SOWELA
TECHNICAL
COMMUNITY
COLLEGE

Annual Report Narrative

for the
Louisiana Granting Resources and Autonomy for Diplomas Act
(LA GRAD Act)

Submitted to the
Louisiana Community and Technical College System
April 1, 2011

SOWELA Technical Community College
3820 J Bennett Johnston Avenue
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SOWELA TECHNICAL COMMUNITY COLLEGE – RESPONSES

GRAD Act Narrative Report

Performance Objective: **Student Success (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.*

Policy/policies adopted by the management board

The Executive Vice President of the Louisiana Community and Technical College System (LCTCS), Dr. Monty Sullivan, has proposed for board action the approval of the *Two-Year College Student Success Measure Framework.* This framework will allow 2-year colleges to utilize student success measures that are more relevant to the goals, missions and students enrolled in 2-year colleges. While the proposed framework will adequately measure a college student's success, it will also emphasize institutional performance and accountability. This framework is scheduled to be presented to the LCTCS Board of Supervisors at the April, 2011 meeting.

The LCTCS has also developed several academic policies designed to improve graduation rates. These policies include but are not limited to policies that guide general admission requirements, academic amnesty, cross enrollment, dropping courses, repeating courses, internal and external articulation, academic renewal, academic probation, academic suspension, programmatic accreditation, and non-traditional credit.

- 1.002 – *Delegation of Authority to Chancellors to Sign and Distribute Degrees, Diplomas and Certificates*. Effective Date: May 10, 2000
- 1.006 – *Academic Amnesty* Effective Date: October 10, 2002
- 1.010 – *Program Assessment* Effective Date: March 14, 2001
- 1.014 – *Assessment* Effective Date: November 14, 2001
- 1.016 – *LCTCS Cross-Enrollment Policy* Effective Date: November 14, 2001
- 1.020 – *Academic Status* Effective Date: Fall 2003

- 1.023 – *LCTCS Policy on Non-Traditional Credit* Effective Date: December 12, 2001
- 1.025 – *Articulation* Effective Date: December 12, 2001
- 1.028 – *Academic Renewal* Effective Date: February 14, 2002
- 1.029 – *Disclosure of Degree Program Transferability* Effective Date: August 14, 2002
- 1.036 – *Cross Enrollment Agreement between System Institutions* Effective Date: July 9, 2003
- 5.025 – *Tuition Discounts and Waivers* Effective Date: August 10, 2005

Subsequent policy/policies adopted by the institution

Sowela has drafted and implemented several policies, procedures, and practices that are linked to LCTCS policy. Examples of policies enacted to institutionalize system policies include the following:

- 1.010.1 – Academic Appeals
- 1.010.2 – Academic Load
- 1.010.3 – Academic Probation and Suspension
- 1.010.4 – Admission Requirements
- 1.010.5 – Attendance
- 1.010.6 – Awarding of Transfer Credit
- 1.010.7 – Departmental Credit Exams
- 1.010.8 – Disclosure of Degree Transferability
- 1.010.9 – Enrollment During a Suspension Period
- 1.010.10 – General Education Outcomes Assessment
- 1.010.11 – Graduation Requirements
- 1.010.18 – Hardship Waivers of Tuition and Fees
- 1.010.12 – Mandatory Orientation
- 1.010.13 – Program Outcomes Assessment
- 1.010.14 – Satisfactory Academic Progress
- 1.010.15 – Secondary to Postsecondary Articulation
- 1.010.16 – Student Conduct
- 1.010.17 – Student Grievance

Utilizing best practices found in student success literature, 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 can carry, attendance requirements, and academic appeal procedures. The College has upgraded furniture and instructional technology in each classroom because we know that creating an environment conducive to learning improves retention. The College has expanded hybrid, online and evening course offerings with a view to expanding access and providing students with an appropriate mix of instructional modalities to facilitate degree completion.

Understanding the importance of degree completion, the College is engaged in a comprehensive initiative designed to see more students persist to graduation. This approach is being referred to as SOAR – Student Orientation, Advising and Retention. The SOAR initiative has already led to the development of a renewed focus on the importance of academic advising, the development of an online orientation module, new departmental/programmatic orientations, the creation of new tutoring labs, the creation of a student mentoring team, and the preliminary stages of an automated degree audit system. We expect these and other initiatives to help us achieve the goal of increased numbers of students completing their AAS degree programs. Additionally, the College is pursuing the addition of AAS tracks to existing technical diploma programs in order to provide students a degree track option.

Timeline for implementing the policy/policies

While some of the policies approved by the LCTCS have been adopted at the institutional level, other system-level policies designed to improve graduation rates are scheduled for implementation in the upcoming academic year. Below is a timeline that demonstrates progress made institutionalizing system-level policies at Sowela and plans for the implementation of other LCTCS policies.

Timeline for the Implementation of LCTCS Policies			
Policy #	*Title of LCTCS Policy*	*Title of Sowela Policy*	Implemented at Sowela
1.025	*Articulation*	*Awarding of Transfer Credit*	**Fall 2003**
1.023	*LCTCS Policy on Non-Traditional Credit*	*Departmental Credit Exams*	**Fall 2003**
1.020	*Academic Status*	*Academic Probation and Suspension*	**Fall 2004**
1.020	*Academic Status*	*Enrollment During a Suspension Period*	**Fall 2004**
1.014	*Assessment*	*General Education Outcomes Assessment*	**Fall 2009**
1.010	*Program Assessment*	*Program Outcomes Assessment*	**Fall 2009**
1.025	*Articulation*	*Secondary to Postsecondary Articulation*	**Fall 2010**
5.025	*Tuition Discounts and Waivers*	*Hardship Waivers of Tuition and Fees*	**Spring 2011**
1.029	*Disclosure of Degree Program Transferability*	*Disclosure of Degree Program Transferability*	**Spring 2011**
1.023	*LCTCS Policy on Non-Traditional Credit*	*Prior Learning Assessment Credit*	**Fall 2011**
1.006	*Academic Amnesty*	*Academic Amnesty*	**Fall 2011**
1.010	*Program Assessment*	*Program Assessment*	**Fall 2011**
1.028	*Academic Renewal*	*Academic Renewal*	**Spring 2012**
1.036	*Cross Enrollment Agreement between System Institutions*	*Cross Enrollment Agreement between System Institutions*	**Spring 2012**

Measures:

Retention of first-time, full-time, degree-seeking students

- 1st to 2nd year retention rate (Ai)

  56% (Out of 239 in Fall 2009, 138 came back in Fall 2010)

- Same institution graduation rate (Aiv)

  35% (169/59; Source: IPEDS report for 2009/10);
  34.3% (172/59; Source: IPEDS report for 2008/09)

According to the National Center for Higher Education Management Systems' (NCHEMS) Information Center for Higher Education Policymaking and Analysis, Louisiana's three-year graduation rate for associate degree-seeking students is 30.3% (2005 cohort), while the national graduation rate for the same 2005 cohort is reported as 27.5%. Sowela's same institution graduation rate in the 2008-2009 academic years was 34.3%, but in the 2009-2010 academic year, the College saw an increase in its graduation rate from 34.3% to 35%. Utilizing the National Center for Education Statistics' (NCES) College Navigator to compare Sowela's graduation rate with each of the other community and technical community colleges in Louisiana, it is clear that **Sowela is outperforming its peers by a significant margin** (Sowela outperforms its State of Louisiana peers by a 4% margin; and its national peers by a 6.8% margin).

