ASE) – 47.0604	1
Aviation	8
Collision Repair (I-CAR)	5
Certified Culinarian [American Culinary Federation (ACF)]	12
Internet & Computing (Comp TIA+)	2
Internet & Computing (TestOut)	28
Microsoft Certified IT Professional: Server 2008 Active Directory	0
MCITP: Enterprise Administrator Windows Server 2008	0
***Nursing (PN) - 2014	39
Nursing (CNA) - 2014	76
Personal Fitness Trainer	5
ServSafe	84
Graphic Arts Ed & Research Foundation – 10.0303]	0
Quickbooks 2014 Certified User	0
AHIMA Medical Coding	0
Phlebotomy - CPT	0
WorkKeys (All areas, levels)	17
TOTALS	318

*** Forty-two (42) tested and thirty-nine (39) received certification on first sitting in AY2013/14

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 2014 = 17

Number of students (duplicated) who took the WorkKeys® exams = 1

53% 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	1
Silver	6
Bronze	3
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	

There is a significant drop in the number of students having tested for WorkKeys in 2014 compared to 2013. WorkKeys testing was mandatory for Process Technology graduate in 2013. Since then, the leadership has changed and this test is no longer a requirement for program completion resulting in a drop in the number of exams given from 75 last year to 17 for this reporting year. The School of Industrial Technology also uses 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.

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

N/A to SOWELA for 2014 reporting period

[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 five such TSP reports beginning Fall 2010 through Fall 2014 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 2014 (58 in 2010; 60 in 2011, 30 in 2012, 63 in 2013, and 67 in 2014).

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

Fall 2014 McNeese Admission Status		
Status	#	%
Met Admission Requirements	59	88.1%
Admitted by Exception	8	11.9%
Total Students	67	100%

SOWELA Earned Credentials		
Credential	#	%
No Credential	46	68.7%
Technical Competency Area, Certificate, or Technical Diploma	15	22.4%
Associate of Applied Science	6	9.0%
Total Students	67	100%

Fall 2014 McNeese Performance: All 67 Students		
Average Hours Attempted		13.1
Average Hours Earned		9.4
Term GPA	#	Comments
Resigned	4	16 / 23.9% earned GPA less than 2.0
0.00	0	
0.01-0.49	1	
0.50-0.99	2	
1.00 – 1.49	9	
1.50 – 1.99	4	47 / 70.1% earned GPA of 2.0 or higher
2.00-2.49	9	
2.50-2.99	13	
3.00-3.49	15	
3.50-4.00	10	
Total	67	100%

Fall 2014 McNeese Performance:

Fall 2014 McNeese Performance:

59 Students Who Met Admission Requirements		
Average Hours Attempted		13.1
Average Hours Earned		9.3
Term GPA	#	Comments
Resigned	4	4 / 6.8%
0.00	0	13 / 22.0% earned GPA less than 2.0
0.01-0.49	1	
0.50-0.99	2	
1.00 – 1.49	7	
1.50 – 1.99	3	
2.00-2.49	6	42 / 71.2% earned GPA of 2.0 or higher
2.50-2.99	12	
3.00-3.49	14	
3.50-4.00	10	
Total	59	

8 Students Who Were Admitted by Exception		
Average Hours Attempted		13.4
Average Hours Earned		10.3
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	0	3 / 37.5% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	0	
1.00 – 1.49	2	
1.50 – 1.99	1	
2.00-2.49	3	5 / 62.5% earned GPA of 2.0 or higher
2.50-2.99	1	
3.00-3.49	1	
3.50-4.00	0	
Total	8	

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

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 (See next section below).

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 AY2013-2014, that number increased to 677 including summer referrals (An increase over the baseline year of AY2009-2010 by 424.81%).

- i. *Number of students referred = 677*
- ii. *Number of students enrolled = 129*

Number of Students referred from MSU who enrolled	129
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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.
- 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 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 during the reporting year for this GRAD Act Report. However, within the restrictions on substantive change by SACSCOC requirements, SOWELA did not add any new programs but made adjustments to four 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 2014
0

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

Modified	Added
4	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 students (traditional/non-traditional) varied work schedules and offer access to educational programs and services at SOWELA 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.

