



SOWELA
TECHNICAL COMMUNITY COLLEGE

April 20, 2012

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

Dear Dr. May,

Attached you will find copies of the 2012 GRAD Act report for Sowela Technical Community College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval.

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
- A copy of the online data submission to BoR
- Attachment D – GRAD Act Year 2, plus Initial Performance Agreement Baseline, Benchmarks, and 6-Year Targets
- Appendices (A to M) to the four narratives listed above
- IBC reporting requirements (Appendix #1 to Attachment “B”)

The college point of contact for this information is Dr. Fitzpatrick U. Anyanwu, Executive Director of Planning and Analysis at Sowela. He can be reached at (337) 491-2648 or via email at fitzpatrick.anyanwu@sowela.edu.

Sincerely,

Dr. Michael Elam, Chancellor

xc: Dr. Albertha Lawson, Assistant Vice President for Institutional Research & Planning, LCTCS
Dr. Fitzpatrick U. Anyanwu, Executive Director of Planning & Analysis, Sowela

SOWELA TECHNICAL COMMUNITY COLLEGE



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

STUDENT SUCCESS (1)

**2012 Annual Report
April 20, 2012**

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Development/use of external feedback reports during the reporting year.

Performance Objective: Student Success (1)

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

Sowela Technical Community College (Sowela) did not meet its Year Two benchmark for Fall to Fall retention of first-time, full-time degree seeking students. The benchmark established by the College for Year Two was 52.1% and the Year Two actual was 42.1%. The information provided below provides Sowela's assessment of this failure and the College's strategies to improve this metric.

Sowela saw its mission evolve from a technical college to a comprehensive community college in the fall of 2003. In the fall of 2005, Hurricane Rita set the College enrollment back significantly. However, Sowela has rebounded in the last six years and enrollment has increased nearly 100% over pre-Hurricane Rita figures. From spring 2010 to spring 2011, Sowela grew by 27% and was the fastest growing college in the state. The College was recognized recently as the third fastest growing college of its size in the country. Sowela's fall 2011 headcount enrollment exceed 3,000 students for the first time. While this phenomenal growth is viewed favorable because we are serving a greater number of citizens, it has created challenges not addressed due to significant budget cuts. As Sowela has begun to fulfill its role as a comprehensive community college, it has seen a tremendous increase in the number of students that are taking advantage of courses designed for transfer to the state's four-year college and universities. This too, has been a challenge for retention because a growing number of students are spending less than a year at Sowela to meet requirements for transfer.

As Sowela has transitioned from a purely technical college to a comprehensive community technical college, it has expanded the number of traditional, transfer-oriented, and general education courses it offers. Consequently, the College has increased the number of students it attracts with a goal of transfer rather than program completion intent only. Sowela is fully engaged in a bid for accreditation with the Southern Association of Colleges and Schools (SACS). A SACS Candidacy Committee visit will take place at Sowela April 18-20, 2012 and the College expects to be admitted to Candidacy when the Commission on Colleges meets in June of this year. Our current accrediting body (the Council on Occupational Education) does not recognize our Associate in General Studies (AGS) program, and until SOWELA earns SACS accreditation students cannot receive federal financial aid if they choose AGS as their program of study. Unfortunately, that reality has the following consequences:

- 1) Students choose other degree programs that qualify them for financial aid while they enroll in transfer-oriented general education subjects; and
- 2) They complete the limited number of transfer-oriented general education courses available and exit the college having achieved their goal but significantly and negatively impacting our retention rate.

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.

1. a Narrative

No specific policies were passed in this reporting year by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors to specifically address graduation rates and graduation productivity. However, there have been strategies implemented at the system and college levels designed to improve student success.

The Louisiana Community and Technical College System (LCTCS) and Sowela have developed strategies designed to improve student success. These strategies include the following:

- 1) Encouraging LCTCS institutions to compare retention and graduation rates rankings among Southern Regional Education Board (SREB) peers on an annual basis; and
- 2) Engaging in detailed, research-based study of institutional data in order to identify critical areas of focus and strategic interventions in order to improve retention, certificate/diploma/degree completion, and graduation rates.

Item number 1: In 2011-12, LCTCS implemented a strategy which encourages all LCTCS institutions to review retention rate and graduation rate rankings among SREB peers. The strategy began by providing each college with a detailed summary of the college's retention and other student success indicators among respective SREB peers. In addition to the initial review of the rankings that has taken place in 2011-12, the LCTCS is currently looking at systems that can be put into place that will improve the rankings of LCTCS colleges' student success indicators and other key measures among SREB peers as the colleges go live with Banner.

The SREB classifies Sowela as a Technical Institute/College 1 institution. When compared to 41 like colleges in the southern region, Sowela ranked 15th in 2010 with a graduation rate of 42%. This ranking is a significant improvement over 2009 when Sowela was ranked 23rd in this category with a graduation rate of 35%. In the area of retention, Sowela ranks 16th in its SREB category of 41 institutions for 2010 full-time retention with 56% of full-time, degree seeking students returning the following fall semester. These rankings demonstrate that Sowela is consistently performing in the top 40th percentile of its peer group. The College's future goal is to consistently perform in the top 10th percentile when compared to peer colleges and therefore continues to work tirelessly to improve in these areas.

Item number 2: In the fall of 2010, Sowela launched a concerted effort to expand and develop personnel in Institutional Research in order to enhance research-based study of student success data. With this enhanced capacity available to the College, Sowela began to track and study student cohort groups with the intention of developing a profile of the successfully retained student and the unsuccessfully retained student. By narrowing in on the characteristics of the unsuccessful students, the College can target its limited resources in ways that are most likely to help the greatest number of students achieve their goals. Through a comprehensive study of the fall 2010 first-time/full-time/degree-seeking cohort, the College learned that students unsuccessfully retained to the fall 2011 semester had the following characteristics:

- 1) Youth – 71% are 20 years old and younger
- 2) Diverse – In line with the College's demographic make-up
- 3) Average high school students – Majority have a HS GPA from 2.00-2.99
- 4) High School graduates (not GED earners) – 87% have an earned HS Diploma
- 5) Failing in the first semester – 70% had less than a 1.00 GPA at end of fall 2010
- 6) Taking multiple transitional courses – 49% took two or more transitional courses
- 7) Not taking online courses – Only 20% enrolled in one or more online courses
- 8) Extremely difficult to contact – Only able to contact 40% of the student cohort

With this data, Sowela has begun to craft strategies designed to retain more of its students. The College is focusing on interventions that will reach the young student such as enhanced use of social media and the use of web-based technologies in transitional courses such as MyMathLab and MyFoundationsLab. The College has also begun the development of an Online Orientation system that it believes will be more "younger student friendly". Sowela's first-time/full-time/degree-seeking cohort more than doubled between 2009 and 2010 and the College is responding with increased student support services staffing to assist with career planning, academic advising, student mentoring, tutoring, counseling, student clubs and organizations, supplemental instruction, and job placement. In order to address the skills gap between high school and college, Sowela is partnering with the parish school systems to provide a Summer Bridge Academy and a Summer STEM Academy. The College has also implemented an Early Alert System that is helping to identify students in danger of failing in the first semester and a "Boot Camp" test preparation program designed to reduce the need for remediation. Finally, Sowela has had proven success with accelerated transitional math and English courses; the pilots that proved the success of acceleration are being scaled up and are expected to help more students complete their transitional courses.

(See Appendix A in the APPENDICES document attached)

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

1. b Narrative

In the 2010-2011 Academic Year, Sowela continued to benefit from improvements made in 2009-2010 to more effectively track student progress and capture completions as students reached certificate, diploma, and degree milestone within the curricula. Working with the Office of Student Records, the Office of Student Success, and the departmental faculty that serve as advisors, the College assesses student progress in each curriculum at the end of each semester and awards students certificates, diplomas, and degrees earned at the end of each semester. This adjustment was made with a focus on retention and in order to recognize student achievement.

Additionally, Sowela was encouraged by the staff of LCTCS to revise associate degree curricula to 60 credit hours where possible and not limited by accreditation and/or licensing boards. During the 2010-2011 academic year, 8 programs were revised to 60 credit hours and one to 61 credit hours. A consequence of these programs revisions has been a steady increase in the number of completions being captured and reported. When compared to the baseline year of 2008-2009, Sowela has seen an increase of percent change in total completers amounting to 224%.

(See Appendix B in the APPENDICES document attached)

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

1. c Narrative

Twenty years ago, Sowela was a pioneer in the offering of dual enrollment opportunities when it launched its Senior Technical Education Program at Sowela (STEPS). Similar immersive, in residence, dual enrollment programs now exist at many community and technical colleges in the State. However, Sowela is a relative newcomer to dual enrollment offerings based on the high school campuses in our service area. In the fall of 2010, the College launched a Career and Technical Education (CTE) Dual Enrollment program with Calcasieu Parish School Board; in the spring 2011 semester, this program was expanded to Cameron Parish. Plans for expansion of this program into the three remaining parishes of Sowela's service area have been pursued during the 2011-2012 academic year.

