

**Neosho County Community
College**

Sociology Program Review

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03/14/2012

**Program Review
Sociology
2006/2007 Academic Year
Through
2011/2012 Academic Year**

Neosho County Community College

Mission Statement

The mission of Neosho County Community College is to enrich our communities and our students' lives.

Sociology Associate of Science

Section 1 Mission Statement

The mission of the Sociology Department at NCCC is: to provide learning opportunities that are current to further student understanding of the discipline, thus enriching our communities and our student's lives.

Section 2: Alignment of program mission and purposes with the mission and purposes of NCCC.

Curriculum and program goals are regularly assessed to make necessary changes in instruction and instructional resources for lifetime learners, degree seeking, and transfer students.

The program contributes to the purposes of NCCC in the following ways:

Purpose Statements

Our Purposes are:

Student learning through . . .

The meeting of students' needs,
Quality educational programs, and
Effective assessment processes;

The sociology program at NCCC provides students with opportunities to learn the history, theories and major concepts of the discipline through on-site concurrent, and online courses. It further provides support to adjunct instructors teaching criminal justice courses. The target standard for students participating in coursework is to retain a minimum of 70% of the information taught in each class. This standard is assessed each semester through pre-test/post-test analysis and inclusion of embedded questions related to course outcomes in each section.

Student success through...

providing personal attention,
individualized advising, and
the opportunity to meet personal goals;

The sociology program at NCCC stresses the importance of consistent improvement and achievement in the discipline. Faculty is readily accessible to students and sociology students on what studies to pursue, based on the students' personal goals. For the past three years the department has encouraged participation of on-campus and concurrent students to be engaged in campus activities, specifically the honors leadership conference. Honors students are given personal assistance in preparing presentations for the conference each fall and spring semester.

Ensuring access through...

affordability,
flexible delivery and scheduling methods,
responsive student services, and
safe and comprehensive facilities;

The sociology program at NCCC helps ensure student access by offering multiple course delivery options such as traditional offer, on-line, concurrent, night, and block scheduled classes. In the past, a telecourse has been offered, as has a remote site location been offered through the Greenbush system.

Responsiveness to our stakeholders through...

open communication,
ethical management of resources,
accountability, and
the development of leaders;

The sociology program at NCCC responds to stakeholders through the offering of concurrent courses in Chanute, Erie, and occasionally 6 high schools in the Ottawa service area. As mentioned above, the program supports leadership development through offering honors leadership credit on an individual basis and encourages CHS students to attend the honors leadership conference each spring. The program has no specific budget of its own and is funded through the NCCC general fund. The only costs are faculty salaries and benefits.

Meeting community needs through...

collaboration and innovation,
lifelong learning opportunities
cultural enrichment, and
the providing of an educated workforce.

The sociology program at NCCC meets community needs by offering concurrent courses in Chanute, Erie and occasionally 6 high schools in the Ottawa service area through the Office of Continuing Education.

Section 2: Curriculum of Program and Outcomes Assessment

Program Outcomes: (see Appendix A)

- a) The following are the program outcomes which are developed to promote a comprehensive understanding of the discipline:
- b) Identify major theoretical perspectives or paradigms that make up sociology and distinguish among them.
- c) Identify major research steps used by social scientists.
- d) Identify major elements of culture.
- e) Become acquainted with deviance and society's efforts to control deviant behavior.
- f) Explain prejudice and discrimination.
- g) Analyze major social institutions and their significance.
- h) Define the importance of collective behavior.
- i) Analyze the importance and dimensions of social change.

Courses listed in current catalog under Sociology:

- | | |
|--|--------------------|
| 1) SOSC 100 Introduction to Sociology | – 3 credit hours |
| 2) SOSC 135 Comparative Societies | – 3 credit hour |
| 3) SOSC 201 Human Sexuality | – 3 credit hours |
| 4) SOSC 220 Social Problems | – 3 credit hours |
| 5) SOSC 236 Marriage and the Family | – 3 credit hours |
| 6) SOSC 200 Introduction to Anthropology | – 3 credit hours |
| 7) SOSC 299 Independent Study | 1 – 3 credit hours |

Program Core Courses: (Courses listed in current catalog)