SOWELA offers distance education courses in four modalities: (1) course sections with 100% instruction through distance education via joule; (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 joule.

To increase the hybrid classes taught with compressed video, three new classrooms have been fitted with equipment; two at the Lake Charles Campus and one at the Morgan Smith Instructional Site to provide our students access to general education courses not offered at the Morgan Smith Instructional Site.

These modalities have enabled the College to increase its distance education course offerings as shown in the table below. The average distance education enrollment is about 1,350 students per semester.

Hybrid/Distance Education Course Offerings	
➤ 50% Online Hybrid (2013 - 2014)	100% Online (2013 - 2014)
5	108

In an effort to better engage the distance education faculty, the college purchased a subscription to the “MAGNA 20-Minute Mentor.” The series is designed to offer a quick 20 minute or less talk about online and distance education. The series is available to all faculty and adjunct faculty, on or off campus. In addition, a special seminar was purchased and shared with faculty pertaining to Distance Education. Hour long training sessions were held for faculty covering the Learning Management System and Gradebook

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

SOWELA Technical Community College	2013 - 2014
Number of course sections with 50% instruction through distance education	5
Number of course sections with 100% instruction through distance education	108

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

SOWELA Technical Community College	2013 - 2014
Number of students enrolled in sections with 50% instruction through DE	126
Number of students enrolled in sections with 100% instruction through DE	1,948
Total hybrid and online enrollment	2,074

- iii. Number of programs offered through 100% distance education by award level = 2

Number of programs offered through 100% distance education	2
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- 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 (2010-11)	Completers (2011-12)	Completers (2012-2013)	% of Cohort-Employed (2010-11)	% of Completers-Employed- (2011-12)	% of Completers Employed- (2012-13)
Associate	217	272	291	86.6%	90.40%	87.28%
Cert(1-Yr)	146	79	179	76.70%	67.10%	68.15%
Diploma	134	167	105	85.10%	85.60%	80.47%
TOTALS	497	518	575	83.30%	85.30%	86.26%

- 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 2014-15		
Credential	# Transferring	% Transferring

No Degree	46	68.7%
Technical Competency Area, Certificate, or Technical Diploma	15	22.4%
Associate of Applied Science	6	9.0%
Total Students	67	100%

Fall 2014 McNeese Performance: All 67 Students		
Average Hours Attempted		13.1
Average Hours Earned		9.4
Term	GPA	#
Resigned		4 / 6.0%
0.00		0
0.01-0.49		1
0.50-0.99		2
1.00 – 1.49		9
1.50 – 1.99		4
2.00-2.49		9
2.50-2.99		13
3.00-3.49		15
3.50-4.00		10
Total		67

Fall 2014 McNeese Performance: 59 Students Who Met Admission Requirements		
Average Hours Attempted		13.1
Average Hours Earned		9.3
Term	GPA	#
Resigned		4 / 6.8%
0.00		0
0.01-0.49		1
0.50-0.99		2
1.00 – 1.49		7
1.50 – 1.99		3
2.00-2.49		6
2.50-2.99		12
3.00-3.49		14
3.50-4.00		10
Total		59

Fall 2014 McNeese Performance: 8 Students Who Were Admitted by Exception		
Average Hours Attempted		13.4
Average Hours Earned		10.3
Term	GPA	#
Resigned		0 / 0.0%
0.00		0
0.01-0.49		0
0.50-0.99		0
1.00 – 1.49		2
1.50 – 1.99		1
2.00-2.49		3
2.50-2.99		1
3.00-3.49		1
3.50-4.00		0
Total		8

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 2013-2014
Placement Rate (Source: Carl D. Perkins CAR Report)	77.97%
Placement Rate (Source: Last COE Accreditation Report)	84%

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 shrinking budgets, SOWELA has been able to report a placement rate of 84% for the AY2013-2014.

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 deans, program coordinators, academic advisors, and the Office of Planning

and Analysis- Institutional Research Unit by leading placement data gathering efforts such as: assisting academic deans and program coordinators with contacting students 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 deans and program coordinators 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. Program 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 division Executive 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.

