

SOWELA Technical Community College



GRAD Act Performance Objectives/Elements/Measures

**2013 Annual Report
April 19, 2013 rev06-14-2013**

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[Element 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.

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SOWELA Technical Community College



GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Student Success (Section 1)

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. Among this diverse population are those students who have distinguished themselves academically and those that come to SOWELA with a firm grounding in a particular discipline. As of February of 2013, SOWELA Technical Community College 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, the ACT exam, CLEP and DANTES exams, and departmental credit exams. The awarding of credit based on prior learning facilitates certificate and degree completion by recognizing knowledge amassed via non-traditional means.

SOWELA firmly believes that its primary mission is to assist students in the attainment of their academic and career objectives. Courses of instruction are scheduled with an expectation that they will achieve adequate enrollment. Foremost in the decision to formulate, continue, or cancel a course is the impact on the students' ability to complete programs of study within the published timeframe. The College recognizes that new courses in innovative subject areas, courses offered at a new site, on a non-traditional schedule, or in a new modality may not draw large enrollments at the beginning. The College also understands that capstone courses and those required in a final semester in order to meet graduation requirements may not draw adequate enrollment. In these circumstances, and others as may be determined, the Vice Chancellor of Academic Affairs may make exceptions to the minimum enrollment requirements based on the advisement of the Dean of Instruction. With the process, a course that might normally be cancelled may be permitted to continue, which will assist the College in ensuring that coursework needed by students to complete programs of study is available.

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

For All FTFTF, 37.76% (Out of 482 in Fall 2011, 182 returned in Fall 2012)

For AAS, 36.41% (Out of 390 in Fall 2011, 142 returned in Fall 2012)

For TD, 43.48% (Out of 92 in Fall 2011, 40 returned in Fall 2012)

Baseline Year/Term Data to include	Year 3 Benchmark	Year 3 Actual
Fall 11 to Fall 12	35.48%	37.76%
# in Fall 11 Cohort		482
# retained to Fall 12		182

Element:

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

Beginning in the 2011-2012 academic year and continuing into the fall of 2012, SOWELA implemented various modules of the Banner Enterprise Resource Planning system. The degree audit function once operational will help to ensure that the College can effectively track a growing number of students as they progress through their programs and can capture completions as students reach certificate, diploma, and degree milestone within the curricula.

Additionally, our recently developed Office of Student Success has engaged in numerous efforts that are beginning to bear fruit with respect to student persistence, retention, progression, and completion. Some of these efforts include:

- Launch of the Executive Team Student Success Mentor Program
- New Student Online Orientation Module
- Tele-retention Campaign: Calling the entire Fall 2011 Cohort that failed to re-enroll for the Spring 2012 semester.
- Utilizing First Call services to also send targeted text and emails
- “You Make the Difference” Campaign: A postcard mail out to the entire Fall 2011 Cohort.
- Regular email blasts to Fall 2011 Cohort with target message encouraging persistence and providing awareness of student support services.
- 2012 ground stake sign initiative

The result of these combined efforts has been a steady increase in the number of completions being tracked and dated, collected, and reported. When compared to the baseline year of 2008-2009, SOWELA has seen an increase of 888 in total completers amounting to 259.65% (342/1,230*100).

Increase in total completers since 2008-2009	259.65%
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Measures:

- Percent change in program completers

259.65% increase (From 342 in 2008-2009 to 1,230 in 2011-2012; Source: BoR CMPL)

Measure	Year 3 Benchmark	Year 3* Actual
Certificate (Award level 1)	595.0%	63.67%
	278	455
Diploma (Award Level 2)	32.4%	151.63%
	184	463
Associate (Award level 3)	14.8%	38.20%
	233	322

Element:

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

The 2011-2012 academic year saw the expansion of SOWELA’s Career and Technical Education (CTE) Dual Enrollment program into the Beauregard and Jeff Davis parishes of our service area. Dual enrollment programs are an increasingly popular strategy for encouraging student success in postsecondary education.

SOWELA’s CTE Dual Enrollment program is designed to recognize the CTE training high school students receive while in high school and enable advanced placement in technical programs offered by SOWELA. This will speed CTE students toward degree completion and job readiness.

In addition to the high school campus-based dual enrollment discussed above, the College also offers the Senior Technical Education Program at SOWELA (STEPS) which invites seniors from our five-parish service area to spend their senior year at SOWELA in a full-time, immersive, dual enrollment experience. In an effort to prepare for a wave of new industrial employment coming to Southwest Louisiana, SOWELA has partnered with Calcasieu and Jeff Davis Parish School Boards to ensure that the three pillars of industry in our area—Aviation Maintenance, Process Technology, and Industrial Instrumentation—are available as career pathways beginning in high school. These high skill, high demand, high wage career opportunities will soon be available to the students in the Calcasieu and Jeff Davis school systems on their high school campuses. Rapid Response funding is providing the resources to incubate these programs at Lake Charles Boston Academy in Lake Charles and the SOWELA Morgan Smith site in Jennings. While grant funds have helped to kick-start these dual enrollment efforts, it is the partnerships with our K-12 colleagues that ensure the sustainability of these career pathways.

SOWELA has continued to offer summer academies for current high school students and recent high school graduates. These summer academies are designed for students interested in STEM careers to get a jump start on College Algebra and College Physics. SOWELA also offers a Summer Bridge Academy designed to assist high school students who test into developmental courses to receive training designed to provide the requisite skills to test into College level English and math.