Throughout the spring 2011 semester, Sowela worked closely with the high schools in the five parish region of southwest Louisiana to promote a first ever Summer STEM Academy. The Academy was designed to promote dual credit opportunities in College Algebra and College Physics for students interested in science, technology, engineering, and math-oriented careers. In addition to the coursework, participants were exposed to weekly presentations from professionals in STEM careers. Twenty-four students participated in the program and twenty-three completed the six credit hours in algebra and physics. The success of this program has led to the scheduling of a second annual Summer STEM Academy for the summer of 2012. Additionally, in the summer of 2012, Sowela plans to offer a Summer Bridge Academy for students in Southwest Louisiana that graduate without the requisite ACT scores to begin collegiate studies. The Bridge Academy will provide fifty students with a summer "boot camp" designed to target skills improvement in reading, writing, and math that will ensure participants meet college readiness scores on the COMPASS Exam. Sowela has partnered with Pearson® to make these summer program possible; Pearson® will provide fifty free licenses to their MyFoundationsLab® software for the Bridge Academy and thirty free licenses to their MyMathLab® software for the College Algebra class in the STEM Academy.

(See Appendix C in the APPENDICES document attached)

Performance Objective: Student Success (1)

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

1. d Narrative

Sowela recognizes that a useful measure of success is the passage rate on professional licensing exams. Graduates receiving the Associate of Applied Science in Aviation Maintenance Technology (AMT) and those earning the Technical Diploma in Practical Nursing sit licensure examinations. To practice as a Licensed Practical Nurse, Sowela graduates must pass the National Council Licensure Examination for Practical Nursing (NCLEX-PN). AMT graduates that pass the Federal Aviation Administration's Airframe and Power plant licensing examinations are hired in at higher salaries and have greater job security than those without these licenses.

Sowela's AMT graduates have had a 100% passage rate on the FAA licensing examinations for the last several years, including 2010-2011. Practical Nursing graduates for the 2010-2011 academic year also had a 100% passage rate on the NCLEX-PN.

Passage rates for programs are analyzed, and, if required, the course content and delivery of subject matter are revised. Though one hundred percent of the students graduating in AMT have passed the FAA's Airframe and Power plant licensing examinations, the College has invested significant human and instructional resources designed to increase enrollment and student persistence in the AMT program. The return on this investment is expected in the 2011-2012 academic year.

After years of struggling to become consistent in the passage rate for Practical Nursing graduates, the College has turned the corner and seen significant improvement in the graduates' performance on the NCLEX-PN. In the 2010-2011 academic year, there were two graduating classes in Practical Nursing (Summer 2010 and Spring 2011). Due to the five semester curriculum pattern utilized by the department, there was not a graduating class in the Fall 2010 semester. However, of the 38 students that completed the Practical Nursing program in the 2010-2011 academic year, all 38 passed the NCLEX-PN. It is worth noting, that this data captures those students who were not successful as first time writers but passed the exam on the second attempt. When comparing the 2009-2010 passage rate on licensure exams with the rate for 2010-2011, Sowela saw an increase of 13% while increasing by 87% the number of students sitting licensure exams.

Sowela graduates in credit and non-credit programs also qualify and sit examinations for a variety of industry based certification exams. The certifications include Certified Nurse Assistant, ServSafe, Medical Coding, A+, Personal Trainer Certification, and Pharmacy Technician. When compared to certifications earned in 2009-2010, Sowela saw an increase of 82%. The College also launched WorkKeys® certification in 2010-2011. Twenty-six (26) students were tested and all of them tested earned WorkKeys® certificates (100%).

(See Appendix D in the APPENDICES document attached)

(Div) **N/A for 2012 reporting period**

SOWELA TECHNICAL COMMUNITY COLLEGE



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

ARTICULATION & TRANSFER (2)

**2012 Annual Report
April 1, 2012**

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Performance Objective: Articulation and Transfer (2)

Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.

Development/use of agreements/external feedback reports during the reporting year.

Performance Objective: Articulation and Transfer (2)

- a) Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

2. a Narrative

Policy/policies adopted by the management board

The Louisiana Community and Technical College System (LCTCS) has adopted the following policies applicable to this section: #1.003, *Elements of Two-Year Institutional Missions*; #1.016, *LCTCS Cross-Enrollment Policy*; #1.017, *Institutional Agreements*; #1.025, *Articulation*; #1.029, *Disclosure of Degree Program Transferability*; #1.032, *Cross Enrollment Guidelines*; #1.033, *Enrollment Management*; and, #1.036 *Cross Enrollment Agreement between System Institutions*. Sowela Technical Community College has implemented and continues to implement policies and procedures in fulfillment of these policies adopted by the LCTCS.

In the spring of 2011, Sowela Technical Community College adopted the placement scores in accordance with the Louisiana Board of Regents' revision to Policy 2.18: *Minimum Requirements for Placement into Entry-Level, College-Level Mathematics and English*. Consequently, the College also made revisions to cut-off or placement scores for placement into the different levels of transitional studies offerings. Appendix E (**in a separate Appendices document attached**) is a table that provides the placement/cut scores as revised by BoR and institutional policy. Note that these requirements are for placement purposes within associate degree programs at Sowela, in order to ensure that a student is adequately prepared for our rigorous Practical Nursing program. These placement/cut-off scores are also applied to this one technical diploma program.

Subsequent policy/policies adopted by the institution

Sowela continues to work closely with our four-year university partner, McNeese State University (MSU). As Sowela continues to evolve and grow into a comprehensive community technical college, the relationship with MSU has grown in ways that serve the interests of students in Southwest Louisiana. Examples of this maturing relationship during the 2010-2011 academic year include the approval of an Applicant Referral MoU, a 2+2 articulation agreement in Criminal Justice and an enhanced articulation of computer science courses. In addition to these agreements, the two institutions continued to work collaboratively on coordinating their academic calendars, on a SEEDS-LA grant to enhance STEM education, on developing associate degree tracks for the Louisiana Transfer degree, on the development of a transfer guide brochure and on the eventual transfer of the Associate Degree of Nursing to Sowela.

Sowela has developed institutional policies designed to promote student retention, persistence, and graduation. Examples of such policies include a requirement to attend orientation, a mandatory online tutorial for students enrolling in online coursework, limits on the academic load a student may carry, attendance requirements and academic appeal procedures. Additionally, Sowela has engaged in a number of activities intended to promote student success. A few examples include a redesign of our transitional math courses, the revision of admission requirements in our Practical Nursing program and the piloting of a Successful Student Strategies course.

The redesign of our transitional math courses has sought to utilize technology to support and accelerate student completion of the remedial sequence. The College is having phenomenal success helping students spend less time and less money preparing for entry into college-level math courses and the literature is clear about the importance of students clearing this hurdle. In order to help ensure the success of students enrolling in our technical diploma program in Practical Nursing, we recently revised the admission requirements to be on par with students applying for admission to the associate degree program. We are tracking the impact of this policy revision to validate its effectiveness. Sowela is also piloting a course designed to develop successful student strategies and is offering the course to students that test into more than one remedial course.

Timeline for implementing the policy/policies

Increasing student retention that ultimately leads to enhanced graduation rates is a focus of everything we do at Sowela. The College is constantly exploring ways to tweak our efforts in order to enhance student success. Below is a timeline for the implementation of specific activities designed to increase retention and enhance graduation rates (**See Appendix F in a separate Appendices document attached**).

Performance Objective: Articulation and Transfer (2)

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

2. b Narrative

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

During the 2010-2011 academic year, representatives from Sowela Technical Community College (Sowela) and McNeese State University (MSU) met to formalize a process by which MSU will provide Sowela with performance data on students that transfer from Sowela to MSU. These conversations identified the critical components of a Transfer Student Performance (TSP) report that 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 two such TSP reports; one for the fall 2010 semester and one for the fall 2011 semester.

The number of Sowela students that have transferred to McNeese over the last two years has been relatively low (58 in 2010; 60 in 2011). With an eventual admission of Sowela as Candidate institution with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), we expect a significant increase in the number of Sowela transfer students matriculating to MSU and other regional universities such as the University of Louisiana at Lafayette and Northwestern State University. In order to prepare for the influx of transfer-oriented students, Sowela is including a University Center in its master planning for facilities that will include shared office space for representatives from these three universities.

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 is promoted among the Sowela and MSU student bodies via a jointly-developed Student Transfer Guide brochure. In the last three years, a concerted effort has been undertaken to expand the number of courses offered at Sowela that can transfer to MSU. In 2008, the number of Sowela courses articulated for transfer to MSU was 16; the number more than tripled to 53 in 2010. The expansion of transfer courses has been facilitated by the institution of a true 2+2 transfer agreement in Criminal Justice with MSU and enhanced articulation of Information Technology courses. Additionally, and with a view of expanding our role as a comprehensive community college, Sowela has petitioned for and received an increased number of courses on the Board of Regents Master Articulation Matrix.