LA Workforce Employment Rate by Field of Study Eighteen Months after Graduation for 2012-2013 Completers			SOWELA's Placement Rate COE Report – December 2014	
Field of Study	% Found Employed in LA	% Not Found Employed in LA	% Found Placed by December 2014	% Not Found by December 2014
Health Professions	Missing Value %	Missing Value %	75.6%	24.4%
Construction Trades	12.0%	88.0%	90.3%	9.7%
Personal & Culinary Services	50.0%	50.0%	63.4%	36.6%
Mechanic & Repair Technologies	53.3%	46.7%	87.1%	12.9%
Precision Production	19.4%	80.6%	80.0%	20.0%
Business, Management, & Marketing	32.7%	67.3%	73.1%	26.9%
Computer & Information Sciences	24.3%	75.7%	80.8%	19.2%
Engineering Technologies	60.4%	39.6%	87.4%	12.6%
Homeland Security, Law Enforcement	61.3%	38.7%	61.2%	38.8%
Visual and Performing Arts	68.8%	31.3%	87.5%	12.5%

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 but it has increased steadily over the last four years, as demonstrated in the table below. Of the \$9.8 million in total gross tuition and fee revenue in fiscal year 2013-2014, only \$51,266 (.5%) 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
Non-resident headcount	4	11	16	22
Non-resident SCH count	48	125	164	243
Headcount increase		7	12	18
SCH increase		77	116	195

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. 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).

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	20	20
Number of above programs that are currently discipline accredited	6	13
Calculated rate	31.60%	65.0%

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 2014	Fall 2013	Fall 2012
Full-time Undergraduate Headcount	1,815	1,702	1,746
Part-time Undergraduate Headcount	1,596	1,524	1,021

Element:

b) Number of instructional staff members.

	Fall 2014	Spring 2015
Total Faculty Headcount	151	150
Total FTE Faculty	94.40	90.84

DIVISION/DEPARTMENT	Instructional Staff (Faculty) Members in Academic Colleges and Departments (Headcount)						
	Fall 2014 (Nov. 2014 – BoR Submission)			Reorganization of Academic Division (From departments to Divisions & Program Coordinators)	Spring 5015 (03/16/2015 – Banner ERP data)		
	Total Headcount 151		Total FTE 94.40		Total Headcount 150		Total FTE 90.84
	Full-Time	Part-Time	FTE		Full-Time	Part-Time	FTE
Business & Information Technology	8	9	9.88	School of Business & Applied Technology	8	9	9.20
Liberal Arts & Education	25	23	28.71	School of Arts & Sciences	30	28	34.27
Culinary, Graphic & Design Arts	6	5	6.92				
Industrial & Transportation Technology	19	18	23.43	School of Industrial Technology	27	29	32.94
Process Technology	8	11	10.38				
Nursing	12	7	15.08	School of Nursing & Allied Health	11	8	14.43

Element:

c) Average class student-to-instructor ratio.

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

Element:

d) Average number of students per instructor.

	Fall 2014	Fall 2013	Fall 2012
Average Number of Students per Instructor	23	24	24

Element:

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

	Fall 2014	Spring 2015
Headcount of Non-Instructional Staff	11	14
FTE of Non-Instructional Staff	8.57	11.72

DIVISION/DEPARTMENT	Non-Instructional Staff Members in Academic Colleges and Departments				
	Fall 2014 (Nov. 2014 – BoR Submission)		Reorganization of Academic Division (From departments to Divisions & Program Coordinators)	Spring 2015 (03/16/2015 – Banner ERP data)	
	Head count 11	FTE 8.57		Head count 14	FTE 11.72
Business & Information Technology	1	1	School of Business & Applied Technology	2	2
Liberal Arts & Education	5	2.72	School of Arts & Sciences	7	4.72
Culinary, Graphic & Design Arts	1	1			
Industrial & Transportation Technology	2	2	School of Industrial Technology	4	4
Process Technology	1	0.85			
Nursing	1	1	School of Nursing & Allied Health	1	1

Note: The above table includes Deans, Coordinators, Administrative Assistants, and Tutors that are assigned to Academic Divisions (4 Schools – Arts & Humanities, Business & Applied Technology, Industrial Technology, and Nursing & Allied Health).