Element B: *Increase the percentage of program completers at all levels each year.*

As a result of continuous assessment of the College's procedures, it was determined that academic advisors, department chairs, and Enrollment Management personnel should make a more concerted effort to capture student completions as students reached certificate milestone within the curricula. Traditionally, the practice employed by the College was to identify completion only after a student exited the College. If a student left the College prior to completing the terminal credential in his/her program, faculty advisors and enrollment management personnel assessed the student record and determined if the student had earned a technical competency area certificate or a certificate of technical studies. In the fall of 2009, the

College adjusted this practice to assess student progress in each curriculum at the end of each semester and award students certificates earned at the end of each semester. This adjustment was made with a focus on retention and in order to recognize student achievement. A consequence of this change in practice has been a remarkable increase in the number of completions being captured and reported.

Measures:

- Percent change in completers (Bi)

  75.91% increase (From 357 in 2008-2009 to 628 in 2009-2010; Source: BoR CMPL)

Element C: *Develop partnerships with high schools to prepare students for postsecondary education.*

Examples of newly created partnerships

The most significant development in Sowela Technical Community College's partnerships with high schools in our service area has been the development of Career and Technical Education Dual Enrollment programs with Calcasieu and Cameron parishes. Dual enrollment programs are an increasingly popular strategy for encouraging student success in postsecondary education. Career and technical education (CTE) students participating in dual enrollment is less prevalent on the national level but arguably more important. This is increasingly more important as "68% of new jobs created will require more than a high school education, but less than a bachelor's degree", as noted by the HC Drew Institute at McNeese State University.

In a 2008 report funded by the National Research Center for Career and Technical Education, the U.S. Department of Education, and the Office of Vocational and Adult Education, CTE dual enrollment was shown to improve post-secondary enrollment, retention, and persistence rates. Sowela's CTE Dual Enrollment program is designed to recognize the CTE training Calcasieu high school students receive while in high school and enable advanced placement in technical programs offered by Sowela. This will accelerate CTE students toward degree completion and job readiness.

In the fall of 2010, a Memorandum of Understanding was signed between Sowela and Calcasieu Parish Schools to offer CTE dual enrollment at twelve high schools in the parish. A similar agreement was signed with Cameron Parish Schools in the spring of 2011. Training for high school counselors has been an important part of this program and the counselors in Calcasieu and Cameron parishes have embraced the program and encourage student participation. Plans are to extend this program to the remaining three parishes served by Sowela over the next year. Jeff Davis Parish will join the CTE dual enrollment program in the fall of 2011; Beauregard and Allen parishes will be added in the spring of 2012.

Examples of strengthening existing partnerships

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. Through a combination of enhanced recruitment, improved marketing, and the provision of specialized training to high school counselors, the College was able to nearly double student participation in the STEPS program as enrollment grew from 34 students in 2009 to 60 students in 2010.

Examples of feedback reports to high schools

Sowela was a pioneer twenty years ago in the offering of dual enrollment opportunities when it launched its Senior Technical Education Program at Sowela (STEPS). STEPS provides high school seniors from our five parish service area an opportunity to get a step ahead on their college education while saving time and money on tuition. The home schools where the high schools students originate receive reports at six-week intervals detailing the academic progress of each student. As part of the College's institutional effectiveness planning, Sowela will utilize the same measures of success outlined in this next section of this report to evaluate the success of the STEPS program. These evaluations will be shared will all participating high schools.

The Career and Technical Education dual enrollment offered by Sowela is intended to accelerate the high school student's attainment of a post-secondary credential while preparing each student

for the workforce. Therefore, enrollment, retention, and persistence at the post-secondary level are critical elements of success in evaluating the College's dual enrollment programs.

Examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores).

Sowela's CTE dual enrollment program was launched in the fall of 2010. To measure the success of this program, the College will annually track the following:

- enrollment—with a view to maximizing opportunities within resource capabilities
- post-secondary enrollment following graduation from high school
- retention compared to students that had not participated in a dual enrollment program
- persistence to degree attainment at the post-secondary level compared to students that had not participated in a dual enrollment program
- time-to-degree compared to students that had not participated in a dual enrollment program
- cost benefit analysis of the program

Measures:

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

  386 (fall 2010);
  38 (fall 2009) – a greater than 1000% increase

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

  1,697 (fall 2010);
  457 (fall 2009) – a greater than 370% increase

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

  1,568 (fall 2010);
  431 (fall 2009) – a greater than 360% increase

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 analyzed, and, if required, the course content and delivery of subject matter are revised. One hundred percent of the students graduating in AMT have passed the Federal Aviation Administration's Airframe and Power plant licensing examinations. In order to increase the numbers of students graduating in the AMT program, the College has completely overhauled the aviation hangar, the lab facilities, and the classrooms, added a computer lab, revised the curriculum, improved instructional technology available to instructors, and secured Rapid Response funding for an additional instructor and new equipment. These efforts have helped the College achieve the goal of increased numbers of students passing the FAA Airframe and Powerplant licensure exams.

The Nursing Department has employed several strategies designed to improve the passage rate of its graduates on the NCLEX-PN exam. Some of those strategies are outlined below:

- Reduced the number of concurrent cohorts/classes from 5 to 3 to decrease the student/faculty ratio and allow for more time with individual students.
- Incorporated more NCLEX-PN style questions on unit examinations to increase the students' familiarity with these types of exams.
- Hired a consulting firm, Nursing Education Consultant, to conduct NCLEX-PN review preparation sessions for students prior to graduation.
- Hired a nursing education curriculum consultant to review all program objectives and implemented changes to curriculum as a result.
- Hired a nursing education consultant that assisted in establishing computer-based tutoring and testing software used by practical nursing students.
- Increased nursing faculty participation in continuing education workshops.

- Increased the Practical Nursing curriculum from 4 semesters to 5 semesters by creating a Pre-Nursing semester.
- Revised the nursing curriculum to realign and balance the credit hour load per semester.
- Incorporated and integrated web-based NCLEX-PN tutoring (MEDSPUB) in all of the theory content courses allowing students to access computer-based support off campus.
- Incorporated diagnostic testing (MEDSPUB: 4CAST & HESI) of Practical Nursing students prior to their sitting of the NCLEX-PN exam. This allows for targeted remediation of areas of weakness.

The efforts of the Nursing Department have paid off as the Practical Nursing program has experienced a steady increase in the percentage of students that pass the NCLEX-PN exam. That passage rate has grown from a low of 80% in July of 2008 to 100% in July of 2010.