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

Representatives from Sowela Technical Community College (Sowela) and McNeese State University (MSU) have developed a Transfer Student Performance (TSP) report that 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 two such TSP reports; one for the fall 2010 semester and one for the fall 2011 semester.

The number of Sowela students that have transferred to McNeese over the last two years has been relatively low (58 in 2010; 60 in 2011). However, we expect that number to grow significantly as Sowela moves closer to being earning accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Some of the things we are learning from the feedback reports are that the overwhelming majority of Sowela transfer students matriculate to MSU before earning a technical diploma or degree and 70% of those who transfer earned a GPA of 2.00 or higher in the fall of 2011 (an increase of 3% over fall 2010). The best performance has come from Sowela transfers that have earned a credential before transferring. Over the last two years, 100% of the students that earned a technical diploma were successful in their first semester at MSU and 75% of students that completed the Associate of Applied Science Degree were successful in their first semester at MSU.

Performance Objective: Articulation and Transfer (2)

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

2.c Narrative

Examples of the agreements with Louisiana institutions

The admissions office at McNeese secures authorization from applicants to refer and submit applicant information to Sowela. With this authorization, McNeese provides the admissions office at Sowela with the names and contact information of students declined for admission to McNeese so that they might have access to higher education and increase their chances for success. McNeese also provides those deemed inadmissible with a written referral to Sowela and a copy of the *Sowela/MSU Transfer Guide* brochure.

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.

In the 2009-2010 academic year, the number of students referred was 260.

In the 2010-2011 academic year, that number increased to 359 (An increase of 38.8%).

Sowela is currently developing a system to track the number of enrollees based upon these referrals.

(See Appendix G in a separate Appendices document attached)

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

Sowela does not offer the Associate of Science in teaching.

Sowela has submitted an application for Candidacy with the Southern Association of Colleges and School's Commission on Colleges and has received permission from the Board of Regents to begin offering the AA and the AS Louisiana Transfer degrees once accreditation has been earned. However, the College has been able to forge a relationship with Northwestern State University (NSU) and McNeese State University (MSU) to offer Sowela graduates in Criminal Justice a 2+2 articulation that allows them to complete a Bachelors degree in Criminal Justice at either of the two universities. The articulation agreement with NSU was initially signed in 2006 while the agreement with MSU was signed in 2010.

Sowela also benefits from a number of agreements that have been negotiated at the system level. The LCTCS has negotiated a number of program-to-program transfer/ articulation agreements on behalf of all of its campuses. Those agreements are with Ashford University (Iowa), Kaplan University (nationwide locations), Regis University (Colorado), Western Governors University (Utah), and the University of Phoenix (nationwide locations).

Processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees

Not applicable to Sowela at this time.

(See Appendix H in a separate Appendices document attached)

SOWELA TECHNICAL COMMUNITY COLLEGE



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

WORKFORCE & ECONOMIC DEVELOPMENT (3)

**2012 Annual Report
April 1, 2012**

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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.	5

Performance Objective: Workforce and Economic Development (3)

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.

Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.

Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.

Improved technology/expanded distance learning offerings during the reporting year.

Performance Objective: Workforce and Economic Development (3)

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 and Louisiana Economic Development.

3. a Narrative

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. This process is led by the Vice Chancellor for Academic Affairs and Student Success with Department Chairs and Program Coordinators. Additionally, the Louisiana Board of Regents engages in a periodic low completer review and provides reports on low completer programs to the State's institutions of higher education. Sowela also has program advisory committees consisting of industry and workforce representatives for each program with the exception of General Studies. These advisory committees meet at least twice a year and evaluate each program curriculum for relevance and alignment with workforce needs. In the 2010-2011 academic year, the College's review process resulted in the discontinuation of the Industrial Electronics Technology and the Occupational Education programs

(See Appendix I in a separate Appendices document attached).

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

3. b Narrative

Sowela Technical Community College has continued to build on the technological initiatives and improvements the College has made in recent years to expand educational offerings by increasing, advancing, and strengthening her distance learning undertakings. One such initiative is the creation of the Center of Excellence in Instructional Technology (CEIT).

The purpose of the CEIT is to assist the College through the Division of Information Resources and Technology in the acquisition and implementation of technology systems for instructional purposes. Through the provision of instructional support services and evaluation of online software and resources, Sowela believes that the CEIT activities will contribute to the expansion of educational offerings to students, thereby enabling them to achieve their full potential.

The Center also provides consistent training and professional development to faculty; including instructional support services to assist faculty in developing and implementing online or Web-enhanced courses. The proposal to create the CEIT was made during the spring semester of 2011 and a Sowela staff member, with a doctorate degree in instructional technology, was promoted to the directorship of the CEIT. The center started operations in spring 2012 by implementing training classes covering the new Smart Podiums integrating Tegrity® lecture capture.

The College has subscribed to Magna Publications distance education online seminars (www.magnapubs.com) aimed at introducing our entire online faculty in current methods and techniques of online pedagogy. Below are some seminar titles the College has provided to our faculty.

- Learning Styles: Fact and Folklore for eLearning
- Online Instructor Success: What's it Take?
- How to Orient New Instructors to an Online Course FAST!
- Organizing Blended Courses for Optimal Student Engagement
- Creatively Engaging Online Students: Models and Activities
- The Flat World Swung Open: Now WE-ALL-LEARN with Web Technology
- Legal Landmines for Distance Education Administrators (for dept. chairs and instructors)

Another important initiative undertaken by the College with a potential for substantial results is in the implantation of Tegrity® Lecture Capture system – a system that records class time and course content for students to watch live, or review on-demand. The Tegrity® projected is being funded with Carl Perkins funds and started in the spring of 2012 with ten online pilot courses.

To further increase the use of technology for distance learning and expand educational offerings, Sowela has deployed a state-of-art electronic information technology system, called Moodle, to provide instruction by electronic means. Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). The version of Moodle used at Sowela is Moodlerooms joule™, which is an enterprise hosted solution for LCTCS. In Moodlerooms joule, all online, hybrid, and web-enhanced classes have course sites. Sowela has developed her LMS course site, which can only be accessed via a secured site at <https://sowela.mrooms3.net/login/index.php>.

To ensure the integrity of all materials produced for Sowela's distance learning efforts, and to ensure that there is a guide to assess learner skills and readiness for online courses, the College approved two policies ([Distance Education Policy: Guidelines](#) and [Online Course Development Policy and Guidelines](#)) designed to clarify directions and guidelines for developing and teaching new courses online. These policies mandate that before a faculty member can teach an online course, s/he must take the learning management system training called joule Schoole. This training covers the basic competences required to be successful in teaching online. A third policy ([Mandatory Online Tutorial Policy for Web Students](#)) geared towards helping students assess their skills and readiness for taking online courses was adopted in 2009.

In the fall of 2011, Sowela participated for the first time in the LCTCS Online, an LCTCS initiative started in spring of 2009 to give students throughout the state and indeed the world an access to online education with participating LCTCS member colleges via a common portal. This endeavor resulted in Sowela registering 303 students in the fall 2011 and 220 students in the spring 2012 in 26 and 24 LCTCS online courses respectively. The spring of 2012, although lower than the fall 2011 enrollment number, can be attributed to the natural fluctuation that is typically common with fall to spring enrollment, because it is within the historical ratio of fall to spring enrollment.

The table below testifies to the resultant increase in Sowela's use of technology, over the years, for distance learning that has ultimately expanded her educational offerings. Although the chart below indicates a slight decrease in attendance from the high online enrollment number of 948 during fall 2010 when compared to Spring 2011, fall 2011, and Spring 2012, it can logically be attributable to the decision of Sowela to transfer some of its common online courses to LCTCS Online. In fall 2011, Sowela offered fifty-one (51) 100% web formatted courses with 818 students in attendance. In spring 2012, Sowela offered fifty four (54) distance education courses with 702 students in attendance

(See Appendix J in a separate Appendices document attached).

c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Research is not in the mission of Sowela, and as such, the College is not a research 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.

3. d Narrative

Placement

A significant portion of Sowela Technical Community College's (Sowela) mission is focused on preparing students for high wage, high skill, and high demand employment in southwest Louisiana. One effective measure of success at achieving this goal is reflected in the placement rate reported annually by the College to our current institutional accrediting body, the Council on Occupational Education (COE). Despite the challenges associated with the recession occurring in the United States, Sowela has been able to report a placement rate of 81.08% for the 2010-2011 academic year. Though we would like to place 100% of our graduates, the placement rate is well above the national average for COE accredited institutions.

On the Sowela campus, the primary point of contact for placement is the Director of Career Planning and Placement—an office in the Student Success Unit. This new position at Sowela 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 order to help 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>). With the College Central Network, students can upload resumes and employers can post job openings.

The Director of Career Planning and Placement serves as the campus site administrator and screens all student resumes and potential employers prior to approving site access. The Director also plans two Career Fairs each year that bring local employers to the campus to engage with students and alumni of Sowela. Department Chairs and faculty advisors are most often the first point of contact for employment opportunities for Sowela students. Faculty members make annual visits to local industry sites and engage with Advisory Committee members that often hire Sowela students.