- | | |
|---------------------------------------|------------------|
| 1) SOSC 100 Introduction to Sociology | – 3 credit hours |
| 2) SOSC 220 Social Problems | – 3 credit hours |
| 3) SOSC 236 Marriage and the Family | – 3 credit hours |

Section 2 Curriculum of Program and Outcomes Assessment

Program Outcomes: See Appendix B

Program Core Courses: (Courses listed in current catalog)

- | | |
|---------------------------------------|------------------|
| 1) SOSC 100 Introduction to Sociology | – 3 credit hours |
| 2) SOSC 220 Social Problems | – 3 credit hours |
| 3) SOSC 236 Marriage and the Family | – 3 credit hours |

Assessment Methods:

Course:

All of the courses that make up the program requirements for the Sociology program are General Education courses at NCCC. As such, they are required to assess student learning of the identified course outcomes. This is done by a variety of methods, as determined by each course instructor. The most common means of assessment are imbedded assessment based on course assignments and tests, pre and post-tests of specific course outcomes. These course assessments are reported at the end of each semester through the NCCC course assessment system.

Program:

Program assessment for the Sociology program is accomplished by gathering the individual course assessment data, using the Sociology Program Assessment Matrix found in Appendix C

Results of Assessment

All courses listed in the assessment report are meeting their desired goals except for SOSC236 Marriage and the Family, which were at 50%. However, if a certain assessment mean score does not meet the desired goal, then an instructor is expected to suggest a change in strategy or methodology in his/her coursework in order to improve an assessment mean score that is lower than expected. This suggests that it may be necessary to provide additional assessment training and or course materials to some sociology instructors.

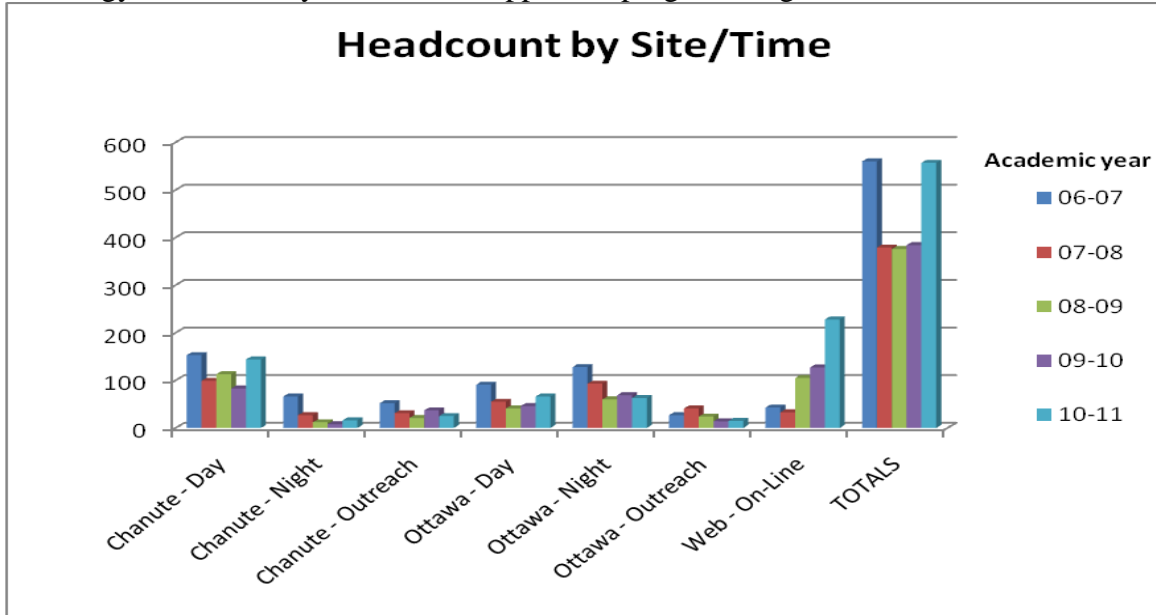
Section 3 Enrollment and Costs:

Enrollment:

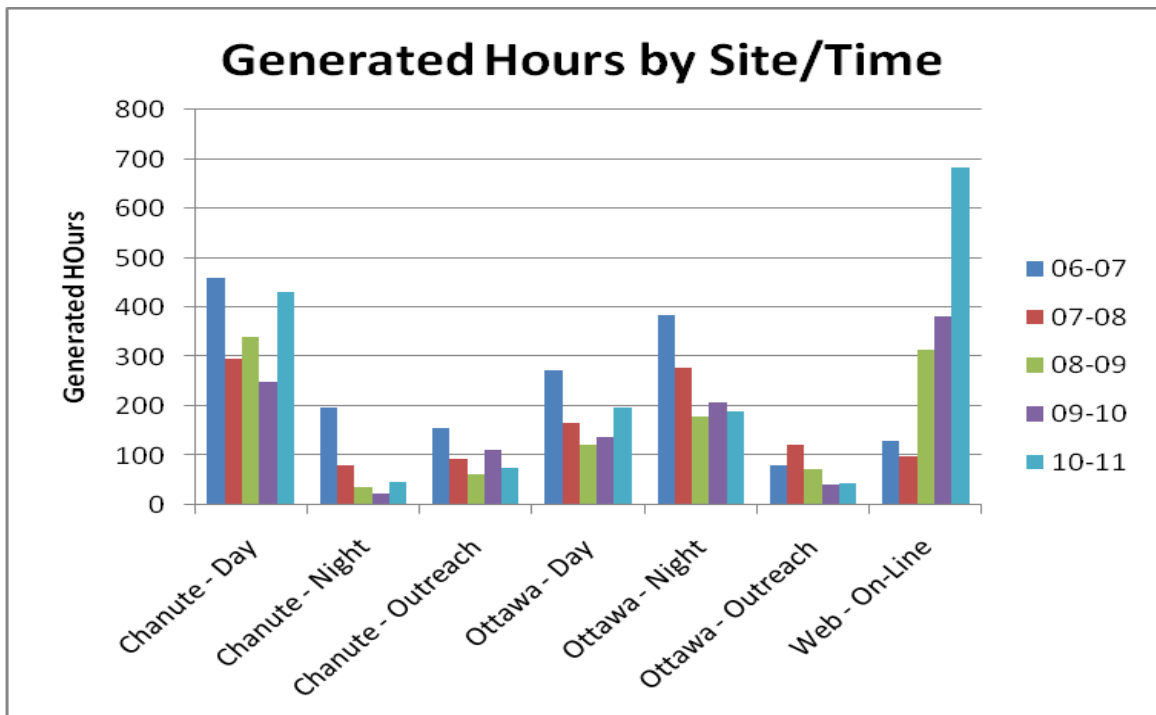
There are few students who list Sociology as their major when they enroll at NCCC. This number does not reflect the number of students who choose either Sociology or Education with an emphasis in Sociology as a major while they are students of NCCC. In addition, the courses that are part of the Sociology program also support the general education program at NCCC.

As evidenced by the accompanying charts, the overall headcount and credit hour production of Sociology program core courses has been steady. One thing that has