Finally, SOWELA has agreed to become a collaborating partner with the Calcasieu Parish School District as they pilot the implementation of transitions courses in mathematics and English as part of a consortium formed by the Southern Regional Education Board (SREB). The Louisiana Board of Regents and the Louisiana Department of Education have agreed to participate in a consortium formed by the SREB to help develop and implement two transitional courses in the areas of mathematics and English language arts through a grant from the Bill & Melinda Gates Foundation. The transitional courses have been designed to help high school English language arts and mathematics teachers interpret and teach the Common Core State Standards. The ultimate goal is to effectively ensure that high school students will be ready to enter entry-level credit-bearing college courses in English and mathematics. The Louisiana Board of Regents has obtained a Core to College Optional Activity Grant from the Rockefeller Philanthropy Advisors to provide support for three school districts to enter into a partnership with three community colleges and three universities to pilot the transitional courses. The three school districts that have agreed to participate are Calcasieu Parish School District, Iberville Parish School District, and Jefferson Parish School District. SOWELA’s Department Chair for Liberal Studies and Education, Dr. Charles Stewart, will serve as a member of the Calcasieu team to help support their implementation of the transitional courses. As a team member, Dr. Stewart will have the opportunity to thoroughly examine and critique each of the mathematics and literacy transitional courses to ensure content validity.

Measures:

- i. Number of high school students enrolled (Fall 2011): at the postsecondary institution while still in high school
Number of high school students enrolled (Spring 2012): at the postsecondary institution while still in high school

Fall 2011	Spring 2012
592	291

- ii. Number of semester credit hours in which high school students enroll (Fall 2011)
Number of semester credit hours in which high school students enroll (Spring 2012)

Fall 2011	Spring 2012
2,571	1,493

- iii. Number of semester credit hours completed by high school students (Fall 2011)
Number of semester credit hours completed by high school students (Spring 2012)

Fall 2011	Spring 2012
2,283	1,418

Element:

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

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

In the 2012 year, 100% of the students graduating in AMT passed the Federal Aviation Administration’s Airframe and Power Plant licensing examinations. The College has also seen an increasing degree of success with Practical Nursing students passing the National Clinical Examination – Practical Nursing (NCLEX-PN) on their first sitting. In the 2012 year, 94.28% of the students graduating in Practical Nursing passed on their first sitting of the NCLEX-PN exam.

Beginning in the 2012-2013 academic year, SOWELA expanded the scope of its Testing Center and began to offer examinations leading to industry based certification (including WorkKeys) to its students. While the numbers are low this year, the College expects a greater number of students to access certification exams. As a result, the College has been able to significantly increase the number of certifications awarded to its students.

- i. Passage rates on licensure/certification exams.

100.00 % (4/4 2012 graduates) passed the FAA Airframe & PowerPlant licensure exams
85.00 % (45/53 2011 graduates) passed their first sitting of the NCLEX-PN

Baseline Year/Term Data to include	Year 3 Benchmark	Year 3 Actual
Fall 2008 Calendar Year	N/A	100 %
# of students taking FAA A&P		4
# who met standards for passage		4

Baseline Year/Term Data to include	Year 3 Benchmark	Year 3 Actual
Fall 2008 Calendar Year	84.0%	85.00%
# of students taking NCLEX		53
# who met standards for passage		45

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

Students enrolled at SOWELA during the 2012 year earned industry based certifications in the following areas:

CNA	58
ServSafe	26
AHIMA Medical Coding	3
Comp TIA+	2

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

The number of students undergoing WorkKeys® assessment during the 2012 year was: 45

The number of students earning WorkKeys® certificates during the 2012 year was: 45

WorkKeys® Certificates Earned	
Platinum	1
Gold	21
Silver	18
Bronze	5
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	

During the calendar year 2012, 45 SOWELA students took the WorkKeys® exam and 100% 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.*)

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

N/A to SOWELA for 2013 reporting period

SOWELA Technical Community College



GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Articulation & Transfer (Section 2)

Performance Objective – Articulation and Transfer (Section 2)

Element:

- 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.

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 (\Rightarrow 2.00 GPA), on academic probation or on academic suspension. We have received three such TSP reports; one for the fall 2010 semester, one for the fall 2011 semester, and most recently one for the fall 2012 semester.

The number of SOWELA students that have transferred to McNeese over the last three years has been relatively low (58 in 2010; 60 in 2011, and 30 in 2012).

2010	2011	2012
58	60	30

McNeese Admission Status		
Status	#	%
Met Admission Requirements	27	90.0%
Admitted by Exception	3	10.0%
Total Students	30	100%

SOWELA Earned Credentials		
Credential	#	%
No Degree	21	70.0%
Technical Diploma	2	6.7%
Associate of Applied Science	4	13.3%
Associate of Applied Tech.	3	10.0%
Total Students	30	100%

Fall 2012 McNeese Performance: All 30 Students		
Average Hours Attempted	13.2	
Average Hours Earned	10.2	
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	2	8 / 26.7% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	3	
1.00 – 1.49	1	
1.50 – 1.99	2	22 / 73.3% earned GPA of 2.0 or higher
2.00-2.49	1	
2.50-2.99	1	
3.00-3.49	5	
3.50-4.00	9	
Total	30	100%