Element:

f) Number of staff in administrative areas.

	Fall 2014	Spring 2015
Number of Staff in Administrative Areas	69	71
FTE of Staff in Administrative Areas	66.05	68.05

DIVISION/DEPARTMENT	Staff Members in Administrative Areas					
	Fall 2014 (Nov. 2014 – BoR Submission)			Spring 2015 (03/16/2015 – Banner ERP data)		
	Total Headcount		Total FTE	Total Headcount		Total FTE
	Full-Time	Part-Time	FTE	Full-Time	Part-Time	FTE
Chancellor’s Office	3	0	3	3	0	3
Finance & Business Office	7	0	7	7	0	7
Academic Affairs	3	1	3.5	7	3	8.6
Student Support & Success	5	2	6	5	2	6
Enrollment Management	16	0	16	15	0	15
Facilities Planning & Management	10	0	10	11	0	11
Human Resources	2	0	2	3	0	3
Information Resources & Technologies	11	1	11.6	7	0	7
Office of Planning & Analysis	3	1	3.5	3	0	3
Economic & Workforce Development	3	1	3.45	4	1	4.45

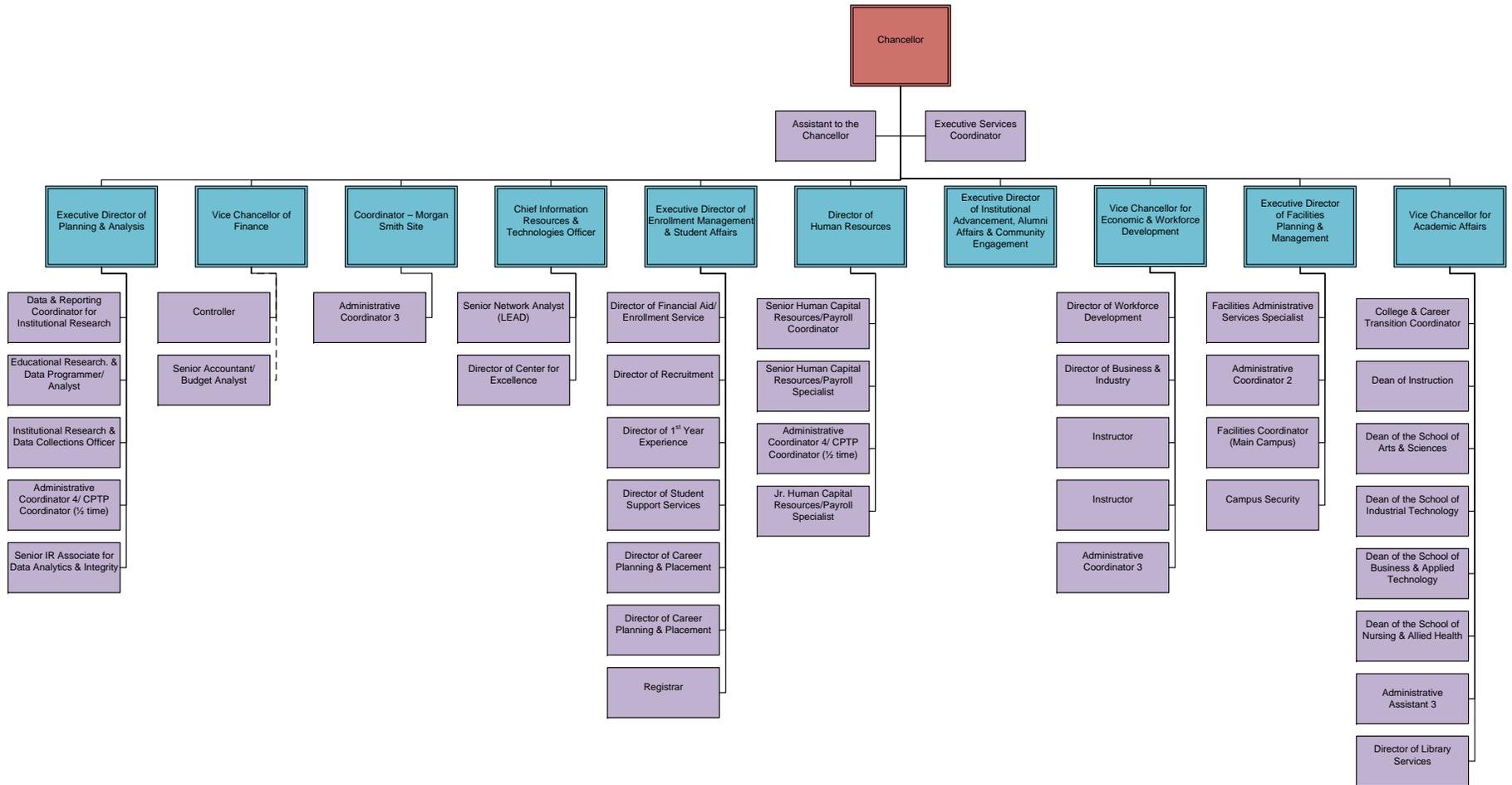
Note: Library Staff was moved from the Information Resources & Technologies Division to the Academic Affairs Division in Spring 2015.