The College understands that finding placement for our graduates is everyone's responsibility and all take this responsibility to heart. When contacted by a potential employer, the Chairs and Advisors review their list of recent graduates and those students nearing completion of their programs, matching candidates to the employer's job description and specified skill requests. Potential candidates are contacted by the Chairs or Advisors to determine employment interest. Candidates' resumes are then forwarded to the employer as requested so that the interview process may commence. If the employer desires to interview on campus, the Chairs and/or their designee will make all necessary campus arrangements and notify candidates of designated interview schedules, if asked to do so. The College also makes space available to large employers that wish to test graduates for internship and job placements.

Placement Coordination and Procedures

The Director of Career Planning and Placement works closely with the Student Records Coordinator (SRC) to coordinate placement data collection, input, and record maintenance and assists with placement/follow-up efforts between the Office of Planning and Analysis-Institutional Research Unit and the academic departments. The Director of Career Planning and Placement provides training as needed; creates and/or updates placement forms & presentation materials; adds new employers to the data system and maintains an employer list; and proposes modification of procedures to maintain COE compliance and any programmatic accreditation. The SRC reviews each placement submitted for accuracy and completion; researches graduates whose contact information has become invalid; and makes contact via telephone, email, Face book and/or MySpace. The SRC notifies the academic department when a graduate is located and provides the department with a copy of the completed placement form, which includes the graduate's current contact information.

(See Appendix K in a separate Appendices document attached)

SOWELA TECHNICAL COMMUNITY COLLEGE



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

INSTITUTIONAL EFFICIENCY & ACCOUNTABILITY (4)

**2012 Annual Report
April 1, 2012**

Contents

Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident 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..... 3

Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident 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.

4. c Narrative:

As a constituent institution of the Louisiana Community and Technical College System (LCTCS), Sowela Technical Community College (Sowela) 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. Therefore, Sowela has authorization from its Management Board, The Louisiana Community & Technical College System Board of Supervisors, to increase the non-resident tuition to the average of the SREB peer institutions within 6 years.

In order to achieve this goal, the non-resident tuition for fiscal year ending June 30, 2011 was increased. The College Plan is that the remaining cost difference between its non-resident tuition and the average of the SREB peer institutions is to be spread evenly over the remaining 5 years. Annually, the SREB peer institutions' average non-resident tuition is reviewed and adjustments made as needed.

Annual plan for increasing non-resident tuition amounts

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 current 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 (10 in Fall 2009; 5 in Fall 2008; and 3 in Fall 2007), but has risen in recent semesters (35 in Fall 2011; 24 in Spring 2011; and 28 in Fall 2010) in spite of increases in tuition charged to non-resident students. The increase in the non-resident tuition is not anticipated to have a negative impact on the College's enrollment. If non-resident FTE remains at 35, the impact on revenue will be approximately \$17,000 in 2011-2012 and \$27,000 in years 3-6 of the 6 year plan.

Sowela's total budgeted self-generated revenue is \$6.1 million in fiscal year 2011-2012 and, therefore, the impact of this additional non-resident tuition revenue is minimal.

Using the baseline SREB Fact Book of 2009, dated March 2010, the Two Year Out-of-State amount SREB average was \$7,444 per year. The table below shows the six year schedule and the percentage difference each year from peer amounts.

Data

i. Measures: Tuition and fees charged to non-resident students.

		SREB	Sowela	Sowela
	Fiscal Year	Non-Resident Tuition	Non-Resident Tuition	Percentage of SREB
Baseline	2009-2010	7,444	2,976	40%
Year 1	2010-2011	7,444	3,914	53%
Year 2	2011-2012	7,444	4,391	59%
Year 3	2012-2013	7,444	5,104	69%
Year 4	2013-2014	7,444	5,861	79%
Year 5	2014-2015	7,444	6,590	89%
Year 6	2015-2016	7,444	7,444	100%

4. d Narrative:

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:

- Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions;
- Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development;
- Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers;
- Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution; and
- Having a high level of research productivity and technology transfer.

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

At the time of this reporting, the Board has not developed a policy and/or made available any element that will comprise the data and reporting requirement for two-year colleges. Therefore, Sowela does not have definitions of the measures and reporting requirements to report.



ORGANIZATIONAL DATA (5)

Submitted to

**The Louisiana Board of Regents
In Partial fulfillment of the requirements of Act 741
Louisiana GRAD Act
2012 Annual Report
April 1, 2012**

Performance Objective: Reporting Requirements (5)

Element:

a) *Number of students by classification.*

STUDENTS BY CLASSIFICATION

(FULL-TIME)

MEASURES - TRACKED	Fall 2011 1852				Fall 2010 1728			
	Fresh men	Prep	Other Underg	Sopho more	Fresh men	Prep	Other Underg	Sopho more
	1147	54	225	426	1038	50	210	430

Source: SSPS Datafile as submitted by Sowela

(PART-TIME)

MEASURES - TRACKED	Fall 2011 1202				Fall 2010 892			
	Fresh men	Prep	Other Underg	Sopho more	Fresh men	Prep	Other Underg	Sopho more
	393	533	167	109	326	336	134	96

Source: SSPS Datafile as submitted by Sowela

Number of instructional staff members.

FULL-TIME (9 – 12 Month FACULTY)

*Number of Instructional Staff members in academic colleges and departments (Total) *supplemental breakdown by Dept to be included in GRAD Act Annual Report**

MEASURES - TRACKED	Fall 2011 (Nov. 2011) 131		2012 (April 2012) 134	
	Full-Time	Part-Time	Full-Time	Part-Time
	74	57	73	61

DEPARTMENT	Instructional Staff (Faculty) Members in Academic Colleges and Departments (Headcount)			
	Fall 2011 (Nov. 2011) 131		2012 (April 2012) 134	
	Full-Time	Part-Time	Full-Time	Part-Time
Business & Information Technology	9	12	8	7
Culinary, Graphic & Design Arts	7	4	7	6
Industrial & Transportation Technology	18	13	18	14
Liberal Arts & Education	24	16	24	18
Nursing	11	3	11	7
Process Technology	5	9	5	9

Please Note: Department Chairs are counted as Instructional Staff

Average class student-to-instructor ratio.

AVERAGE CLASS – STUDENT-TO-INSTRUCTOR RATIO

MEASURES - TRACKED	Fall 2011	Fall 2010
		24.1

b) Average number of students per instructor.

AVERAGE NUMBER OF STUDENTS PER INSTRUCTOR

MEASURES - TRACKED	Fall 2011	Fall 2010
		26

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

e. Number of non-instructional staff members in academic colleges and departments (Total)
supplemental breakdown by Dept to be included in GRAD Act Annual Report

MEASURES - TRACKED	Fall 2011 (Nov. 2011)	2012 (April 2012)
		7

DEPARTMENT	Non-Instructional Staff Members in Academic Colleges and Departments (Headcount)	
	Fall 2011 (Nov. 2011)	2012 (April 2012)
	7	7
Business & Information Technology	1	1
Culinary, Graphic & Design Arts	1	1
Industrial & Transportation Technology	2	2
Liberal Arts & Education	*	*
Nursing	2	2
Process Technology	1	1

*Business & Information Technology and Liberal Arts & Education Department share clerical support