Fall 2012 McNeese Performance: 27 Students Who Met Admission Requirements		
Average Hours Attempted		13.3
Average Hours Earned		10.4
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	2	6 / 22.2% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	2	
1.00 – 1.49	1	
1.50 – 1.99	1	
2.00-2.49	1	21 / 77.8% earned GPA of 2.0 or higher
2.50-2.99	6	
3.00-3.49	5	
3.50-4.00	9	
Total	27	

Fall 2012 McNeese Performance: 3 Students Who Were Admitted by Exception		
Average Hours Attempted		13.2
Average Hours Earned		10.2
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	0	2 / 66.7% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	1	
1.00 – 1.49	0	
1.50 – 1.99	1	
2.00-2.49	0	1 / 33.3% earned GPA of 2.0 or higher
2.50-2.99	1	
3.00-3.49	0	
3.50-4.00	0	
Total	3	100%

Processes in place to identify and remedy student transfer issues

SOWELA and MSU maintain a transfer articulation agreement that identifies the courses that can be taken at SOWELA and transferred to MSU. This articulation agreement is updated annually and is 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. In 2008, the number of SOWELA courses articulated for transfer to MSU was 16; the number more than tripled to 53 in 2010; in 2013, SOWELA offers 100 different courses that transfer to MSU and will graduate its first student in the Associate of General Studies program.

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; in the fall of 2012, 70% of the students that transferred from SOWELA to McNeese did so without a credential. This reality has shaped the development of our draft Reverse Transfer Agreement. This agreement, when signed, will enable 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 from SOWELA. We have also noticed that SOWELA transfers that do complete a credential prior to transferring perform better than those that do not. Therefore, we advise students when possible to work toward the completion of a certificate or a degree prior to transferring.

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

For the last four years, McNeese State University (MSU) has encouraged students not admitted to the University to consider beginning their studies at SOWELA. In the fall of 2010, SOWELA and MSU jointly developed a transfer brochure that outlines the transfer policies and courses available. In the fall of 2012, SOWELA began communications with MSU to formalize an automated referral system. SOWELA developed a mechanism by which MSU can upload data for students not admitted to the University to a secure server at SOWELA. The spring 2013 semester will provide a testing phase for what the institutions are calling the McNeese to SOWELA to McNeese initiative. Through this system, SOWELA expects an increased number of enrollments and an increased number of transfers.

Processes in place to identify and refer these students

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

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%).

In the 2011-2012 academic year, that number increased to 695 – includes summer referrals (An increase over the baseline year of 2009-2010 of 85.06%).

i. *Number of students enrolled.*

Number of Students Enrolled	370
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SOWELA is continuously working to implement better mechanisms to determine which students referred from McNeese after not being accepted to the University do 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

SOWELA does not offer the Associate of Science in teaching. However, the College does offer two transferable Associate degree programs—the Associate of General Studies and the Associate of Applied Science in Criminal Justice. Through 2+2 articulation agreements with Northwestern State University (NSU) and McNeese State University (MSU), graduates in SOWELA's Criminal Justice program are able to complete a 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 Technical Community College



GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Workforce & Economic Development (Section 3)

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. 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 most recent review of SOWELA's academic programs, the College's review process resulted in the identification of two programs (Aviation Maintenance Technology and Computer Technology: Programming Specialist) with an inadequate number of completers. Consultation with the respective advisory committees has led the faculty in these programs to recommend adjustments to the curricula. However, SOWELA's status as a Candidate institution with the Southern Association of Colleges and School Commission on College's (SACS-COC) limits substantive changes to its curricula and the plans for program revision/termination are on hold until the COC affirms SOWELA's bid for initial full accreditation in November 2013.

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

- i. Number of programs eliminated:

Number of Programs Eliminated
0

- ii. Number of programs modified or added:

Modified	Added
7	0

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

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

Element:

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

In order to serve the needs of students and enhance educational programs and services SOWELA continues to use distance education as an additional means to improve efficiency and access for students. SOWELA offers distance education courses in three modalities: (1) course sections with 100% instruction through distance education; (2) courses sections with a minimum of 50% instruction through distance education (hybrid); and (3) LCTCSOnline to provide our students access to general education courses not offered at the College. These three modalities have enabled the College to increase its hybrid/distance education course offerings from 57 courses in the spring of 2011 to 65 courses in the fall of 2012, and total hybrid/distance education enrollment continues to average at about 1,000 students per semester.

Hybrid/Distance Education Course Offerings	
Spring 2011	Fall 2012
57	65

The College has implemented two initiatives to improve technology for distance education learning. First, the College purchased campus-wide subscriptions to the *Magna Commons* professional development series for faculty (which includes many topics specifically for online teachers), a series of Magna streaming videos for faculty teaching online courses and the *Magna Distance Education Report*. Combined, these resources offer rich learning and practical experiences to faculty on how to structure their online course offerings and maximize the various functionalities with the learning management system. These resources also deal topically with distance education issues and deliver specific, actionable advice on the issues.

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

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

SOWELA Technical Community College	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Number of course sections with 50% instruction through distance education	18	17	14	13
Number of course sections with 100% instruction through distance education	39	19	28	24
Number of course sections offered via LCTCSOnline	--	24	23	28

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

SOWELA Technical Community College	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Number of students enrolled in courses with 50% instruction through DE	262	301	229	243
Number of students enrolled in courses with 100% instruction through DE	915	417	552	455
Number of students enrolled in courses offered via LCTCSOnline	--	267	265	346
Total hybrid and online enrollment	1,177	985	1,046	1,044

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

Currently, SOWELA does not have any degree program offered through 100% distance education.