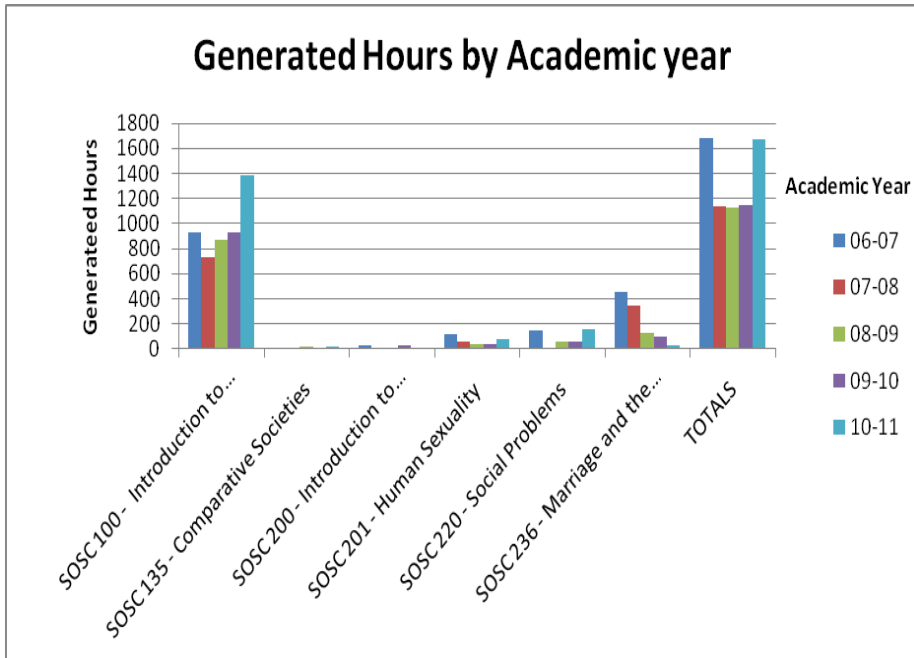
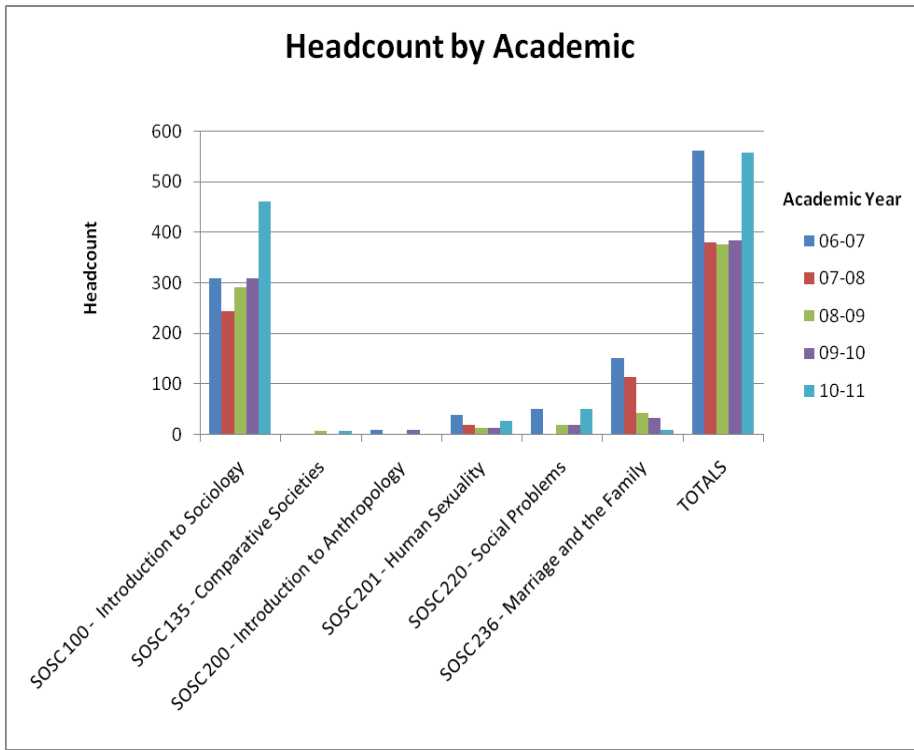
supported the steady enrollment in Sociology program courses is that NCCC offers Sociology courses every semester to support all programming.