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.

<<See the organization chart on page 18 below>>

SOWELA Technical Community College
Organizational Chart – GRAD Act 2015



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 CHANGES SINCE 06/30/2013 BOR EMSAL REPORT VS 11/01/2014 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
Chancellor	\$139,390	None			None			None						\$6,970.00	4/14/2014 Reto to 7/1/2013	Contract Renewal
Vice Chancellor for Academic Affairs & Student Success	\$95,000	None			None			\$4,822	2/13/12	Equity Study Increase	None					VACANT POSITION
Dept. Chair, Business & Information Technology - Interim	\$67,189	None			None			\$63,693	2/20/12	New Appt, Interim Dept. Chair (Former DC promoted to Dean)	\$0	9/10/12	Appointed Detartment Chair - Interim Status Removed	\$2,348	7/1/14	Salary Adjustment
Dept. Chair, Culinary, Graphic & Design Arts	\$62,809	\$1,173	7/1/08	Merit Increase	None			\$400	2/13/12	Dept. Chair Supplement Adjustment			VACANT POSITION			VACANT POSITION
Dept. Chair, Industrial & Transportation Technology	\$66,411	\$1,155	7/1/08	Merit Increase	None			\$1,400	2/13/12	Dept. Chair Supplement Adjustment			VACANT POSITION			VACANT POSITION
Dept. Chair, Liberal Studies & Education	\$54,200	\$3,689	8/11/08	Contract Adj for AY 08-09	None			\$4,038	2/13/12	Equity Study Increase + Dept. Chair Supplement Adj	\$3,400	8/12/13	Additional Duties as Interim Department Chair for Culinary, Graphic & Design Arts	\$2,130	7/1/14	Salary Adjustment
		\$726	8/11/08	Merit Increase												
		\$13,474	6/1/09	Appointed Dept. Chair												
Dept. Chair, Nursing	\$87,600	\$2,600	5/4/09	Appointed Dept. Chair (Retired 1/2/2011)				None			\$4,400	7/1/13	Advanced Degree Supplement	\$12,932	1/1/14	Additional Duties as Interim VC for Academic Affairs
														\$3,104	7/1/14	Salary & Additional Duty Pay Adjustment
Dept Chair, Process Technology	\$56,768	\$3,200	8/11/08	Appointed Dept. Chair				None			\$62,200	2/11/13	New Appt, Interim Department Chair (8/12/2013 Interim status removed)	\$2,360	7/1/14	Salary Adjustment
											\$5,400	8/12/13	Additional Duties as Interim Department Chair for Industrial & Transportation Technology			
College & Career Transition Coordinator (Grant funded position created 1/4/2011)					\$52,500	1/4/11	New Appointment	\$2,625	7/9/12	Salary Increase for Grant Funded Position	None			\$45,000	10/13/14	New Appointment
Dean of Instruction & Student Success (Created 7/26/2011)								\$72,000	2/20/12	Dept Chair, Busi & Info Tech promoted to Dean of Instruction & Student Success	None			\$2,880	7/1/14	Salary Adjustment
Director of Student Support Services	\$41,000	None			None			\$6,177	2/13/12	Equity Study Increase	None			\$1,887	7/1/14	Salary Adjustment
Director of Student Success (Created 12/22/2011)								\$46,000	4/16/12	New Appointment	None			\$1,840	7/1/14	Salary Adjustment
Director of Career Planning & Placement (Created 3/13/2012)								\$67,091	3/19/12	New Position & Promotion	None			\$2,684	7/1/14	Salary Adjustment
Vice Chancellor for Finance	\$90,395	None	NA	Former VC for Finance resigned 7/26/2010	\$99,800	1/10/11	New Appointment	\$2,733	2/13/12	Equity Study Increase	None			\$4,101	7/1/14	Salary Adjustment