Measures:

- Passage rates on licensure/certification exams (Di)

  86.96% (20/23 = 2009/2010)

- Number of students receiving certification(s) (Dii)

CNA Certif.			SERVSAFE Certif.			Med Coding Certif.			Vein Puncture Cert		
84			38			20			65		
Su09	Fa09	Sp10	Suo9	Fa09	Sp10	Suo9	Fa09	Sp10	Suo9	Fa09	Sp10
28	32	24	0	24	14	0	10	10	39	26	

  Legend: Su09 = Summer 2009; Fa09 = Fall 2009; Sp10 = Spring 2010

- The number of students assessed and earning WorkKeys® certificates (Diii)

  The Louisiana Workforce Commission called an abrupt stop to offering WorkKeys testing mid-year, and transferred this responsibility to the LCTCS without funding. The LCTCS colleges are working with ACT, the provider of the WorkKeys testing, to negotiate more favorable pricing, and is developing a plan on how to cover the costs of this otherwise unfunded mandate. Sowela is awaiting the LCTCS action on administration and funding of WorkKeys testing.

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

  (Not tracked at this time, but we are implementing a program to track these)

Performance Objective: **Articulation and Transfer (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.*

In the fall of 2010, the Board of Regents adopted a revised Policy 2.18: *Minimum Requirements for Placement Into Entry-Level, College-Level Mathematics and English.* As instructed and in the spring of 2011, Sowela Technical Community College adopted the placement scores in accordance with the revised policy. Subsequently and also related to the BoR revision, the College made revisions to its cut scores for placement into the different levels of transitional studies offerings. Note that these requirements are for placement purposes within associate degree programs at Sowela. In order to ensure an adequately prepared student in our rigorous Practical Nursing program, these placement/cut scores are also applied to this one technical diploma program. Below is a table that provides the placement/cut scores as revised by BoR and institutional policy.

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

According to the National Center for Higher Education Management Systems' (NCHEMS) Information Center for Higher Education Policymaking and Analysis, Louisiana's Retention Rate for First-Time College Freshmen Returning Their Second Year is 44.5% (2008). The same source provides a national retention rate of 52.2% for this cohort. Sowela's 2008-2009 fall-to-fall retention rate for first-time, full-time, degree-seeking students was 53.2%. The College's 2009 to 2010 fall-to-fall retention rate for first-time, full-time, degree-seeking students saw a significant increase to 57.74%. Utilizing the National Center for Education Statistics' (NCES) College Navigator to compare Sowela's retention rate for first-time students who began a program in 2008 with each of the other community and technical community colleges in Louisiana, the data supports that **Sowela is leadings its peers in retention for first-time students.**

Policy/policies adopted by the management board

The Louisiana Community and Technical College System (LCTCS) has developed several policies designed to enhance student retention and improve graduation rates. These policies include but are not limited to policies that guide general admission requirements, academic amnesty, cross enrollment, academic honors, dropping courses, repeating courses, internal and external articulation, academic renewal, academic probation, and academic suspension. Additionally, 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 man carry, attendance requirements, and academic appeal procedures.

Subsequent policy/policies adopted by the institution

Sowela has drafted and implemented policies, procedures, and practices that are linked to LCTCS policy designed to enhance student retention and improve graduation rates. Examples of such policies include the following:

- 1.010.1 – Academic Appeals
- 1.010.2 – Academic Load
- 1.010.3 – Academic Probation and Suspension
- 1.010.4 – Admission Requirements
- 1.010.5 – Attendance
- 1.010.6 – Awarding of Transfer Credit

- 1.010.7 – Departmental Credit Exams
- 1.010.10 – General Education Outcomes Assessment
- 1.010.11 – Graduation Requirements
- 1.010.18 – Hardship Waivers of Tuition and Fees
- 1.010.12 – Mandatory Orientation
- 1.010.13 – Program Outcomes Assessment
- 1.010.14 – Satisfactory Academic Progress
- 1.010.15 – Secondary to Postsecondary Articulation
- 1.010.16 – Student Conduct
- 1.010.17 – Student Grievance

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, 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 revised the admission requirements to be on par with students applying for admission to the associate degree programs. 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 Technical Community College. 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.

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

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)

Representatives from Sowela Technical Community College (Sowela) and McNeese State University (MSU) have met to formalize a process by which MSU will provide Sowela with performance data on students that transfer from Sowela to MSU. These preliminary conversations have identified the critical components of a Transfer Student Performance report that will include 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.

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 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)

While representatives from Sowela and MSU have met to formalize a process by which the university will provide Sowela with performance data on students that transfer from Sowela to MSU, no such feedback reports have yet been received. It is expected that a Transfer Student Performance 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 will provide Sowela with sufficient data to influence policy adjustments if necessary.

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

Representatives from Sowela Technical Community College (Sowela) and McNeese State University (MSU) have met to discuss the development of a referral agreement. For many years, MSU has informally referred students to Sowela that failed to meet admission requirements at the university. These students have not historically been tracked. However, the referral agreement will formalize this process and establish a specific timetable by which MSU will provide Sowela with this student information.

Processes in place to identify and refer these students

Currently, all students that reside in Sowela's service area and receive a rejection 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%).

Provided below is the referral agreement with MSU; signatures from MSU leadership are pending:

MEMORANDUM OF AGREEMENT
Applicant Referral Program Between
McNeese State University and Sowela Technical Community College

McNeese State University (MSU) and Sowela Technical Community College (STCC), in order to establish a cooperative arrangement which offers access to all students who desire to pursue a college education, do hereby agree to the following terms and conditions in reference to the referral of non-admissible MSU applicants to STCC.

The objectives of this agreement are to:

1. Formalize the applicant referral process that currently exists between MSU and STCC
2. Improve access to higher education and increase student success
3. Foster positive student development
4. Increase retention and graduation rates as well as completer levels in higher education
5. Increase community awareness of MSU-STCC collaborations

MSU does hereby agree to:

1. Secure authorization from applicants to refer and submit applicant information to STCC
2. Review each applicant for admissibility and provide those deemed inadmissible with a written referral to STCC or a community college in their geographic region
3. Provide each referred applicant with the STCC to MSU transfer brochure, detailing the current transfer course articulations as well as STCC first-time freshman admission requirements and MSU transfer admission requirements
4. Provide referred applicant information to STCC in a manner and timeframe as agreed upon by both institutions
5. Designate a representative for the applicant referral program
6. Develop processes that are in the best interest of the applicant, STCC, and MSU

STCC does hereby agree to:

1. Securely receive referred applicant information and process according to STCC policy and procedure
2. Provide each referred applicant the opportunity, if admissible, to pursue an academic career at STCC
3. Provide an annual feedback report on the progress of students referred to STCC by MSU
4. When applicable, promote transfer to MSU and provide students with the STCC to MSU transfer brochure
5. Designate a representative for the applicant referral program
6. Develop processes that are in the best interest of the applicant, STCC, and MSU

Terms:

1. MSU and STCC enter into this agreement in a joint effort to provide post-secondary educational opportunities for all Louisiana students.
2. This agreement is effective upon signing.

3. Both parties will periodically assess the applicant referral program and collaborate to implement any needed changes to ensure effectiveness and impact.
4. Changes to this agreement may be made at any time, with the express agreement of the chief academic officers of each campus.