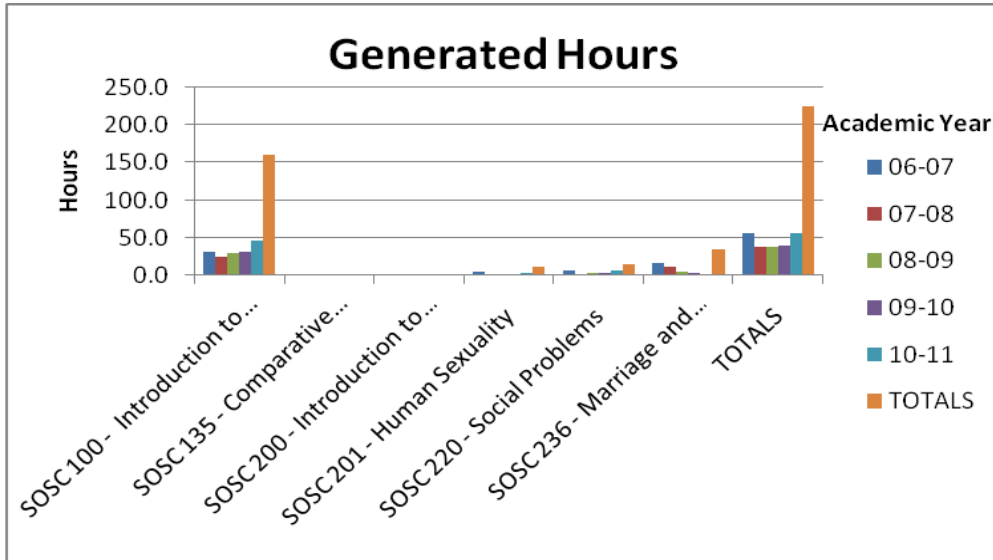


Note: The increase in enrollment in online classes over the past 3 years is due to the development of the classes in an online capacity. It is forecasted that these numbers will steadily increase as more classes are developed and offered.



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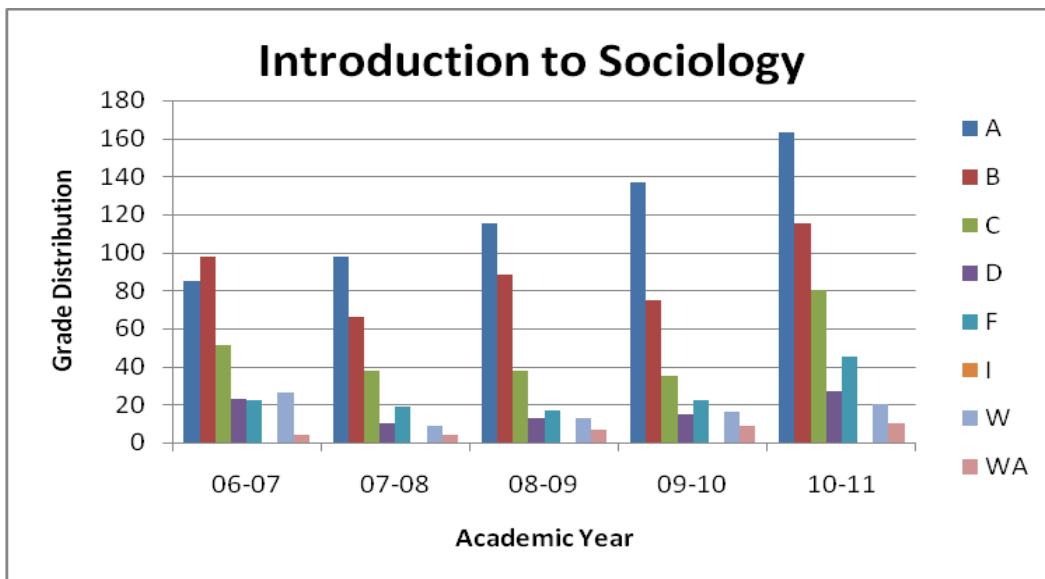