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 CHANGES SINCE '06/30/2013' BOR EMSAL REPORT VS '11/01/2014' 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
Financial Systems Manager & Controller (Created 5/26/08 / Updated & Title Change 10/12/11)		\$60,000	7/1/10	New Appt, as Controller (first time filled)	\$12,000	10/17/11	Position Updated with additional duties as Financial Systems Manager	None			None			\$2,880.00	7/1/14	Salary Adjustment
Assistant Director of Finance	\$43,160	\$40,000	6/28/10	New Appt, (Former Asst Director resigned 06/27/2010)	None			\$4,376	2/13/12	Equity Study Increase	None			\$1,775	7/1/14	Salary Adjustment
Vice Chancellor for Economic & Workforce Development	\$81,513	None			None		Former VC for Economic Dev retired 9/1/2011			Vacant	\$90,000	11/5/12	New Appointment	\$3,600	7/1/14	Salary Adjustment
Director of Workforce Development	\$52,000	None			None			\$8,571	2/13/12	Equity Study Increase	None			\$2,423	7/1/14	Salary Adjustment
Chief Information Resources & Technologies Officer	\$90,000	None			None			\$4,786	2/13/12	Equity Study Increase	None			\$3,791	7/1/14	Salary Adjustment
Director of Center of Excellence in Instructional Technology (CEIT) (Created 1/27/2012 - Replaced IT Coord Position)	\$59,945	\$594	7/1/08	Merit Increase	None			\$5,055	2/6/12	IT Coord promoted to Director of CEIT	None			\$2,664	7/1/14	Salary Adjustment
								\$1,600	2/13/12	Advanced Degree Supplement						
E-Learning Coordinator	\$60,586	\$600	7/1/08	Merit Increase	None			None			None			\$2,423	7/1/14	Salary Adjustment
Director of Library Services	\$45,207	\$478	7/1/08	Merit Increase	None			\$7,947	2/13/12	Equity Study Increase	None			\$2,126	7/1/14	Salary Adjustment
Executive Director of Enrollment Management & Student Affairs (formerly Dean of Enrollment Mgt)	\$70,990	None			\$75,000	5/23/11	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	2/13/12	Equity Study Increase (resigned 4/16/2012)	\$78,000	7/8/13	New Appointment	\$3,120	7/1/14	Salary Adjustment
Director of Admissions & Records/ Registrar (Created 11/8/2011)								\$50,000	1/9/12	New Appointment	\$5,000	6/10/13	Student Rec Coord appointed Interim Director of Adm & Recs / Registrar			VACANT POSITION
Director of Financial Aid	\$59,160	\$1,160	7/1/08	Merit Increase	(-\$6,000)	7/1/10	Removal of Admissions Duties	\$5,511	2/13/12	Equity Study Increase	None			\$2,347	7/1/14	Salary Adjustment
Director of Recruitment (Created 11/8/2011 - Replaced Asst Director of Admissions Position)	\$41,000	None			None			\$4,000	11/14/11	Asst Director of Admissions promoted to Director of Recruitment	None			\$1,800.00	7/1/14	Salary Adjustment
Student Records Coordinator (Created 5/3/2010 - Replaced Exec Asst to Chancellor Position)	\$48,352	\$479	7/1/08	Merit Increase	None			\$50,000	3/19/12	New Appointment	None			\$35,000.00	8/11/14	New Appointment