Please Note: Department Chairs are counted as Instructional Staff

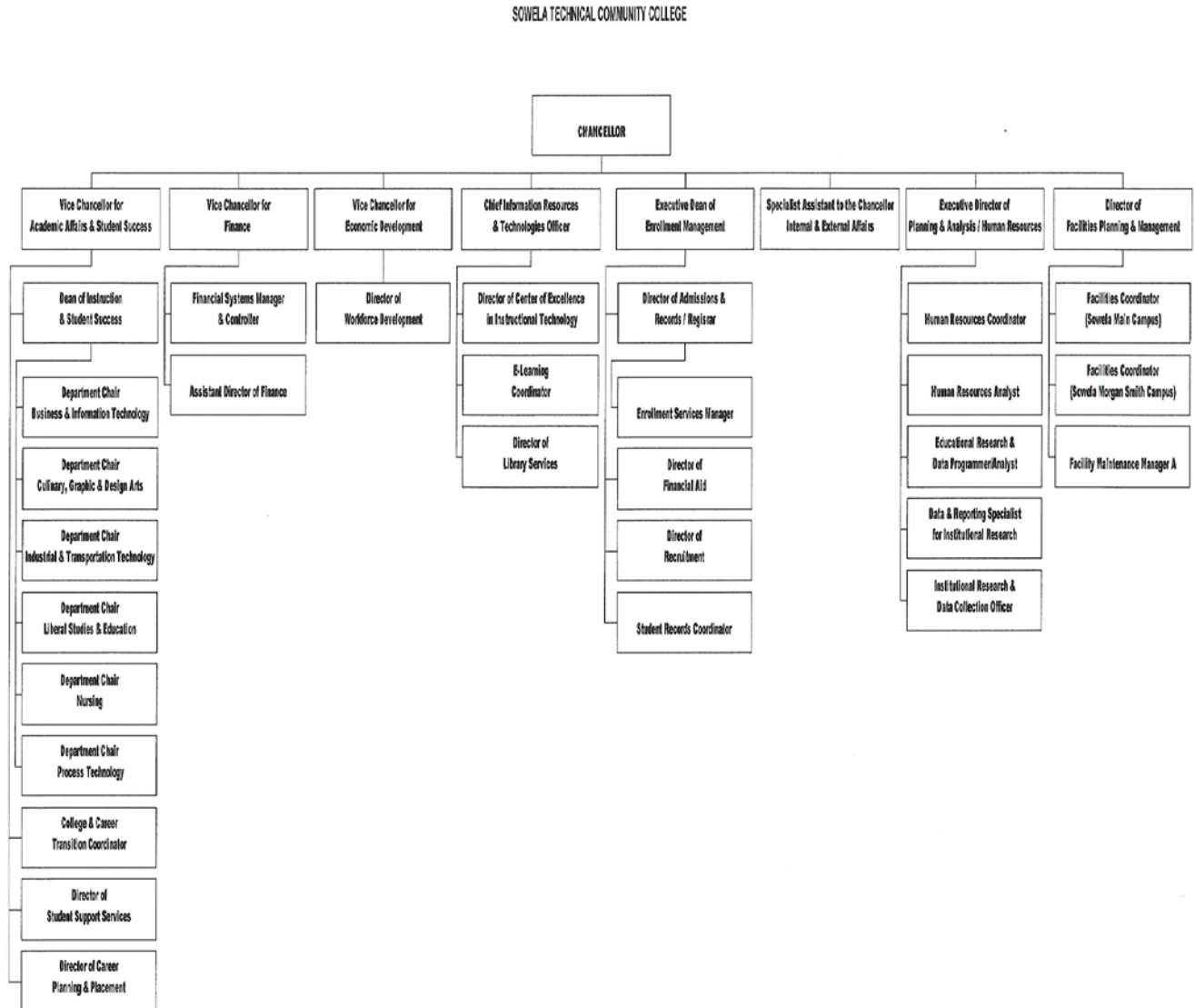
Number of staff in administrative areas.

f. Number of staff in administrative areas (Total) **supplemental breakdown to be included in GRAD Act Annual Report**

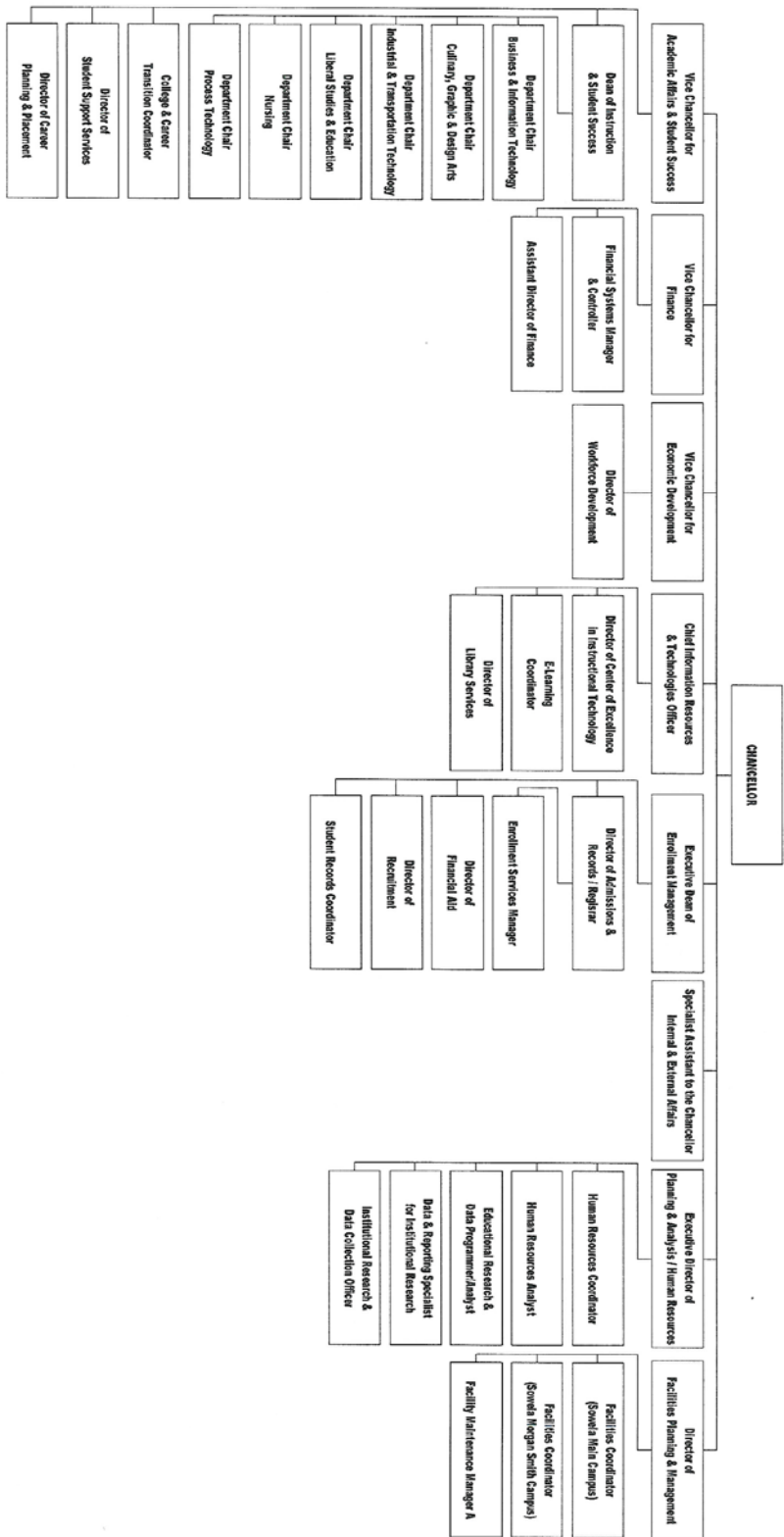
MEASURES - TRACKED	Fall 2011 (Nov. 2011)	2012 (April 2012)
		59

DEPARTMENT	Staff Members in Administrative Areas	
	Fall 2011 (Nov. 2011) 59	2012 (April 2012) 64
Chancellor's Office	2	3
Academic Affairs & Student Success	6	8
Business Office	8	8
Enrollment Management	16	16
Facilities	8	9
Human Resources	2	2
Information Technology	10	10
Institutional Research	3	4
Workforce Development	4	4

Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.



SONEVA TECHNICAL COMMUNITY COLLEGE



c) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases.

SOWELA TECHNICAL COMMUNITY COLLEGE

POSITION	Current Total Base Salary as of 4/1/2012	Salary Increase Amounts for FY 2008-2009	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2009-2010	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2010-2011	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2011-2012	Date Of Increase	Type of Increase
Chancellor - Interim	\$139,390	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Vice Chancellor for Academic Affairs & Student Success	\$95,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Dean of Instruction & Student Success	\$72,000	None	NA	NA	None	NA	NA	None	NA	NA	\$4,811	2/20/2012	Dept Chair, Business & Info Tech promoted to Dean of Instruction & Student Success
Dept. Chair, Business & Information Technology - Interim	\$63,694	\$1,150.76	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	\$5,000.00	2/20/2012	Appointed Interim Dept. Chair
Dept. Chair, Culinary, Graphic & Design Arts	\$62,809	\$1,172.73	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	None	NA	NA
Dept. Chair, Industrial & Transportation Technology	\$66,411	\$1,155.11	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	None	NA	NA
Dept. Chair, Liberal Studies & Education	\$54,200	\$726.21	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	None	NA	NA
		\$13,473.65	8/1/2009	Appointed Dept. Chair									
Dept. Chair, Nursing	\$65,000	\$497.62	7/1/2008	Merit Increase	None	NA	NA	\$10,000.00	1/3/2011	Appointed Interim Dept. Chair	\$4,741.00	10/3/2011	Appointed Dept. Chair - Interim Status Removed
Dept. Chair, Process Technology	\$56,768	\$360.00	8/1/2008	Merit Increase	None	NA	NA	None	NA	NA	None	NA	NA
		\$20,408.00	8/1/2008	Appointed Dept. Chair (9 to 12Mo)									
College & Career Transition Coordinator	\$52,500	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Director of Student Support Services	\$41,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Director of Career Planning & Placement	\$61,457	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Vice Chancellor for Finance	\$99,800	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Financial Systems Manager & Controller	\$72,000	None	NA	NA	None	NA	NA	None	NA	NA	\$12,000.00	10/17/2011	Financial Systems Manager duties added