For McNeese State University:

Dr. Jeanne Daboval — Date
Provost and Vice President for Academic Affairs

Dr. Philip C. Williams — Date
President

For Sowela Technical Community College:

Dr. Rick Bateman, Jr. — Date
Vice Chancellor for Academic Affairs and Student Success

Dr. Andrea Miller — Date
Chancellor

Measures:

- Number of students referred. (Ci)

  2010-2011 = 359 (An increase of 38.8%)
  2009-2010 = 260

- Number of students enrolled. (Cii)

  (Not tracked at this time but we are implementing a program to track the figures)

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.

Sowela has submitted an application for Candidacy with the Southern Association of Colleges and Schools 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.

Measures:

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

  457 (Duplicated headcount of students enrolled in Criminal Justice for 2009-2011 AY)

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

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

Performance Objective: **Workforce and Economic Development (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.*

Description of the institution's current review processes to identify academic programs that have low student completion rates or are not aligned with current or strategic workforce needs

Each academic program at Sowela has an industry advisory committee that meets at least twice per year. This committee is composed of employer representatives and subject matter experts who review the respective program content for up-to-date curriculum, equipment, supplies, technology, and learning resources. Any program where low completion exists is reviewed by this committee, the program faculty, and the administration to ascertain the cause of the low completion rates. The findings of this review are the basis for program realignment or program closure.

On an annual basis, Sowela faculty and administration reviews enrollment, persistence, retention, and completion data to determine the viability of each academic program and associated exit points. Earlier this year, the Board of Regents completed a three-year review of low-completer programs and identified two of Sowela's associate programs (Occupation al Education and

Industrial Electronics) that the College had also flagged for low enrollment and low completion. At the time of the Regents' low-completer review, the College had begun to take steps to eliminate these programs through the development of a teach-out plan and the drafting of a cooperative agreement with another two-year college.

Description of the institution's collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs

Sowela Technical Community College is represented on the Workforce Investment Board (WIB) Area 51 Board by the Vice Chancellor for Economic Development, who also serves as Vice-Chair of that Board. His role on that Board is to ensure that a dialogue exists between local and state workforce officials and Sowela on the current workforce development needs. Typically, the data gathered by the Louisiana Workforce Commission office in Baton Rouge captures a snapshot of the actual workforce development need in Southwest Louisiana.

In many cases, potential job openings are discovered as a result of Sowela's relationships with area employers. This information is shared with and used by the local Louisiana Workforce Commission staff to demonstrate additional high skill, high wage, high demand jobs that indicate strategic needs for training programs in our area. The local WIB can declare additional high skill, high wage, and high demand jobs if an employer survey indicates there are 25 or more jobs that need to be filled in the area. Sowela representatives meet with these employers and their subject matter experts to align the academic programs by updating existing course or creating new courses to meet the workforce development needs indicated.

An example of this partnership is that the statewide data does not include any reference to aviation jobs in Region 5 (Southwest Louisiana). However, three major aviation industries located in Lake Charles are expanding their respective workforces, Northrop Grumman, Aeroframe Services, and ERA Aviation. Sowela's relationship through its work with these employers in providing aviation maintenance technology training was shared with the local WIB, and over 150 new jobs were identified as high skill, high wage, high demand, requiring the skills taught in Sowela's aviation maintenance technology program.

Description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts

Sowela utilizes data in Louisiana Workforce Commission's (LWC) LOIS system to identify careers that are high wage high demand for which current training programs prepare students for employment opportunities in Region 5. Shaw Modular Solutions is using a welding process that is new to the area – Metal Inert Gas Pulse Arc Welding. Sowela has partnered with Shaw Modular Solutions to develop an advanced welding skills course for experienced welders to learn this new welding process. Through a training contract with the Louisiana Department of Health and Hospitals, Sowela is delivering a hybrid phlebotomy course to public health workers statewide. The workers/students attend the didactic portion of the training using distance learning, and only come to the main campus for one eight hour practical performance lab.

Description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region

Sowela has partnered with local employers, Calcasieu and Cameron Parish Schools to sponsor and conduct the first Eighth Grade Career Discovery Day designed to raise the awareness of eighth grade students in the career opportunities available in the local area that do not require a Bachelor's degree but do require some education and training beyond a high school diploma. This program will be expanded to Allen, Beauregard, and Jefferson Davis parish schools in 2012.

Measures:

- Number of programs eliminated: as a result of institutional or Board of Regents review. (Ai)

  2

- Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications. (Aii)

  4

- Percent of programs aligned with workforce and economic development needs. (Aiii)

  100%

Element B: *Increase use of technology for distance learning to expand educational offerings.*

Description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes

Sowela has undertaken a number of initiatives to improve technology for distance learning. In January 2011, the Institution transitioned to Moodle, a much more flexible, learner-centered, and intuitive learning management system than the one we previously used.

While the cost-savings alone of the new system are significant, the primary benefit is the greatly enhanced ability for each instructor to monitor student participation and success in meeting specified student learning outcomes (SLOs) for each course. A few software enhancements that improve the ability of the institution to track student performance and success and ensure that the learners have every opportunity to succeed in their educational goals are offered here:

- The software allows instructors to tie individual course assignments and assessment questions into specific SLOs and then create reports to monitor achievement of those outcomes.
- The software allows instructors to monitor individual student performance in such a way as to create and send "early-warning" notifications to students who are in danger of failing to meet the requirements and objectives of the course. Students who succeed in courses are more likely to continue their studies. Therefore, the College's retention results will improve accordingly.
- The software has an "activity-locking" feature that allows instructors to ensure that students master certain prerequisite objectives before moving to the next set. With this process, the instructor is also able to create supplemental learning material that automatically becomes available to students who do not master particular objectives the first time they are assessed.

Description of current initiatives to create and expand educational offerings by distance education

In an effort to expand the use of these features, the Electronic Learning Department creates Moodle course sites for every section of every course offered each semester by the Institution. Students and instructors are automatically enrolled in each site. An additional benefit of this procedure is the Institution's ability to move its face-to-face classes online very quickly in the unfortunate event of a hurricane or other such natural disaster. Since our servers are hosted by Moodlerooms in Baltimore, MD, and have redundant remote back-up sites across the world, students would be able to access and complete their courses from any number of remote locations.

Online and face-to-face basic and advanced Moodle training is available for faculty. Students enrolled in online or hybrid courses are required to complete an online Moodle tutorial at the beginning of the semester. The tutorial is also available for students enrolled in face-to-face classes. Students and faculty who desire additional one-on-one assistance or training receive it upon request.

The Electronic Learning Department at Sowela also offers other professional development opportunities for faculty and currently has on order a variety of 10 online seminars from Magna Publications. While these seminars relate directly to distance learning, they will be available to all instructors who wish to view them. Access will be tracked by the department.

In an effort to expand the Sowela distance education program, the Electronic Learning Coordinator has met with academic department chairs to discuss possible courses to offer online. These sections continue to increase. As a result, Sowela has received approval from the Louisiana Board of Regents to offer our first online degree program, an Associate of Science in Criminal Justice. Sowela has also applied to the *Council for Occupational Education* for accreditation of this online program.