Number of programs offered through 100% distance education	0
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Element:

- 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.

2011-2012	SOWELA Main Campus	SOWELA Morgan Smith Site	Plumber Apprentice Site	Phelps Correctional Prison Site	Institutional Total	%
Completers	551	50	1	28	630	42.71%
Completers Employed	407	37	1	0	445	70%

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

Transfer

Part of SOWELA Technical Community College’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 associate degree. SOWELA has been able to report a total of 30 students who have transferred to the four year institution for 2012-2013 academic year.

SOWELA Technical Community College Transfer Data for 2012-13		
Credential	#	%
No Degree	21	70.0%
Technical Diploma	2	6.7%
Associate of Applied Science	4	13.3%
Associate of Applied Technology	3	10.0%
Total Students	30	100%

Fall 2012 McNeese Performance: All 30 Students		
Average Hours Attempted	13.2	
Average Hours Earned	10.2	
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	2	8 / 26.7% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	3	
1.00 – 1.49	1	
1.50 – 1.99	2	22 / 73.3% earned GPA of 2.0 or higher
2.00-2.49	1	
2.50-2.99	1	
3.00-3.49	5	
3.50-4.00	9	
Total	30	100%

Fall 2012 McNeese Performance: 27 Students Who Met Admission Requirements		
Average Hours Attempted	13.3	
Average Hours Earned	10.4	
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	2	6 / 22.2% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	2	
1.00 – 1.49	1	
1.50 – 1.99	1	21 / 77.8% earned GPA of 2.0 or higher
2.00-2.49	1	
2.50-2.99	6	
3.00-3.49	5	
3.50-4.00	9	
Total	27	100%

Fall 2012 McNeese Performance: 3 Students Who Were Admitted by Exception		
Average Hours Attempted	13.2	
Average Hours Earned	10.2	
Term GPA	#	Comments
Resigned	0	0 / 0.0%
0.00	0	2 / 66.7% earned GPA less than 2.0
0.01-0.49	0	
0.50-0.99	1	
1.00 – 1.49	0	
1.50 – 1.99	1	1 / 33.3% earned GPA of 2.0 or higher
2.00-2.49	0	
2.50-2.99	1	
3.00-3.49	0	
3.50-4.00	0	
Total	3	100%

iii. Placement rates of graduates

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 70.0% for the 2011-2012 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.

SOWELA Technical Community College	AY 2011-2012
Placement Rate	70.0%

On the SOWELA campus, the primary point of contact for placement is the Director of Career Planning and Placement who is located in 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 2011 Louisiana Employment Outcomes Report provides the following job placement summary for SOWELA Technical Community College. Per the GRAD Act reporting instruction on page 20 of Attachment B, the 2011 Louisiana Employment Outcomes Report remains the most recent report available.

Employment Rate by Field of Study Eighteen Months after Graduation for 2008-09 Diploma Completers		
Field of Study	% Found Employed in LA	% Not Found Employed in LA
Health Professions	82%	18%
Construction Trades	70%	30%
Personal & Culinary Services	70%	30%
Mechanic & Repair Technologies	65%	35%
Precision Production	40%	60%
Business, Management, & Marketing	95%	5%
Computer & Information Sciences	89%	11%
Engineering Technologies	77%	23%

SOWELA Technical Community College



GRAD Act Performance Objectives/Elements/Measures

Performance Objective: Institutional Efficiency & Accountability (Section 4)

Performance Objective: Institutional Efficiency and Accountability (Section 4)

Element:

- 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 (10 in Fall 2012; 11 in Fall 2011; 4 in Fall 2010; 10 in Fall 2009; 5 in Fall 2008; and 3 in Fall 2007). The increase in the non-resident tuition is not anticipated to have a negative impact on the College's enrollment. If non-resident headcount continues at its current level, the impact on revenue will be approximately \$7,500 in 2012-2013 and \$8,200 annually in years 4-6 of the 6 year plan. SOWELA'S total budgeted self-generated revenue was \$6.2 million in fiscal year 2012-2013 and, therefore, the impact of this additional non-resident tuition revenue is minimal.

Headcount	FY 2012	FY 2011	FY 2010	FY 2009	FY 2008	FY 2007
SOWELA non-resident headcount	10	11	4	10	5	3

Data

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

Measures:

- i. Total tuition and fees charged to non-resident students in the reporting year. Baseline: 2009-10 academic year

Actual peer non-resident tuition/fee amount.

Calculated difference of the above institution's tuition/fee amount from the peer amount

	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:

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

Measure	Year 3	
	Benchmark	Actual
Number of programs with mandatory or recommended policy code	19	19
Number of above programs that are currently discipline accredited	6	6
Calculated rate	31.60%	31.60%

SOWELA Technical Community College



GRAD Act Performance Objectives/Elements/Measures

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

Performance Objective: Reporting Requirements (Section 5)

Element:

- a) Number of students by classification.

	Fall 2012	Fall 2011
Full-time Undergraduate Headcount	1,746	1,852
Part-time Undergraduate Headcount	1,021	1,202

Element:

- b) Number of instructional staff members.