SOWELA TECHNICAL COMMUNITY COLLEGE

POSITION	Current Total Base Salary as of 4/1/2012	Salary Increase Amounts for FY 2008-2009	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2009-2010	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2010-2011	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2011-2012	Date Of Increase	Type of Increase
Assistant Director of Finance	\$40,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Vice Chancellor for Economic Development	\$0	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	VACANT POSITION
Director of Workforce Development	\$52,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Chief Information Resources & Technologies Officer	\$90,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Director of Center of Excellence in Instructional Technology (CEIT)	\$65,000	\$593.52	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	\$5,055.00	2/6/2012	IT Coordinator promoted to Director of CEIT
E-Learning Coordinator	\$60,585	\$599.86	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	None	NA	NA
Director of Library Services	\$45,207	\$447.60	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	None	NA	NA
Executive Dean of Enrollment Management	\$75,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Director of Admissions & Records/ Registrar	\$50,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Director of Financial Aid	\$53,159	\$1,160.00	7/1/2008	Merit Increase	None	NA	NA	(-\$6,000.00)	7/1/2010	Removal of Admissions Duties	None	NA	NA
Director of Recruitment	\$45,000	None	NA	NA	None	NA	NA	None	NA	NA	\$4,000.00	11/14/2011	Asst Director of Admissions promoted to Director of Recruitment
Enrollment Services Manager	\$34,170	\$670.00	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA	None	NA	NA
Student Records Coordinator	\$50,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Special Assistant to the Chancellor, Internal & External Affairs	\$0	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	VACANT POSITION
Executive Director of Planning & Analysis / Director of Human Resources	\$99,800	None	NA	NA	None	NA	NA	\$15,300	1/3/2011	Assume duties of Director of Human Resources	None	NA	NA

SOWELA TECHNICAL COMMUNITY COLLEGE

POSITION	Current Total Base Salary as of 4/1/2012	Salary Increase Amounts for FY 2008-2009	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2009-2010	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2010-2011	Date Of Increase	Type of Increase	Salary Increase Amounts for FY 2011-2012	Date Of Increase	Type of Increase
HR Coordinator	\$50,000	\$946.46	7/1/2008	Merit Increase	None	NA	NA	\$1,730.48	2/21/2011	Additional HR Duties (Position Mgmt, etc.)	None	NA	NA
HR Analyst C	\$40,123	\$1,432.20	7/31/2008	Merit Increase	None	NA	NA	\$2,620.80	2/21/2011	Promoted to next level in Career Progression Group	None	NA	NA
Educational Research & Data Programmer/Analyst	\$57,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Student Data & Reporting Specialist for Institutional Research	\$32,976	\$1,081.60	5/27/2009	Merit Increase	None	NA	NA	None	NA	NA	\$5,000.00	8/22/2011	Student Data Specialist promoted to Data & Reporting Specialist for IR
Institutional Research & Data Collection Officer	\$0	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	VACANT POSITION
Director of Facilities Planning & Management	\$78,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Facilities Coordinator (Sowela Main Campus)	\$0	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	VACANT POSITION
Facilities Coordinator (Morgan Smith Campus)	\$31,000	None	NA	NA	None	NA	NA	None	NA	NA	None	NA	NA
Facility Maintenance Manager A		\$1,456.00	9/24/2008	Merit Increase									
	\$40,518	\$2,641.60	10/6/2008	Detail to Special Duty	None	NA	NA	\$20.80	7/15/2010	Civil Service Job Correction	None	NA	NA

A cost performance analysis

Note: The Board of Regents will provide the data items i. and iii. – vi. as referenced below. Item ii. will be reported by the institution.

- 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	5,928,736	48.8%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	807,946	6.6%
Student Services	1,147,211	9.4%
Institutional Services	3,116,186	25.6%
Scholarships/Fellowships	75,890	0.6%
Plant Operations/Maintenance	1,079,518	8.9%
Total E&G Expenditures	12,155,487	100.0%
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	12,155,487	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
	2009/2010 (9 month)	2010/2011 (9 month)	2011/2012 (9 month)	
	\$	\$	\$	
Tuition	1,512.00	2,082.00	2,612.00	
Room & Board	8,236.00	8,236.00	9,326.00	
Books & Supplies	1,200.00	1,200.00	1,200.00	
Transportation	1,579.00	1,579.00	1,596.00	
Miscellaneous	1,819.00	1,819.00	1,839.00	
TOTAL	14,346.00	14,916.00	16,573.00	

2009-2010 (9 month) Cost of Attendance for resident living off campus:

Tuition	\$1512.00
Room & Board	\$8,236.00
Books & Supplies	\$1,200.00
Transportation	\$1,579.00
Miscellaneous	<u>\$1,819.00</u>

Total cost of Attendance \$14346

2010-2011 (9 month) Cost of Attendance for resident living off campus:

Tuition	\$2082.00
Room & Board	\$8,236.00
Books & Supplies	\$1,200.00
Transportation	\$1,579.00
Miscellaneous	<u>\$1,819.00</u>

Total cost of Attendance \$14916.00

2011-2012 (9 month) Cost of Attendance for resident living off campus:

Tuition	\$2,612.00
Room & Board	\$9,326.00
Books & Supplies	\$1,200.00
Transportation	\$1,596.00
Miscellaneous	<u>\$1,839.00</u>

Total cost of Attendance \$16,573.00

**TUITION AND FEE SCHEDULE
2011-2012**

Note: This table reflects the approved rates for 2011-2012. These rates are subject to change at any time.

Credit Hours	Tuition	Board Assessed Fees				Student Assessed Fees		Misc Fee	Total Due **
	In State Tuition	Operational Fee	Student Services Fee	Academic Excellence Fee	Enterprise Resource Planning Fee	SGA Fee	Technology Fee	Parking Fee	
1	\$88.00	\$3.00	\$2.00	\$7.00	\$3.00	\$5.00	\$5.00	\$5.00	\$118.00
2	\$176.00	\$6.00	\$4.00	\$14.00	\$6.00	\$5.00	\$10.00	\$5.00	\$226.00
3	\$264.00	\$9.00	\$6.00	\$21.00	\$9.00	\$5.00	\$15.00	\$5.00	\$334.00
4	\$352.00	\$12.00	\$8.00	\$28.00	\$12.00	\$5.00	\$20.00	\$5.00	\$442.00
5	\$440.00	\$15.00	\$10.00	\$35.00	\$15.00	\$5.00	\$25.00	\$5.00	\$550.00
6	\$528.00	\$18.00	\$12.00	\$42.00	\$18.00	\$5.00	\$30.00	\$5.00	\$658.00
7	\$616.00	\$21.00	\$14.00	\$49.00	\$21.00	\$5.00	\$35.00	\$5.00	\$766.00
8	\$704.00	\$24.00	\$16.00	\$56.00	\$24.00	\$5.00	\$40.00	\$5.00	\$874.00
9	\$792.00	\$27.00	\$18.00	\$63.00	\$27.00	\$5.00	\$45.00	\$5.00	\$982.00
10	\$880.00	\$30.00	\$20.00	\$70.00	\$30.00	\$5.00	\$50.00	\$5.00	\$1,090.00
11	\$968.00	\$33.00	\$22.00	\$77.00	\$33.00	\$5.00	\$55.00	\$5.00	\$1,198.00
12	\$1,056.00	\$36.00	\$24.00	\$84.00	\$36.00	\$5.00	\$60.00	\$5.00	\$1,306.00

Credit Hours	Out-of-State Tuition	Operational Fee	Student Services Fee	Academic Excellence Fee	Enterprise Resource Planning Fee	SGA Fee	Technology Fee	Parking Fee	Total Due **
1	\$162.00	\$3.00	\$2.00	\$7.00	\$3.00	\$5.00	\$5.00	\$5.00	\$192.00
2	\$324.00	\$6.00	\$4.00	\$14.00	\$6.00	\$5.00	\$10.00	\$5.00	\$374.00
3	\$486.00	\$9.00	\$6.00	\$21.00	\$9.00	\$5.00	\$15.00	\$5.00	\$556.00
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7	\$1,135.00	\$21.00	\$14.00	\$49.00	\$21.00	\$5.00	\$35.00	\$5.00	\$1,285.00
8	\$1,297.00	\$24.00	\$16.00	\$56.00	\$24.00	\$5.00	\$40.00	\$5.00	\$1,467.00
9	\$1,459.00	\$27.00	\$18.00	\$63.00	\$27.00	\$5.00	\$45.00	\$5.00	\$1,649.00
10	\$1,621.00	\$30.00	\$20.00	\$70.00	\$30.00	\$5.00	\$50.00	\$5.00	\$1,831.00
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12	\$1,945.00	\$36.00	\$24.00	\$84.00	\$36.00	\$5.00	\$60.00	\$5.00	\$2,195.00

** Course specific lab and other fees are not included in the above rates.

	<u>Other Fees</u>
Testing Fee* (if applicable)	\$20.00
Graduation fee	\$60.00
Late Registration Fee	\$25.00
NSF Fee	\$25.00
Credit Card Processing Fee	3% of total amount charged