Sowela Technical Community College

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		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
Executive Director of Planning & Analysis (Created 10/22/2007)		\$84,500	11/1/10	New Appointment (first time filled)	\$15,300	1/3/11	Assume duties of Director of Human Resources	\$6,966	2/13/12	Equity Study Increase	\$15,321	7/23/12	Assume duties of Director of HR	\$4,321	7/1/14	Salary & Additional Duty Pay Adjustment
								(\$-15,300)	5/7/12	Removal of HR Director Duties	\$1,240	7/8/13	Corrective Pay for Additional Duties as Director of HR			
Educational Research & Data Programmer/Analyst (Created 7/26/2011)								\$57,000	1/23/12	New Appointment	None			\$2,280	7/1/14	Salary Adjustment
Data & Reporting Coordinator for Institutional Research (Created 8/9/11 - Replaced Student Data Specialist for Enrollment Mgt)		\$27,976	7/1/10	New Position (Student Data Specialist for Enroll Mgt)	\$5,000	8/22/11	Student Data Specialist promoted to Data & Reporting Specialist for IR	None			\$9,024	9/30/13	Promotion & Title Change from Data & Reporting Specialist to Data & Reporting Coordinator	\$1,680	7/1/14	Salary Adjustment
Institutional Research & Data Collection Officer	\$48,246	\$478	7/1/08	Merit Increase Retired 4/12/2010									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
HR Coordinator (Title Changed 12/22/2010 - Replaced Administrative Services Officer Position)	\$48,270	\$946	7/1/08	Merit Increase	\$1,730'	2/21/11	Additional HR Duties (Position Mgmt, etc.)	\$2,261'	2/13/12	Equity Study Increase	None			\$2,090'	7/1/14	Salary Adjustment
HR Specialist (Created 4/24/2012 - Replaced HR Analyst Classified Position)	\$37,502	\$1,432	7/31/08	Merit Increase	\$2,621	2/21/11	Reallocation to HR Analyst C	\$4,877	4/30/12	Promoted from HR Analyst C to HR Specialist	None			\$1,800	7/1/14	Salary Adjustment
Executive Director of Institutional Enhancement, Alumni Affairs & Community Engagement (Created 10/26/2012)											\$85,000	4/15/13	New Appointment	\$3,400	7/1/14	Salary Adjustment
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			VACANT POSITION
Director of Facilities Planning & Management	\$78,000	None			None			\$1,123	2/13/12	Equity Study Increase	None			\$3,165	7/1/14	Salary Adjustment
Facilities Administrative Services Specialist (Created 10/26/2012)											\$30,000	1/7/13	New Appointment & Promotion	\$30,000	6/30/14	New Appointment
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	11/12/12	New Appointment	\$1,400	7/1/14	Salary Adjustment

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 CHANGES SINCE '06/30/2013' BOR EMSAL REPORT VS '11/01/2014' 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
Facilities Coordinator (Morgan Smith Campus) (Created 9/14/2011)							\$31,000	12/5/11 to 6/2/12	New Appt. Resigned 6/2/2012			VACANT POSITION			VACANT POSITION	
							\$38,500	8/6/12 to 10/15/12	Transfer to Morgan Smith with Additional Duties, Resigned 10/15/12							
Instructional Site Coordinator - SOWELA Morgan Smith Campus in Jennings, LA (Created 11/2/2012)										\$44,111	5/27/13	Advanced Instructor assigned additional duties as Instructional Site Coordinator for SOWELA Morgan Smith Campus	\$1,764	7/1/14	Salary Adjustment	

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	\$ 6,021,390	46.34%
Research	-	0.0%
Public Service	-	0.0%
Academic Support	\$ 856,606	6.59%
Student Services	\$ 1,117,258	8.60%
Institutional Services	\$ 2,969,502	22.85%
Scholarships/Fellowships	-	0.0%
Plant Operations/Maintenance	\$ 1,506,442	11.59%
Total E&G Expenditures	\$ 12,471,198	95.97%
Hospital	-	0.0%
Transfers out of agency	\$ 523,933	4.03%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	\$ 12,995,131	100.0%