	Fall 2012	Spring 2013
Total Faculty Headcount	129	132
Total FTE Faculty	85.37	82.84

DIVISION/DEPARTMENT	Instructional Staff (Faculty) Members in Academic Colleges and Departments (Headcount)					
	Fall 2012 (Nov. 2012 – BoR Submission)			Spring 2013 (April 1, 2013 – BoR Submission)		
	Total Headcount 129		Total FTE 85.37	Total Headcount 132		Total FTE 82.84
	Full-Time	Part-Time	FTE	Full-Time	Part-Time	FTE
Business & Information Technology	8	9	9.48	8	9	9.35
Culinary, Graphic & Design Arts	7	4	7.95	7	7	8.5
Industrial & Transportation Technology	18	12	21.19	15	14	17.7
Liberal Arts & Education	23	17	26.17	23	18	25.7
Nursing	11	6	13.8	12	5	14.1
Process Technology	5	9	6.78	6	8	7.49

Element:

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

	Fall 2012	Fall 2011
Average Class Size	24.1	24.1

Element:

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

	Fall 2012	Fall 2011
Average Number of Students per Instructor	26	26

Element:

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

	Fall 2012	Spring 2013
Headcount of Non-Instructional Staff	9	10
FTE of Non-Instructional Staff	7	7.25

DIVISION/DEPARTMENT	Non-Instructional Staff Members in Academic Colleges and Departments			
	Fall 2012 (Nov. 2012 – BoR Submission)		Spring 2013 (April 1, 2013 – BoR Submission)	
	Headcount 9	FTE 7	Headcount 10	FTE 7.25
Business & Information Technology	1	1	1	1
Culinary, Graphic & Design Arts	1	1	1	1
Industrial & Transportation Technology	2	2	2	2
Liberal Arts & Education	3	1	4	1.25
Nursing	1	1	1	1
Process Technology	1	1	1	1

(This section includes Administrative Assistants & one Non-Teaching Professional & Tutors that are assigned to Academic Departments as reported on the November 1, 2012 BOR EMSAL.)

Please Note: Academic Department Chairs are counted as Instructional Staff.

Element:

- f) Number of staff in administrative areas.

	Fall 2012	Spring 2013
Number of Staff in Administrative Areas	67	69
FTE of Staff in Administrative Areas	63.5	65.43

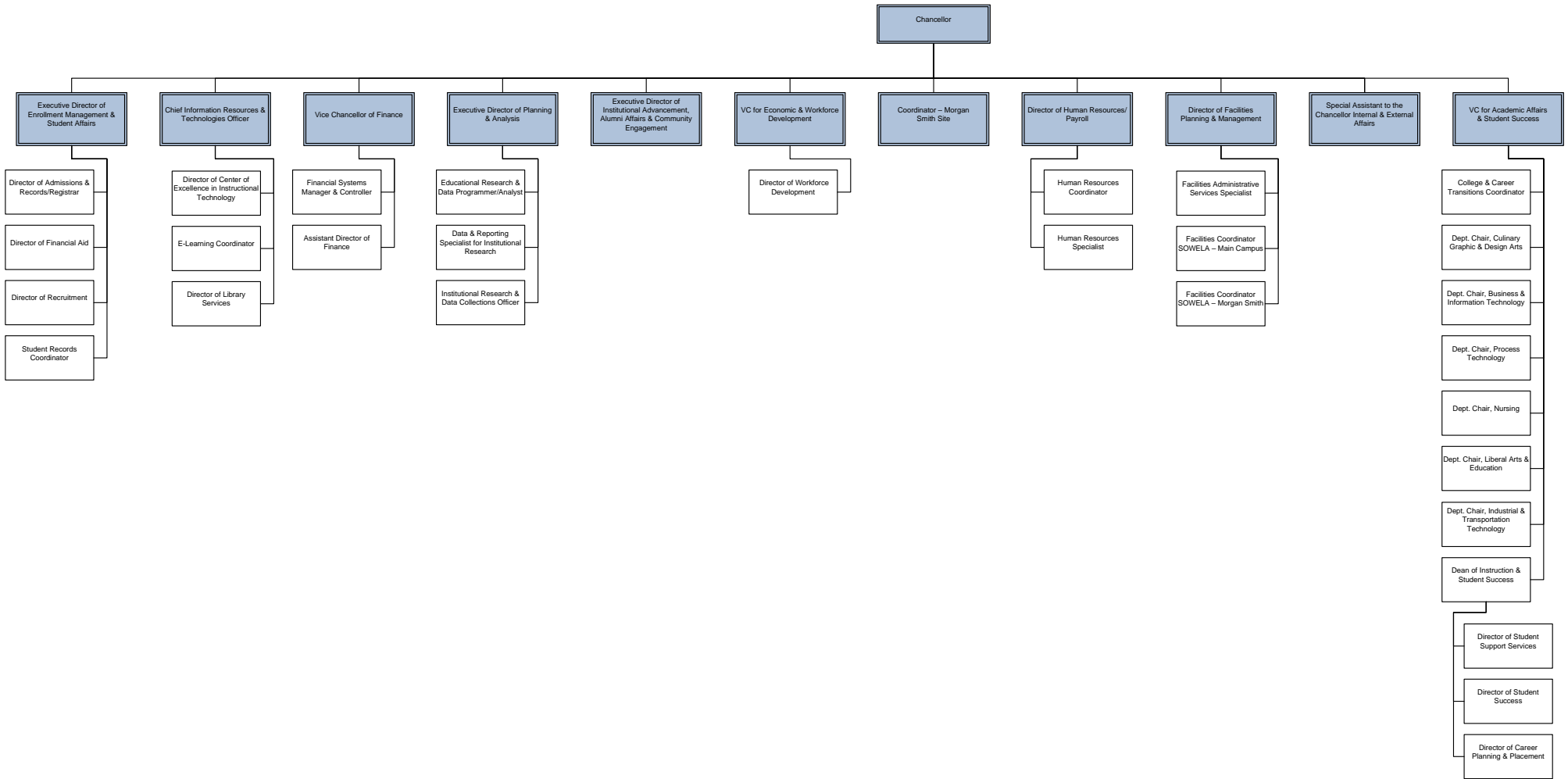
DIVISION/DEPARTMENT	Staff Members in Administrative Areas					
	Fall 2012 (Nov. 2012 – BoR Submission)			Spring 2013 (April 1, 2013 – BoR Submission)		
	Total Headcount 67		Total FTE 63.5	Total Headcount 69		Total FTE 65.43
	Full-Time	Part-Time	FTE	Full-Time	Part-Time	FTE
Chancellor’s Office	3	1	3.6	3	1	3.6
Academic Affairs & Student Success	10	1	10.5	9	2	9.9
Business Office	7	0	7	7	0	7
Enrollment Management	15	0	15	14	0	14
Facilities	8	0	8	9	0	9
Human Resources	2	0	2	2	0	2
Information Technology	10	1	10.5	11	1	11.5
Institutional Research	3	1	3.75	4	0	4
Workforce Development	2	3	3.15	3	3	4.43