Tuition and Fees for Online Courses

The Board of Supervisors of the Louisiana Community and Technical College System (LCTCS) approved equalizing and standardizing tuition and registration fees for all online credit courses to provide equity and convenience for online students. The Tuition and Fees for Online Courses have been established as follows for the 2011-2012 year:

Tuition per credit hour	\$122.00
Registration fee per student	\$20.00

Returned checks

The charge for each returned check is \$25.00. If the check is written payable to SOWELA by a student or on his behalf and is returned to the College, that student will forfeit all check writing privileges with SOWELA in the future. Payment by cash, cashier's check, money order, or credit card will be required. Putting a stop payment on a check will not constitute an official resignation from the College.

iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

Utilizing Board of Regents' Time to Degree report for fulltime 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
Baton Rouge Community College	4.0
Bossier Parish Community College	3.9
Delgado Community College	6.4
Louisiana Delta Community College	3.0
Nunez Community College	4.6
River Parishes Community College	3.9
South Louisiana Community College	4.0
L.E. Fletcher Technical Community College	n<10
SOWELA Technical Community College	3.3
Northshore Technical Community College	

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

	Baton Rouge Communit y College	Bossier Parish Communit y College	Delgado Communit y College	Louisiana Delta Community College	Nunez Communit y College	River Parishes Communit y College	South Louisiana Community College	L.E. Fletcher Technical Communit y College	SOWELA Technical Communit y College	Northshor e Technical Communit y College
State Dollars Per FTE	\$2,588	\$2,532	\$2,884	\$2,360	\$2,129	\$1,780	\$2,190	\$2,421	\$2,876	\$3,371

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.

	Baton Rouge Community College	Bossier Parish Community College	Delgado Community College	Louisiana Delta Community College	Nunez Community College	River Parishes Community College	South Louisiana Community College	L.E. Fletcher Technical Community College	SOWELA Technical Community College	Northshore Technical Community College
State Dollars Per FTE	\$2,588	\$2,532	\$2,884	\$2,360	\$2,129	\$1,780	\$2,190	\$2,421	\$2,876	\$3,371

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 \$
Baton Rouge Community College	55,337,245.00
Bossier Parish Community College	70,425,105.51
Delgado Community College	159,859,866.00
Fletcher Technical Community College	14,180,734.00
Louisiana Delta Comm. Coll.	20,077,543.00
Northshore Technical Community College	15,555,333.00
Nunez Community College	16,306,795.62
River Parishes Community College	15,033,995.00
South Louisiana Community College	20,311,215.00
Sowela Technical Community College	\$22,936,848.00

Institutions are to report on those disciplines and/or industry-based certifications marked with v

March 5, 2012

SOWELA TECHNICAL COMMUNITY COLLEGE



GRAD Act Performance Objectives/Elements/Measures

APPENDICES (A-M)

For

Student Success (1)

Articulation & Transfer (2)

Economic & Workforce Development (3)

Institutional Efficiency & Accountability (4)

**2012 Annual Report
April 1, 2012**

Performance Objective: Student Success (1)

Appendix A

1. a Data

Measures:

- iii. Fall to Spring Retention Rate (TC) /Fall to Fall (CC)
 - Retention of first-time, full-time, degree-seeking students

42.1% (Out of 520 in Fall 2010, 219 came back in Fall 2011; 5 of which fall under exclusions—military, etc, and 15 left with an award)

Date:		11/22/11							
GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-Year Targets									
Element Reference		Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 2 * Actual	
1. Student Success									
a.	i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	53.2%	51.1%	50.2%	51.1%	42.1%
			<i>Actual Baseline Data:</i>	<i># in Fall 08 Cohort</i>	218		319		520
				<i># retained to Fall 09</i>	116		160		219

Performance Objective: Student Success (1)

Appendix B

1. b Data

Measures:

- Percent change in completers

224.3% increase (From 342 in 2008-2009 to 1109 in 2010-2011 (628 + 481 with TCAs); Source: BoR CMPL)

Date:		11/22/11							
GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-Year Targets									
Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 2* Actual		
1. Student Success									
b.	i.	Targeted	Percent Change in program completers (+/-)**						
			Certificate (Award level 1)			596.3%	596.3%	7.4%	1558.6%
				2008-09 AY	27	188	188	29	481
			Diploma (Award Level 2)			12.5%	12.5%	1.8%	216.7%
				2008-09 AY	112	126	126	114	361
			Associate (Award level 3)			27.1%	27.1%	1.0%	30.2%
				2008-09 AY	203	258	258	205	267

Performance Objective: Student Success (1)

Appendix C

1. c Data

Measures:

- Number of high school students enrolled: at the postsecondary institution while still in high school (Ci)

(Ci) = 661 (2010-2011);
= 38 (2009-2010) – a greater than 1,639% increase

Number of high school students enrolled: at the postsecondary institution while still in high school		
2010-2011	2009-2010	Percent Change (%)
661	38	greater than 1,639% increase

- Number of semester credit hours in which high school students enroll (Cii)

(Cii) = 4,081 (2010-2011);
= 864 (2009-2010) – a greater than 372% increase

Number of semester credit hours in which high school students enroll (Cii)		
2010-2011	2009-2010	Percent Change (%)
4,081	864	greater than 372% increase

- Number of semester credit hours completed by high school students (Ciii)

(Ciii) = 3,381 (2010-2011);
= 809 (2009-2010) – a greater than 317% increase

Number of semester credit hours completed by high school students enroll (Ciii)		
2010-2011	2009-2010	Percent Change (%)
3,381	809	greater than 317% increase

Performance Objective: Student Success (1)

Appendix D

1. d Data

Measures

- Passage rates on licensure/certification exams (Di)
 (Di) = 100% (43/43 = 2010-2011)
 = 87% (20/23 = 2009-2010)

Licensure Exam	Summer 2010	Fall 2010	Spring 2011
NCLEX-PN	19/19; 100%		19/19; 100%
FAA General			1/1; 100%
FAA Airframe			2/2; 100%
FAA Power plant		1/1; 100%	1/1; 100%
Total	19/19; 100%	1/1; 100%	23/23; 100%

- Number of students receiving certification(s) (Dii)
 (Dii) = 285 (2010-2011)
 = 157 (2009-2010)

IBC	Summer 2010	Fall 2010	Spring 2011
Certified Nurse Assistant	51	24	46
ServSafe		7	13
Medical Coding	10		15
A+	1		1
Personal Trainer		13	11
Pharmacy Technician			18
Vein Puncture	40	25	
ASE Engine Repair		2	
ASE Steering & Suspension		1	
ASE Brakes		2	1
ASE Electrical Electronics		1	1
ASE Heating & Air Conditioning			2
Total	102	75	108

- The number of students assessed and earning WorkKeys® certificates (Diii)
 (Diii) = 16 (2010-2011)
 = 0 (2009-2010)

	Summer 2010	Fall 2010	Spring 2011	Total
WorkKeys®		10	16	26

- Other assessment and outcome measures for workforce foundational skills to be determined (Div)

Performance Objective: Articulation and Transfer (2)

Appendix E

Placement Score Requirements			
Score requirements for Spring 2011 Associate Degree programs (& Practical Nursing)			
ACT Scores	1000 Level	0093 Level	0091/92 Level
Reading	19	N/A	Below 19
Writing	18	17	Below 17
Math	19	17 - 18	Below 17
COMPASS	1000 Level	0093 Level	0091/92 Level
Reading	82	N/A	Below 82
Writing	68	60-67	Below 60
Algebra	40	33-39	Below 33 or no Algebra score

Performance Objective: Articulation and Transfer (2)

APPENDIX F

Timeline for activities to improve retention/graduation	
<i>Activity</i>	Implemented at Sowela by
<i>Development of Comprehensive Academic Advising Model</i>	Fall 2012
<i>Expand the number of students admitted with advanced placement by increasing dual enrollment</i>	Ongoing
<i>Implement an online student orientation module</i>	Spring 2012
<i>Provide professional development opportunities in the area of retention to Department Chairs and Faculty</i>	Fall 2011, Spring 2012
<i>Evaluate Accelerated Transitional Math Pilot</i>	Fall 2012
<i>Expand Accelerated Transitional Offerings</i>	Spring 2012

Performance Objective: Articulation and Transfer (2)

APPENDIX G

2. c Data

Measures:

- i. Number of students enrolled.