Description of any efficiencies realized through distance education

Distance Education affords Sowela many benefits and efficiencies. Among the benefits are increased enrollment and retention. The college has over 900 students enrolled in online classes, with several hundred more in hybrid classes. As the demand for online classes increases, web classes are added, and the college's enrollment increases. Large segments of our student population, working adults and parents of small children, can exercise considerable flexibility in their schedules by taking online classes. While deadlines still must be met, the students are not forced to attend classes at specific times on specific days of the week. With the flexible scheduling, students have a greater chance at being successful in meeting the requirements of the classes and thus, a greater likelihood of returning each semester until they have completed their degrees. In addition, online classes provide an opportunity for further professional development once the students have graduated and secured employment in their desired careers.

Distance Education programs and classes also allow the institution to make very efficient use of its facilities. Since many classes are offered online, classroom space is freed up to allow for additional face-to-face classes without having to build additional classroom space or pay for more utilities and other overhead costs. In the event of a local natural disaster, the college's learning management system (LMS) would allow for additional efficiencies. Even though buildings may be damaged and uninhabitable, the semester could still continue for many students. All sections of all courses offered by the institution have companion coursesites in the LMS, and the servers and databases for the system are based out of state and have redundant back-ups across the country. As long as students and faculty have access to a computer and the internet, they can communicate and continue the semester from any evacuation location.

Measures:

- Number of course sections with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%. (Bi)

MEASURES – TRACKED	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Number of course sections with 50% instruction through distance education	**0**	**0**	**5**	**10**	**18**

Number of course sections with 100% instruction through distance education	**30**	**27**	**29**	**38**	**39**

- Number of students enrolled in courses with 50% and with 100% instruction through distance education. (Bii)

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

- Number of programs offered through 100% distance education: by award level. (Biii)

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

*** The Louisiana Board of Regents has recently approved one online program (Associate of Science in Criminal Justice) for Sowela.**

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

Not Applicable to 2-Year Colleges

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.*

STUDENT SUCCESS: ADVISING, PLACEMENT & FOLLOW-UP PLAN

College Mission

Sowela's mission is to empower students in transfer, career and technical education to become globally competitive citizens through state-of-the-art learning experiences in all programs and services.

In support of the mission adopted by Sowela Technical Community College, Advising, Placement, and Follow-Up is a collaborative effort among faculty and staff from the offices of Academic Affairs, Office of Student Success and the Office of Student Records.

Placement

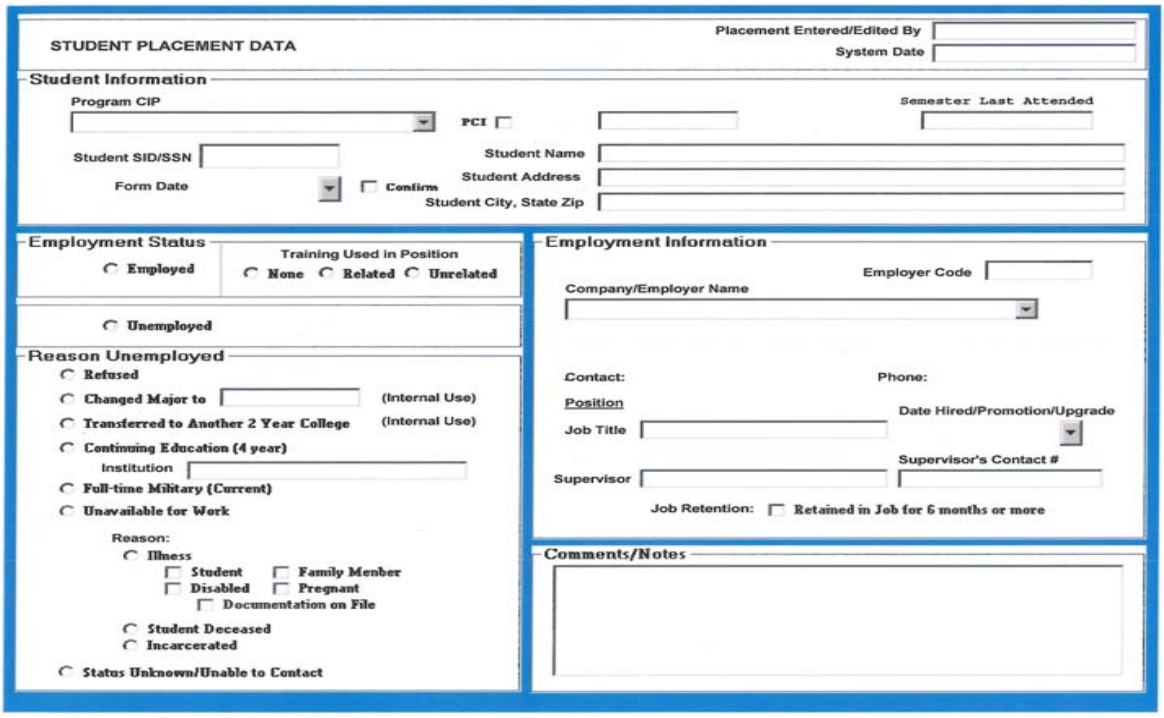
On the Sowela campus, a primary point of contact for placement is the **College & Career Transition Coordinator** to assists students with planning occupational changes, choosing a new occupation, seeking leisure time fulfillment, college success, and reaching their full educational and career goals. The unit's **Director of Student Support** employs the College's website to reach students. A key feature of the website is the career website, *College Central Network,* located at http://www.CollegeCentral.com.