- i. 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 AY2015-2016 with a 5% increase is estimated at this time
	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	\$3,701.60	\$3,896.13
Room & Board	\$8,642.00	\$8,789.00	\$8,921.00	\$9,367.05
Books & Supplies	\$1,200.00	\$1,200.00	\$1,200.00	\$1,260.00
Transportation	\$1,657.00	\$1,685.00	\$1,710.00	\$1,795.50
Miscellaneous	\$1,909.00	\$1,941.00	\$1,970.00	\$2,068.50
TOTAL	\$16,278.00	\$16,773.00	\$17,502.00	\$18,377.10

- ii. **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	2.9

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

State Dollars Per FTE	\$2,447
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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	\$2,447
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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	\$24,754,456
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Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
2-year Colleges and Technical Colleges

Institution: SOWELA Technical Community College (SOWELA)

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Adobe Certification	Adobe Certified Expert	Adobe		41
American Petroleum Institute- 6th Edition Rigger	API	Database		
American Petroleum Institute- Personal Survival	Personal Survival			
American Welding Society	AWS Entry Level Welder			
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence		1
Aviation	Aviation	Aviation		8
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners		
19.0709	CDA	Council for Professional Recognition		
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.		
Certified Manufacturing Specialist	CMS	Georgia Quickstart		
Certified Wireless Technology Specialist	CWTS	Pearson VUE/Prometric		
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric		0
Child Development -- 190709	CDA	LA Pathways Assn.		
Collision Repair	Collision Repair	Collision Repair		5
Commercial Diving - 490304	Commercial Diving Institute and			
Commercial Drivers License	CDL	Department of Transportation Office of Motor Vehicles		
Communications Electronics	CET and FCC licenses			
Cosmetology -- 120401	Cometology	Louisiana State Board of Cosmetology		
Culinary -- 120503	SERVSAFE	American Culinary Federation		12
Diving	Commercial Diver/Tender Diver	Contractors International		
Drafting -- 15.1301	CD	American Design Drafting Assn.		

Electrician -- 46.0302	State License	Louiaiana State Licensing Board for Contractors		
Electrician - city license - 460302	City of Thibodaux Electrical License			
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry		
EMT Basic	NREMT-B	State Database		
EMT Paramedic	NREMT-P	State Database		
Fork Lift	Forklift	Workforce Dept.		
- 10.0303	PrintEd	PrintEd		0
Hazwoper - 40 hours				
47.0201	HVAC Excellence	ESCO Institute		
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)		
Computer-programming-specialty areas	college will identify			
CISCO, IC3)	(multiple)	Pearson VUE/Prometric		2
Internet and Computing all areas (TestOut)	Network +, A+, iNet+, A+ (multiple)			28
Server 2008	MCITP	Prometric		0
Menhaden Fisheries Industry -	Omega Protein			
Active Directory	MCITP	Prometric		0
Microsoft Certified IT Professional: Server 2008 Application Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Enterprise Administration	MCITP	Prometric		0
Microsoft Certified IT Professional: Server 2008 Network Infrastructure	MCITP	Prometric		
Configuration	MCITP	Prometric		0
Microsoft Office User Specialist (MOUS)	MOUS	Certiport		0
National Restaurant Association	Servsafe	National Restaurant Association		84
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation		
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER		
Nursing-CNA	LABENFA	Hospitals		76
OPET	EETC			
OSHA	OSHA	Occupational Safety and Health Administration		
Patient Care Tech	CPCT/NRCPCT	Nat. Health Career Assn./Nat. Allied Health Test Registry		

Personal Fitness Trainer	ACE	Gatlin Education		5
Petroleum Education	PEC, PEC-OPPS, Safe Gulf	Safety, Environmental & Operational Training Inc.		
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		0
Real Estate	Salesperson	Louisiana Real Estate Commission		
U.S. Coast Guard all specialty areas	USCG	USCG		
WorkKeys (all areas, levels)	workkeys	ACT		17

Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with √ on Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

03/2013

**Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges**

Institution: SOWELA Technical Community College (SOWELA)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				

**Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges**

Institution: SOWELA Technical Community College (SOWELA)

Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)		39	42	92.9%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to met standards for passge/# students who took exam

March 1, 2011