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 24>>

SOWELA Technical Community College Organizational Chart – GRAD Act 2013



Element

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

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

<<See table on pages 26 - 28>>

POSITION	SALARY DATA BOR EMSA REPORT 11/01/2009	CURRENT SALARY 04/01/2013	SALARY CHANGES SINCE 05/01/2008 BOR EMSAL REPORT VS 11/01/2010 BOR EMSAL REPORT			SALARY CHANGES SINCE 05/01/2010 BOR EMSAL REPORT VS 11/01/2011 BOR EMSAL REPORT			SALARY CHANGES SINCE 05/01/2011 BOR EMSAL REPORT VS 11/01/2012 BOR EMSAL REPORT			SALARY CHANGES SINCE 05/01/2012 BOR EMSAL REPORT VS 04/01/2013 BOR EMSAL REPORT		
			Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase
Chancellor	\$139,390	\$139,390	None			None			None			None		
Vice Chancellor for Academic Affairs & Student Success	\$95,000	\$99,822	None			None			\$4,822	2/13/2012	Equity Study Increase	None		
Dept. Chair, Business & Information Technology - Interim	\$67,189	\$63,693	None			None			\$63,693	2/20/2012	New Appt, Interim Dept. Chair (Former DC promoted to Dean)	\$0	9/10/2012	Appointed Dept. Chair - Interim Status Removed
Dept. Chair, Culinary, Graphic & Design Arts	\$62,809	\$63,209	\$1,173	7/1/2008	Merit Increase	None			\$400	2/13/2012	Dept. Chair Supplement Adjustment	None		
Dept. Chair, Industrial & Transportation Technology	\$66,411	\$67,811	\$1,155	7/1/2008	Merit Increase	None			\$1,400	2/13/2012	Dept. Chair Supplement Adjustment	None		
Dept. Chair, Liberal Studies & Education	\$54,200	\$58,238	\$3,689	8/11/2008	Contract Adj for AY 08-09	None			\$4,038	2/13/2012	Equity Study Increase + Dept. Chair Supplement Adj	None		
			\$726	8/11/2008	Merit Increase									
			\$13,474	6/1/2009	Appointed Dept. Chair									
Dept. Chair, Nursing	\$87,600	\$65,000	\$2,600	5/4/2009	Appointed Dept. Chair (Retired 1/2/2011)	\$60,259	1/3/2011	Appointed Interim Dept. Chair	None			None		
						\$4,741	10/3/2011	Appointed Dept. Chair - Interim Status Removed						
Dept Chair, Process Technology	\$56,768	\$62,200	\$3,200	8/11/2008	Appointed Dept. Chair	None			None			\$62,200	2/11/2013	New Appt, Interim Dept. Chair (Former DC on medical leave scheduled to resign 6/30/2013)
College & Career Transition Coordinator (Grant funded position created 1/4/2011)		\$55,125				\$52,500	1/4/2011	New Appointment	\$2,625	7/9/2012	Salary Increase for Grant Funded Position	None		
Dean of Instruction & Student Success (Created 7/26/2011)		\$72,000							\$72,000	2/20/2012	Dept. Chair, Busi & Info Tech promoted to Dean of Instruction & Student Success	None		
Director of Student Support Services	\$41,000	\$47,177	None			None			\$6,177	2/13/2012	Equity Study Increase	None		
Director of Student Success (Created 12/22/2011)		\$46,000							\$46,000	4/16/2012	New Appointment	None		
Director of Career Planning & Placement (Created 3/13/2012)		\$67,091							\$67,091	3/19/2012	New Position & Promotion	None		
									\$5,635	3/19/2012	Equity Study Increase			
Vice Chancellor for Finance	\$90,395	\$102,533	None	NA	Former VC for Finance resigned 7/26/2010	\$99,800	1/10/2011	New Appointment	\$2,733	2/13/2012	Equity Study Increase	None		
Financial Systems Manager & Controller (Created 5/26/08 / Updated & Title Change 10/12/11)		\$72,000	\$60,000	7/1/2010	New Appt, as Controller (first time filled)	\$12,000	##### #	Position Updated with additional duties as Financial Systems Manager	None			None		
Assistant Director of Finance	\$43,160	\$44,376	\$40,000	6/28/2010	New Appt. (Former Asst Director resigned 06/27/2010)	None			\$4,376	2/13/2012	Equity Study Increase	None		
Vice Chancellor for Economic & Workforce Development	\$81,513	\$90,000	None			None		Former VC for Economic Dev retired 9/1/2011				\$90,000	11/5/2012	New Appointment