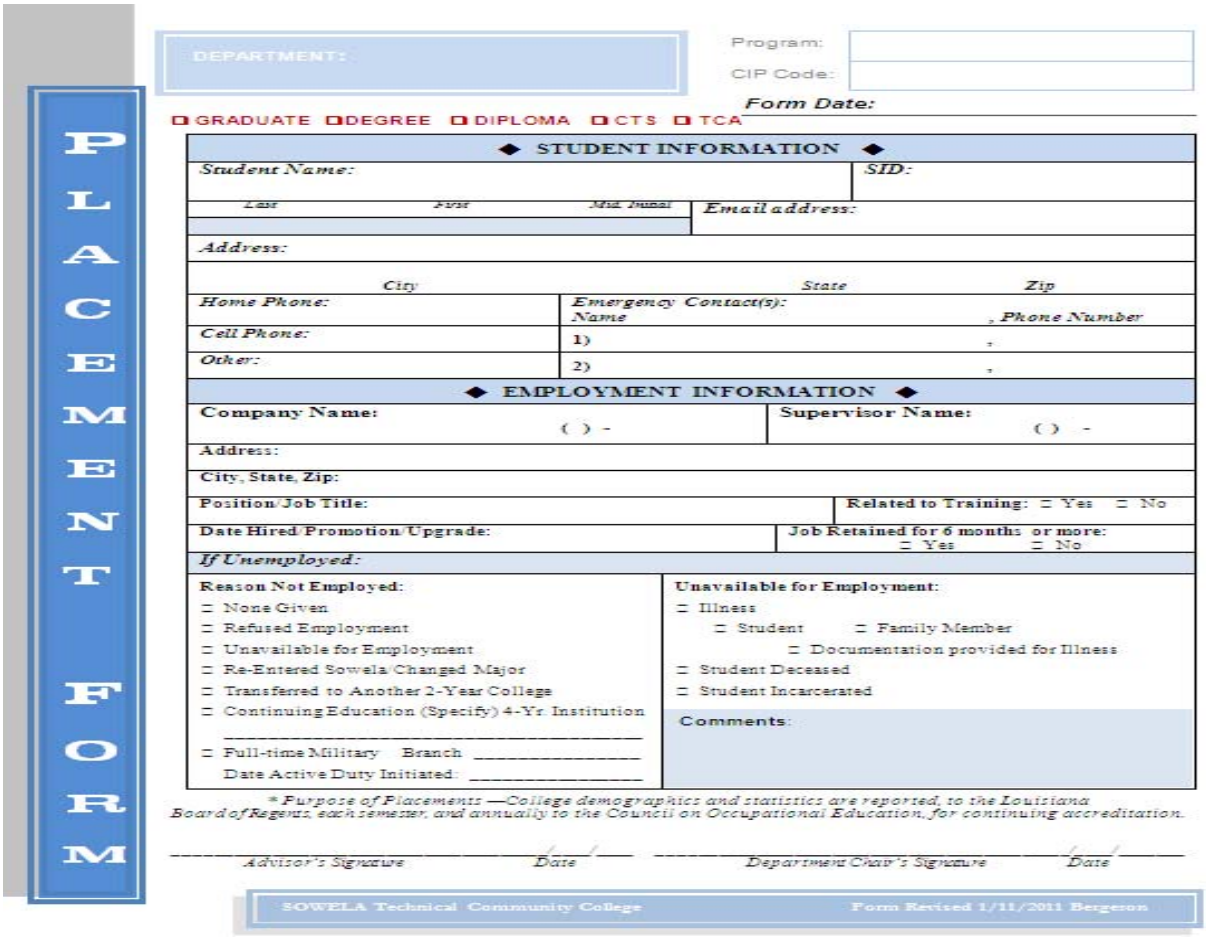
The Director of Student Support Services serves as the campus site administrator and screens all student resumes and potential employers prior to approving site access. The Director recruits potential employers, graduates and skilled students making the Career Fairs successful events. Academic Department Chairs and faculty Advisors are most often the first point of contact for employment and they provide a uniquely experienced and often personal point of contact for potential employers. When contacted by a potential employer, the Chairs and Advisors review 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.

Placement Coordination and Procedures

The Student Records Coordinator (SRC) has been designated to provide coordination, assistance and oversight for placement data collection, input, and record maintenance; and coordinates placement/follow-up efforts between the Office of Institutional Research and the academic departments; 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. The SRC reviews each placement submitted for accuracy and completion; researches graduates whose contact information has become invalid; and makes contact via telephone, email, Facebook 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.





PLACEMENT FORM

DEPARTMENT:

Program:

CIP Code:

Form Date:

☐ GRADUATE ☐ DEGREE ☐ DIPLOMA ☐ CTS ☐ TCA

◆ STUDENT INFORMATION ◆

Student Name: (Last, First, Mid. Initial) SID:

Email address:

Address:

City State Zip

Home Phone: Emergency Contact(s): Name, Phone Number

Cell Phone: 1)

Other: 2)

◆ EMPLOYMENT INFORMATION ◆

Company Name: ( ) -

Supervisor Name: ( ) -

Address:

City, State, Zip:

Position/Job Title: Related to Training: ☐ Yes ☐ No

Date Hired/Promotion/Upgrade: Job Retained for 6 months or more: ☐ Yes ☐ No

If Unemployed:

Reason Not Employed:
- ☐ None Given
- ☐ Refused Employment
- ☐ Unavailable for Employment
- ☐ Re-Entered Sowela/Changed Major
- ☐ Transferred to Another 2-Year College
- ☐ Continuing Education (Specify) 4-Yr. Institution _____
- ☐ Full-time Military Branch _____
  Date Active Duty Initiated: _____

Unavailable for Employment:
- ☐ Illness
  - ☐ Student ☐ Family Member
  - ☐ Documentation provided for Illness
- ☐ Student Deceased
- ☐ Student Incarcerated

Comments:

* Purpose of Placements —College demographics and statistics are reported, to the Louisiana Board of Regents, each semester, and annually to the Council on Occupational Education, for continuing accreditation.

Advisor's Signature Date Department Chair's Signature Date

SOWELA Technical Community College Form Revised 1/11/2011 Bergeron

Measures:

- Percent of completers found employed. (Di)

  61.32% (Source: Sowela COE Accreditation Report)

- Performance of associate degree recipients who transfer to 4-year universities. (See Elements 2.b. and 2.d.) (Dii)

MEASURES – TRACKED	McNeese SU	UL-Lafayette	Nthwstn SU	Sthn LU	UL-Monroe	Others
2008-2009 = 174	**163**	**5**	**3**	**2**	**1**	**Unknown**

MEASURES – TRACKED	McNeese SU	Nthwstn SU	UL-Lafayette	LA TechU	UL-Monroe	LSU A & M Colg
2007-2008 = 113	**95**	**10**	**3**	**2**	**2**	**1**

Performance Objective: **Institutional Efficiency and Accountability (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

Sowela's non-resident tuition has increased steadily from $1,480 per semester in the fall of 2008 to $1,957 per semester in the summer of 2011 - an increase of $477 (32.2%) within the last 3 years. At their meeting on August 11, 2010, the Louisiana Community and Technical College Board of Supervisors adopted a six-year plan to increase non-resident tuition and fee amounts a minimum of 10% in Fall 2010, reaching averages of tuition charged to Louisiana residents attending peer-institutions in other Southern Regional Education Board (SREB) state within six (6) years. The SREB average is updated each year using the latest data available. The Board of Supervisors approved the Year 2 non-resident tuition and fee amounts of $4,391 ($2,195.50 per semester) for SOWELA at their February 9, 2011 meeting. These rates will be effective Fall 2011 and represent a 12.2% increase over the 2010-2011 rates. The current SREB non-resident target of $7,444, an increase of 90.2% over Sowela's 2009-2010 rates, will be reached in the 2015-2016 academic year.

Impact on enrollment and revenue

The College has historically had a very low non-resident population (10 in Fall 2009; 5 in Fall 2008; and 3 in Fall 2007) and, therefore, any impact on enrollment and/or revenue is expected to

be negligible. If non-resident FTE remains at 10, the impact on revenue will be approximately $9,400 in 2010-2011 and $14,000 in 2011-2012.

Measures:

- Total tuition and fees charged to non-resident students: in a given academic year. (Ci)

Total tuition and fees charged to non-resident students in a given academic year.