Term of Data	AY 2009-2010	AY 2010-2011
# of Students Referred	260	359

Performance Objective: Articulation and Transfer (2)

APPENDIX H

Measures:

- Number of students enrolled in a transfer degree program. (Di)

(Di) = 269 (Unduplicated headcount of students enrolled in Criminal Justice for 2009-2010 AY)

= 367 (Unduplicated headcount of students enrolled in Criminal Justice for 2010-2011 AY)

Number of students enrolled in a transfer degree program (Criminal Justice) (Di)	
2010-2011	2009-2010
367	269

- Number of students completing a transfer degree. (Dii)

(Dii) = 19 (Students completing Associate in Criminal Justice degree for 2009-2010 AY)

= 12 (Students completing Associate in Criminal Justice degree for 2010-2011 AY)

Number of students completing a transfer degree (Criminal Justice) (Dii)	
2010-2011	2009-2010
12	19

Performance Objective: Workforce and Economic Development (3)

APPENDIX I

3. a Data

Measures:

i. Number of programs eliminated: 2

Academic Programs	Eliminated	Modified	Added	Meets Current Workforce Needs
Industrial Electronics Technology	X			X
Occupational Education	X			X

ii. Number of programs modified or added: 10 modified; 3 added Number of programs modified: 10 modified

Academic Programs	Eliminated	Modified	Added	Meets Current Workforce Needs
Accounting Technology		X		X
Commercial Art		X		X
Computer Technology - Networking		X		X
Computer Technology - Programming		X		X
Culinary Arts		X		X
Drafting and Design Technology		X		X
Industrial Electrician		X		X
Industrial Instrumentation Technology		X		X
Office Systems Technology		X		X
Practical Nursing		X		X

Number of programs added: 3 added

Academic Programs	Eliminated	Modified	Added	Meets Current Workforce Needs
Certified Nurse Assistant			X	X
General Apprenticeship: Electrical Construction			X	X
General Apprenticeship: Plumbing Construction			X	X

iii. Percent of programs aligned with workforce and economic development needs: 100%

Academic Programs	Eliminated	Modified	Added	Meets Current Workforce Needs
Accounting Technology		X		X
Automotive Technology				X
Aviation Maintenance Technology				X
Certified Nurse Assistant			X	X
Collision Repair Technology				X
Commercial Art		X		X
Computer Technology - Networking		X		X
Computer Technology - Programming		X		X
Criminal Justice				X
Culinary Arts		X		X
Drafting and Design Technology		X		X
General Apprenticeship: Electrical Construction			X	X
General Apprenticeship: Plumbing Construction			X	X
General Studies				X
Industrial Electrician		X		X
Industrial Electronics Technology	X			X
Industrial Instrumentation Technology		X		X
Occupational Education	X			X
Office Systems Technology		X		X
Practical Nursing		X		X
Welding				X

Performance Objective: Workforce and Economic Development (3)

APPENDIX J

3. b Data

Measures:

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

MEASURES – TRACKED	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Number of course sections with 50% instruction through distance education	0	0	5	10	18	17	15
Number of course sections with 100% instruction through distance education	30	27	29	38	39	51	54

LCTCS Online Courses	Fall 2011	Spring 2012
Number of course sections with 100% instruction through LCSTCS Online distance education	26	24

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

MEASURES – TRACKED	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Number of students enrolled in courses with 50% instruction through distance education	0	0	102	197	262	286	205
Number of students enrolled in courses with 100% instruction through distance education	468	460	468	948	915	818	702

LCTCS Online Courses	Fall 2011	Spring 2012
Number of students enrolled in courses with 100% instruction through LCTCS Online distance education	303	220

- iii. Number of programs offered through 100% distance education:

MEASURES – TRACKED	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Number of programs offered through 100% distance education, by award level	0	0	0	0	0*	0*	0*

LCTCS Online Courses	Fall 2011	Spring 2012
Number of course sections with 100% instruction through LCSTCS Online distance education	26	24

Performance Objective: Workforce and Economic Development (3)

APPENDIX K

3.d Data

Measures:

- i. Percent of completers found employed.
81.08% (Source: Sowela COE Accreditation Report)

System may provide other sources of recent placement data

- ii. Increasing the performance of associated degree recipients who transfer.

	McNeese State University	Others
2009-2010	118	0
2010-2011	???	0

System may provide other sources of recent transfer data

Performance Objective: Institutional Efficiency and Accountability (4)

APPENDIX L

Data

i. Measures:

Tuition and fees charged to non-resident students.

		SREB	Sowela	Sowela
	Fiscal Year	Non-Resident Tuition	Non-Resident Tuition	Percentage of SREB
Baseline	2009-2010	7,444	2,976	40%
Year 1	2010-2011	7,444	3,914	53%
Year 2	2011-2012	7,444	4,391	59%
Year 3	2012-2013	7,444	5,104	69%
Year 4	2013-2014	7,444	5,861	79%
Year 5	2014-2015	7,444	6,590	89%
Year 6	2015-2016	7,444	7,444	100%

Performance Objective: Institutional Efficiency and Accountability (4)

APPENDIX M

Data

i. Measures:

Tuition and fees charged to non-resident students.

Cost of Attendance for Resident living Off-campus				Remark
	2009/2010 (9 month)	2010/2011 (9 month)	2011/2012 (9 month)	
	\$	\$	\$	
Tuition	1,512.00	2,082.00	2,612.00	
Room & Board	8,236.00	8,236.00	9,326.00	
Books & Supplies	1,200.00	1,200.00	1,200.00	
Transportation	1,579.00	1,579.00	1,596.00	
Miscellaneous	1,819.00	1,819.00	1,839.00	
TOTAL	14,346.00	14,916.00	16,573.00	

- 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
	2009/2010 (9 month)	2010/2011 (9 month)	2011/2012 (9 month)	
	\$	\$	\$	
Tuition	1,512.00	2,082.00	2,612.00	
Room & Board	8,236.00	8,236.00	9,326.00	
Books & Supplies	1,200.00	1,200.00	1,200.00	
Transportation	1,579.00	1,579.00	1,596.00	
Miscellaneous	1,819.00	1,819.00	1,839.00	
TOTAL	14,346.00	14,916.00	16,573.00	

2009-2010 (9 month) Cost of Attendance for resident living off campus:

Tuition	\$1512.00
Room & Board	\$8,236.00
Books & Supplies	\$1,200.00
Transportation	\$1,579.00
Miscellaneous	<u>\$1,819.00</u>

Total cost of Attendance \$14346

2010-2011 (9 month) Cost of Attendance for resident living off campus:

Tuition	\$2082.00
Room & Board	\$8,236.00
Books & Supplies	\$1,200.00
Transportation	\$1,579.00
Miscellaneous	<u>\$1,819.00</u>

Total cost of Attendance \$14916.00

2011-2012 (9 month) Cost of Attendance for resident living off campus:

Tuition	\$2,612.00
Room & Board	\$9,326.00
Books & Supplies	\$1,200.00
Transportation	\$1,596.00
Miscellaneous	<u>\$1,839.00</u>

Total cost of Attendance \$16,573.00

**TUITION AND FEE SCHEDULE
2011-2012**

Note: This table reflects the approved rates for 2011-2012. These rates are subject to change at any time.

Credit Hours	Tuition	Board Assessed Fees				Student Assessed Fees		Misc Fee	Total Due **
	In State Tuition	Operational Fee	Student Services Fee	Academic Excellence Fee	Enterprise Resource Planning Fee	SGA Fee	Technology Fee	Parking Fee	
1	\$88.00	\$3.00	\$2.00	\$7.00	\$3.00	\$5.00	\$5.00	\$5.00	\$118.00
2	\$176.00	\$6.00	\$4.00	\$14.00	\$6.00	\$5.00	\$10.00	\$5.00	\$226.00
3	\$264.00	\$9.00	\$6.00	\$21.00	\$9.00	\$5.00	\$15.00	\$5.00	\$334.00
4	\$352.00	\$12.00	\$8.00	\$28.00	\$12.00	\$5.00	\$20.00	\$5.00	\$442.00
5	\$440.00	\$15.00	\$10.00	\$35.00	\$15.00	\$5.00	\$25.00	\$5.00	\$550.00
6	\$528.00	\$18.00	\$12.00	\$42.00	\$18.00	\$5.00	\$30.00	\$5.00	\$658.00
7	\$616.00	\$21.00	\$14.00	\$49.00	\$21.00	\$5.00	\$35.00	\$5.00	\$766.00
8	\$704.00	\$24.00	\$16.00	\$56.00	\$24.00	\$5.00	\$40.00	\$5.00	\$874.00
9	\$792.00	\$27.00	\$18.00	\$63.00	\$27.00	\$5.00	\$45.00	\$5.00	\$982.00
10	\$880.00	\$30.00	\$20.00	\$70.00	\$30.00	\$5.00	\$50.00	\$5.00	\$1,090.00
11	\$968.00	\$33.00	\$22.00	\$77.00	\$33.00	\$5.00	\$55.00	\$5.00	\$1,198.00
12	\$1,056.00	\$36.00	\$24.00	\$84.00	\$36.00	\$5.00	\$60.00	\$5.00	\$1,306.00

Credit Hours	Out-of-State Tuition	Operational Fee	Student Services Fee	Academic Excellence Fee	Enterprise Resource Planning Fee	SGA Fee	Technology Fee	Parking Fee	Total Due **
1	\$162.00	\$3.00	\$2.00	\$7.00	\$3.00	\$5.00	\$5.00	\$5.00	\$192.00
2	\$324.00	\$6.00	\$4.00	\$14.00	\$6.00	\$5.00	\$10.00	\$5.00	\$374.00
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Tuition Hardship Waiver Policy