POSITION	SALARY DATA BOR EMSAL REPORT 11/01/2009	CURRENT SALARY 04/01/2013	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase
Director of Workforce Development	\$52,000	\$60,571	None			None			\$8,571	2/13/2012	Equity Study Increase	None		
Chief Information Resources & Technologies Officer	\$90,000	\$94,786	None			None			\$4,786	2/13/2012	Equity Study Increase	None		
Director of Center of Excellence in Instructional Technology (CEIT) (Created 1/27/2012 - Replaced IT Coord Position)	\$59,945	\$66,600	\$594	7/1/2008	Merit Increase	None			\$5,055	2/6/2012	IT Coord promoted to Director of CEIT	None		
									\$1,600	2/13/2012	Advanced Degree Supplement			
E-Learning Coordinator	\$60,586	\$60,586	\$600	7/1/2008	Merit Increase	None			None			None		
Director of Library Services	\$45,207	\$53,154	\$478	7/1/2008	Merit Increase	None			\$7,947	2/13/2012	Equity Study Increase	None		
Executive Director of Enrollment Management & Student Affairs (formerly Dean of Enrollment Mgt)	\$70,990	\$0	None			\$75,000	5/23/2011	Dean originally hired 11/10/08, moved to Special Asst to Chancellor 5/18/09, Returned to Dean position 5/23/11 with transfer out of former Dean	\$5,395	2/13/2012	Equity Study Increase (resigned 4/16/2012)			VACANT POSITION
Director of Admissions & Records/ Registrar (Created 11/8/2011)		\$50,000							\$50,000	1/9/2012	New Appointment	None		
Director of Financial Aid	\$59,160	\$58,671	\$1,160	7/1/2008	Merit Increase	(-\$6,000)	7/1/2010	Removal of Admissions Duties	\$5,511	2/13/2012	Equity Study Increase	None		
Director of Recruitment (Created 11/8/2011 - Replaced Asst Director of Admissions Position)	\$41,000	\$45,000	None			None			\$4,000	11/14/2011	Asst Director of Admissions promoted to Director of Recruitment	None		
Student Records Coordinator (Created 5/3/2010 - Replaced Exec Asst to Chancellor Position)	\$48,352	\$50,000	\$479	7/1/2008	Merit Increase	None			\$50,000	3/19/2012	New Appointment	None		
Executive Director of Planning & Analysis (Created 10/22/2007)		\$106,787	\$84,500	11/1/2010	New Appointment (first time filled)	\$15,300	1/3/2011	Assume duties of Director of Human Resources	\$6,966	2/13/2012	Equity Study Increase	\$15,321	7/23/2012	Assume duties of Director of Human Resources
									(-\$15,300)	5/7/2012	Removal of HR Director Duties			
Educational Research & Data Programmer/Analyst (Created 7/26/2011)		\$57,000							\$57,000	1/23/2012	New Appointment	None		
Data & Reporting Specialist for Institutional Research (Created 8/9/2011 - Replaced Student Data Specialist for Enrollment Mgt)		\$32,976	\$27,976	7/1/2010	New Position (Student Data Specialist for Enroll Mgt)	\$5,000	8/22/2011	Student Data Specialist promoted to Data & Reporting Specialist for IR	None			None		
Institutional Research & Data Collection Officer	\$48,246	\$0	\$478	7/1/2008	Merit Increase Retired 4/12/2010									VACANT POSITION
Director of Human Resources	\$57,247	\$0	None			None		Resigned 1/3/2011				\$80,000.00	4/23/12 to 7/20/12	New Appt. Resigned 7/20/12 VACANT POSITION