Baseline - 2009-10 academic year:

Actual Sowela non-resident tuition/fee amount	$2,976
Actual peer non-resident tuition/fee amount	$7,444
Calculated difference of the above tuition/fee amount from the peer rate	($4,468)

Year 1 of 6 - 2010-11 academic year (implemented):

Actual Sowela non-resident tuition/fee amount	$3,914
Actual peer non-resident tuition/fee amount	$7,444
Calculated difference of the above tuition/fee amount from the peer rate	($3,530)

Year 2 of 6 - 2011-12 academic year (BOS approved):

Actual Sowela non-resident tuition/fee amount	$4,391
Actual peer non-resident tuition/fee amount	$7,444
Calculated difference of the above tuition/fee amount from the peer rate	($3,053)

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:*

a) Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.
b) Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.
c) 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.
d) 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.
e) 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.

N/A

Performance Objective: **Reporting Requirements (5)**

Element A: *Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:*

a. Number of students by classification.

MEASURES – TRACKED	Freshmen	Other Freshmen	Sophomore	Preparatory	REMARK
Fall 2010 = 2620	**1364**	**344**	**526**	**386**	

b. Number of instructional staff members.

MEASURES – TRACKED	Fall 2010		Fall 2009		REMARK
	Headcount	FTE	Headcount	FTE	
	118	**79.5**	**120**	**80.75**	

c. Average class student-to-instructor ratio.

MEASURES – TRACKED	Fall 2010	Fall 2009
	19.7 : 1	18.8 : 1

d. Average number of students per instructor.

MEASURES – TRACKED	Fall 2010	Fall 2009
	24.5 : 1	22.8 : 1

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

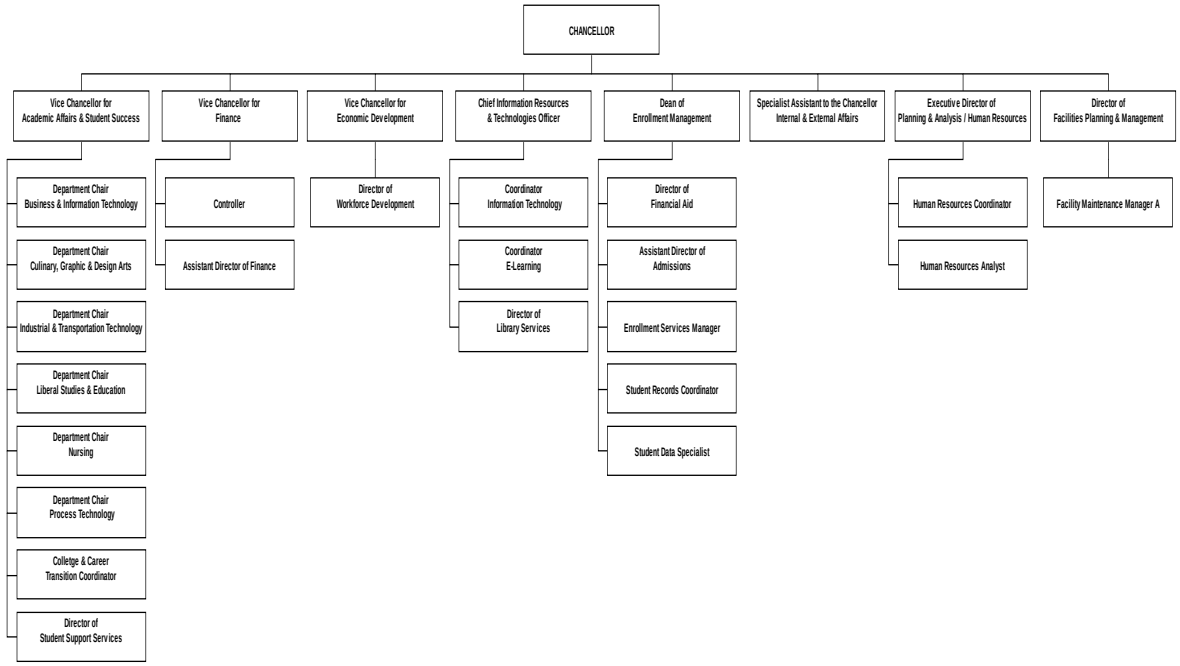
MEASURES – TRACKED	Fall 2010 (Nov. 2010)	2011 (Apr 2011)
	32	34

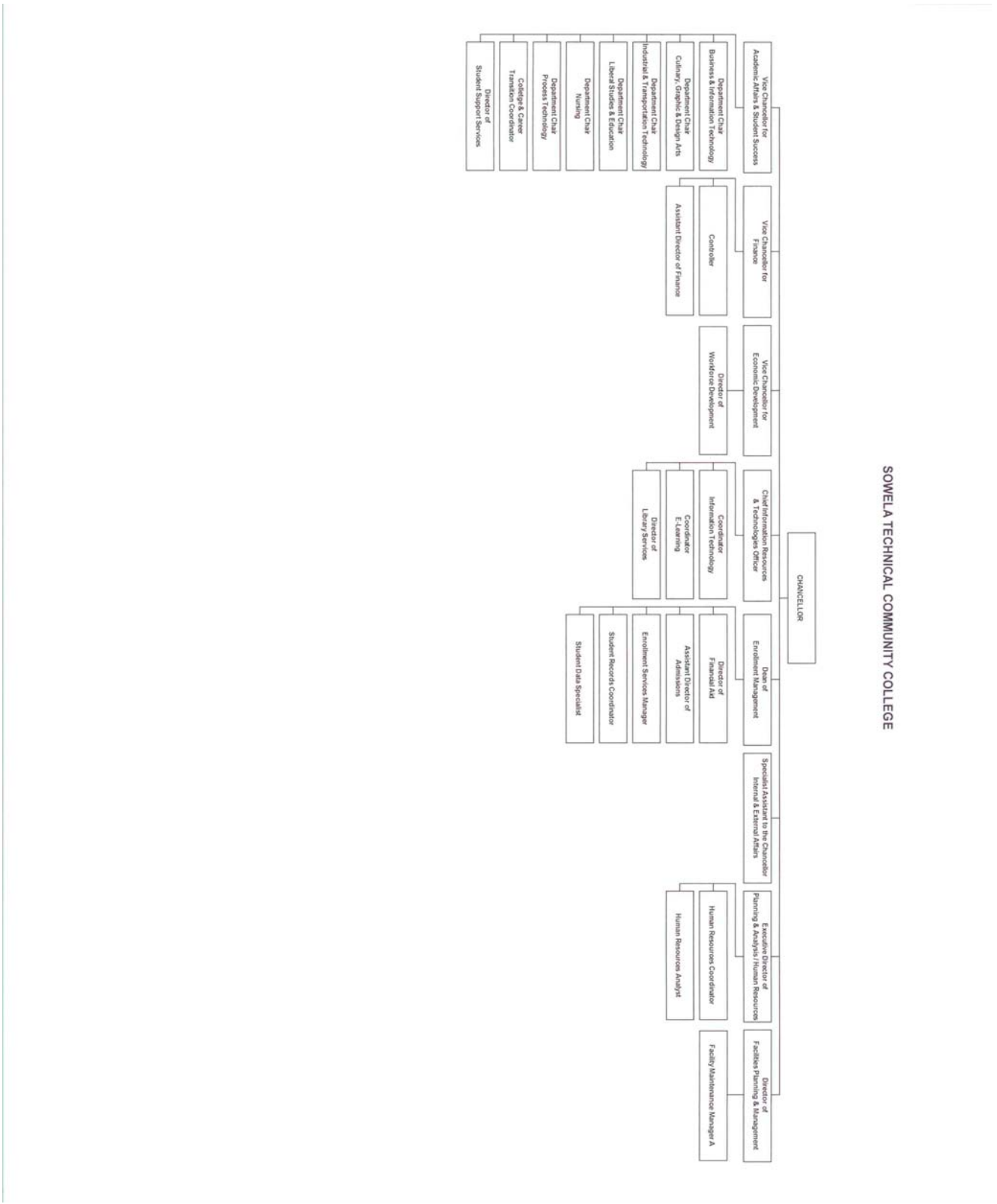
f. Number of staff in administrative areas.