POSITION	SALARY DATA BOR EMSAL REPORT 11/01/2009	CURRENT SALARY 04/01/2013	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase	Salary Increase Amount	Date Of Increase	Type of Increase
HR Coordinator (Title Changed 12/22/2010 - Replaced Administrative Services Officer Position)	\$48,270	\$52,261	\$946	7/1/2008	Merit Increase	\$1,730	2/21/2011	Additional HR Duties (Position Mgmt, etc.)	\$2,261	2/13/2012	Equity Study Increase	None		
HR Specialist (Created 4/24/2012 - Replaced HR Analyst Classified Position)	\$37,502	\$45,000	\$1,432	7/31/2008	Merit Increase	\$2,621	2/21/2011	Reallocation to HR Analyst C	\$4,877	4/30/2012	Promoted from HR Analyst C to HR Specialist	None		
Executive Director of Institutional Advancement, Alumni Affairs & Community Engagement (Created 10/26/2012)		\$0												VACANT POSITION
Special Assistant to the Chancellor, Internal & External Affairs	\$75,000	\$0	\$70,990	10/1/08 to 5/18/09	Former Dean moved to Special Asst to Chancellor 10/1/08, Returned									VACANT POSITION
Director of Facilities Planning & Management	\$78,000	\$79,123	None			None			\$1,123	2/13/2012	Equity Study Increase	None		
Facilities Administrative Services Specialist (Created 10/26/2012)		\$30,000										\$30,000	1/7/2013	New Appointment & Promotion
Facilities Coordinator (Sowela Main Campus) (Created 9/14/2011)		\$35,000							\$35,000	4/2/12 to 8/6/12	New Appt, transfer to Morgan Smith 8/6/2012	\$35,000	11/12/2012	New Appointment
Facilities Coordinator (Morgan Smith Campus) (Created 9/14/2011)		\$0							\$31,000	12/5/11 to 6/2/12	New Appt, Resigned 6/2/2012			VACANT POSITION

Element

- i) 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	\$ 6,275,710	49.0%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	\$ 563,525	4.4%
Student Services	\$ 1,129,498	8.8%
Institutional Services	\$ 3,411,580	26.6%
Scholarships/Fellowships	\$377,291	2.9%
Plant Operations/Maintenance	\$ 1,057,605	8.3%
Total E&G Expenditures	\$ 12,815,209	100.0%
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	-	0.0%

Total Expenditures	\$ 12,815,209	100.0%
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- ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

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

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

Cost of Attendance for Resident Living Off-campus				Remark Proposed with a 10% increase
	2011/2012 (9 month)	2012/2013 (9 month)	2013/2014 (9 month)	
	\$	\$	\$2013-2014 is estimated at this time	
Tuition	\$2,612.00	\$2,870.00	\$2,870.00	\$3,157.00
Room & Board	\$8,326.00	\$8,642.00	\$8,642.00	\$9,506.20
Books & Supplies	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
Transportation	\$1,596.00	\$1,657.00	\$1,657.00	\$1,822.70
Miscellaneous	\$1,839.00	\$1,909.00	\$1,909.00	\$2,099.90
TOTAL	15,573.00	\$16,278.00	\$16,278.00	\$17,785.80

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 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	2.7

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

State Dollars Per FTE	\$2,934
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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	\$2,934
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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	\$21,823,056
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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:

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	Reporting Year	# Students receiving certifications
Adobe Certification	Adobe Certified Expert	Adobe	2012	0
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 - 47.0604	National Institute for Automotive Service Excellence	2012	0
Aviation		FAA	2012	4
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners		

Care and Development of Young Children -- 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		
Child Development -- 190709	CDA	LA Pathways Assn.		
Commercial Diving - 490304	ACDI and ACDE (American Commercial Diving Institute and American Commercial Divers Educators)			
Commercial Drivers License	CDL	Department of Transportation Office of Motor Vehicles		
Communications Electronics	CET and FCC licenses			
Collision Repair			2012	0
Cosmetology -- 120401	Cometology	Louisiana State Board of Cosmetology		
Culinary -- 120503	SERVSAFE	American Culinary Federation	2012	26
Diving	Commercial Diver/Tender Diver	Assoc. of Commercial Diving Educators/Assoc. of Diving Contractors International		
Drafting -- 15.1301	CD	American Design Drafting Assn.		
Electrician -- 46.0302	State License	Louiaiana State Licensing Board for Contractors		
Electrician - city license -	City of Thibodaux Electrical License			

460302				
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.		
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd	2012	0
Hazwoper - 40 hours				
Heating, Ventilation and Air Conditioning -- 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			
Internet and Computing all areas (COMPTIA, CISCO, IC3)	Network +, A+, iNet+, A+ COMPTIA (multiple)	Pearson VUE/Prometric	2012	2
MCITP: Enterprise Administrator on Windows Server 2008	MCITP	Prometric	2012	0
Medical Coding Specialist			2012	3
Menhaden Fisheries Industry -	Omega Protein			
Microsoft Certified IT Professional: Server 2008 Active Directory	MCITP - Enterprise Administrator on Windows Server 2008	Prometric	2012	0

Microsoft Certified IT Professional: Server 2008 Application Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Enterprise Administration	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Network Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Windows 7 Configuration	MCITP	Prometric	2012	0
Microsoft Office User Specialist (MOUS)	MOUS	Certiport	2012	0
National Restaurant Association	Servsafe	National Restaurant Association	2012	0
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation		
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER		
Nursing - PN	NCLEX-PN	LA State Board of Practical Nursing Examiners (LSBPNE)	2012	33
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR-Department of Health and Hospitals	2012	58
OPET	EETC			
OSHA	OSHA	Occupational Safety and Health		

		Administration		
Patient Care Tech	CPCT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Personal Fitness Trainer	ACE	Gatlin Education	2012	0
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	2012	0
Real Estate	Salesperson	Louisiana Real Estate Commission		
U.S. Coast Guard all specialty areas	USCG	USCG		
WorkKeys (all areas, levels)	workkeys	ACT	2012	45

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