MEASURES – TRACKED	Fall 2010 (Nov. 2010)	2011 (Apr 2011)
	9	9

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

SOWELA TECHNICAL COMMUNITY COLLEGE





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

SOWELA TECHNICAL COMMUNITY COLLEGE

POSITION	Current Total Base Salary as of 4/1/2011	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
Chancellor	$139,390	$7,889.96	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA
Vice Chancellor for Academic Affairs & Student Success	$95,000	None	NA	NA	None	NA	NA	None	NA	NA
Dept. Chair, Business & Information Technology	$67,189	$1,182.14	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA
Dept, Chair, Culinary, Graphic & Design Arts	$62,809	$1,172.73	7/1/2008	Merit Increase	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
Dept. Chair, Liberal Studies & Education	$54,200	$726.21 $13,473.65	7/1/2008 6/1/2009	Merit Increase Appointed Dept. Chair	None	NA	NA	None	NA	NA
Dept. Chair, Nursing (Interim)	$60,259	$497.62	71/2008	Merit Increase	None	NA	NA	$10,000.00	1/3/2011	Appointed Interim Dept. Chair
Dept, Chair, Process Technology	$56,768	$360.00 $20,408.00	8/11/2008 8/11/2008	Merit Increase Appointed Dept. Chair (9 to 12Mo)	None	NA	NA	None	NA	NA
College & Career Transition Coordinator	$52,500	NA	NA	NA	NA	NA	NA	None	NA	NA

SOWELA TECHNICAL COMMUNITY COLLEGE

POSITION	Current Total Base Salary as of 4/1/2011	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
Director of Student Support Services	$41,000	None	NA	NA	None	NA	NA	None	NA	NA
Vice Chancellor for Finance	$99,800	NA	NA	NA	NA	NA	NA	None	NA	NA
Controller	$60,000	NA	NA	NA	NA	NA	NA	None	NA	NA
Assistant Director of Finance	$40,000	NA	NA	NA	None	NA	NA	None	NA	NA
Vice Chancellor for Economic Development	$81,513	$807.06	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA
Director of Workforce Development	$52,000	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
Information Technology Coordinator	$59,945	$593.52	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA
E-Learning Coordinator	$60,586	$599.86	7/1/2008	Merit Increase	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

SOWELA TECHNICAL COMMUNITY COLLEGE

POSITION	Current Total Base Salary as of 4/1/2011	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
Dean of Enrollment Management	$76,990	$702.87	7/2/2008	Merit Increase	None	NA	NA	$6,000.00	7/1/2010	Admissions Duties Added
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
Assistant Director of Admissions	$41,000	None	NA	NA	None	NA	NA	None	NA	NA
Enrollment Services Manager	$34,170	$670.00	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA
Student Records Coordinator	$48,352	$478.73	7/1/2008	Merit Increase	None	NA	NA	None	NA	NA
Student Data Specialist	$27,976	$1,081.60	5/27/2009	Merit Increase	None	NA	NA	None	NA	NA
Special Assistant to the Chancellor, Internal & External Affairs	$75,000	None	NA	NA	None	NA	NA	None	NA	NA
Executive Director of Planning & Analysis / Human Resources	$99,800	NA	NA	NA	NA	NA	NA	$15,300	1/3/2011	Assume duties of Director of Human Resources
HR Coordinator	$50,000	$946.46	7/1/2008	Merit Increase	None	NA	NA	$1,730.48	2/21/2011	Title Change with Additional HR Duties (Position Mgmt, etc.)
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

SOWELA TECHNICAL COMMUNITY COLLEGE

POSITION	Current Total Base Salary as of 4/1/2011	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
Director of Facilities Planning & Management	$78,000	None	NA	NA	None	NA	NA	None	NA	NA
Facility Maintenance Manager A	$40,518	$1,456.00	9/24/2008	Merit Increase	None	NA	NA	$20.80	7/15/2010	Civil Service Job Correction
		$2,641.60	10/6/2008	Detail to Special Duty						

Louisiana Community and Technical College System
Institution: SOWELA Technical Community College
Date:

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 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
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%	51.7%	52.0%	52.3%	52.6%
	Actual Baseline Data:	*# in Fall 08 Cohort*	218		319					
		# retained to Fall 09	116		160					
ii. Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	na							
4-Yr only	*Actual Baseline Data:*	*# in Fall 07 Cohort*								
		# retained to Fall 09								
iii. Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
Tech Coll Only	*Actual Baseline Data:*	*# in Fall 08 Cohort*								
		# retained to Spring								
iv. Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	34.9%	35.0%	35.0%	36.0%	36.4%	36.8%	37.4%	37.9%
	Actual Baseline Data:	*Fall revised cohort (total)*	169		169					
		completers <=150% of time	59		59					
v. Targeted	Graduation Productivity (+/-)**	2008-09 AY	na							
optional	*Actual Baseline Data:*	*2008-09 undergrad FTE*								
		completers (undergrad)								
vi. Targeted	Award Productivity (+/-)**	2008-09 AY	na							
optional	*Actual Baseline Data:*	*2008-09 undergrad FTE*								
		awards (duplicated)								
vii. Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na							
optional	*Actual Baseline Data:*	*# of Fall 02 FTF (cohort)*								
		completers <=150% of time								
b. *i.* Targeted ***	Percent Change in program completers (+/-)**									
	Certificate - 1 yr (Award level 1)			596.3%	159.8%	7.4%	11.1%	14.8%	18.5%	22.2%
		2008-09 AY	27	188	160	29	30	31	32	33
	Diploma (Award Level 2)			12.5%	0.0%	1.8%	2.7%	3.6%	4.5%	5.4%
		2008-09 AY	112	126	126	114	115	116	117	118
	Associate (Award level 3)			27.1%	0.0%	1.0%	1.5%	2.0%	2.5%	3.0%
		2008-09 AY	203	258	258	205	206	207	208	209

** Highlight in **RED** any Year 1 data that is ACTUAL DATA*

*** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review*

****Insert each applicable award level in a separate row, expand with additional rows if necessary*