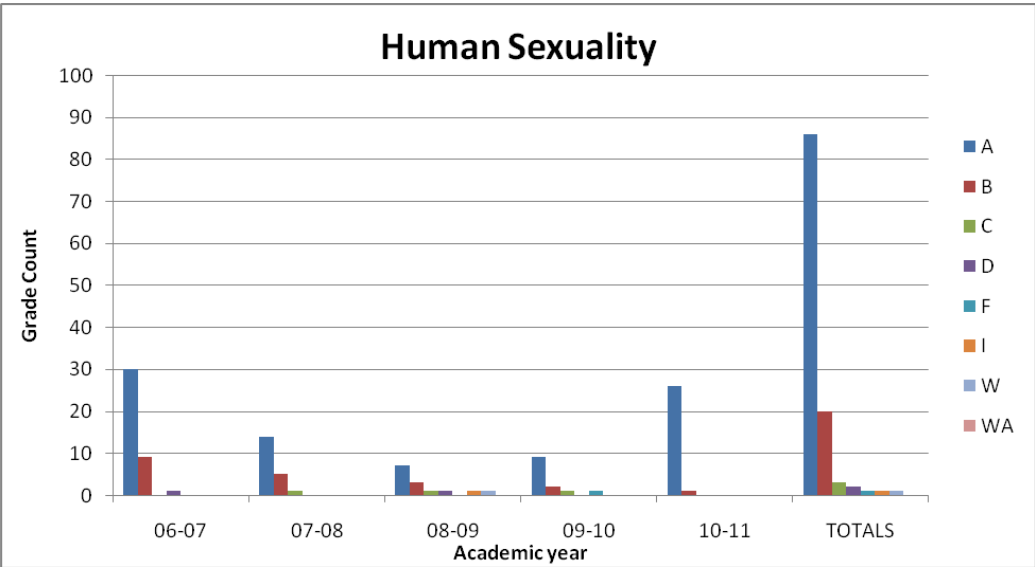
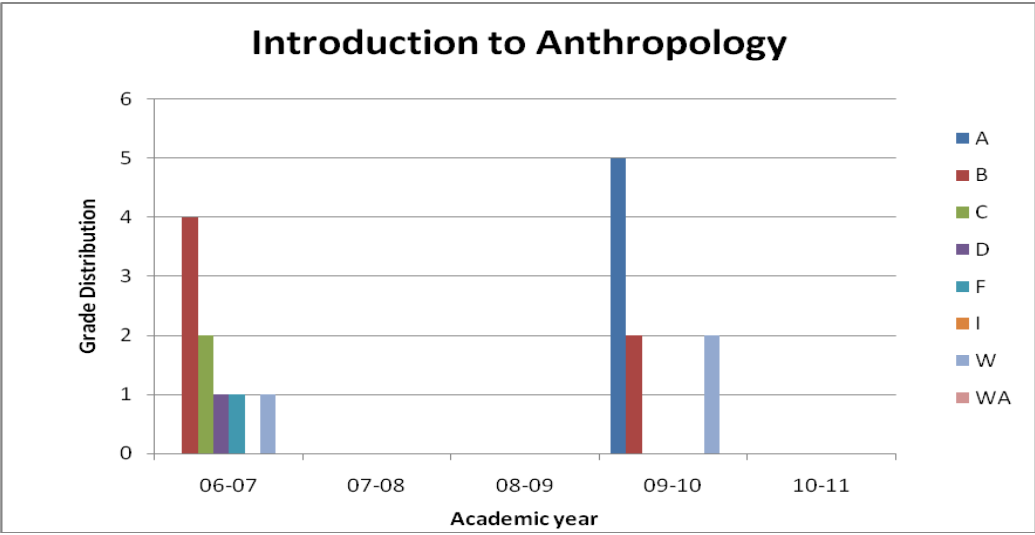
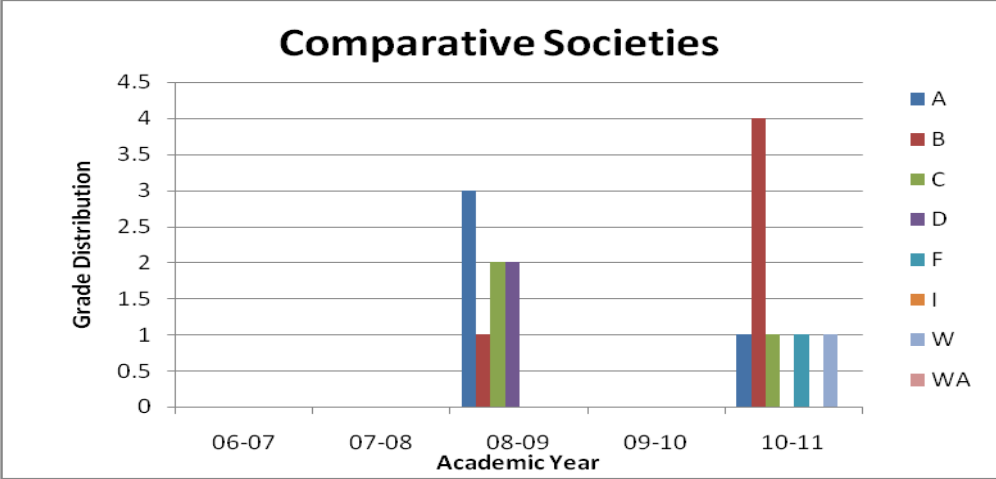


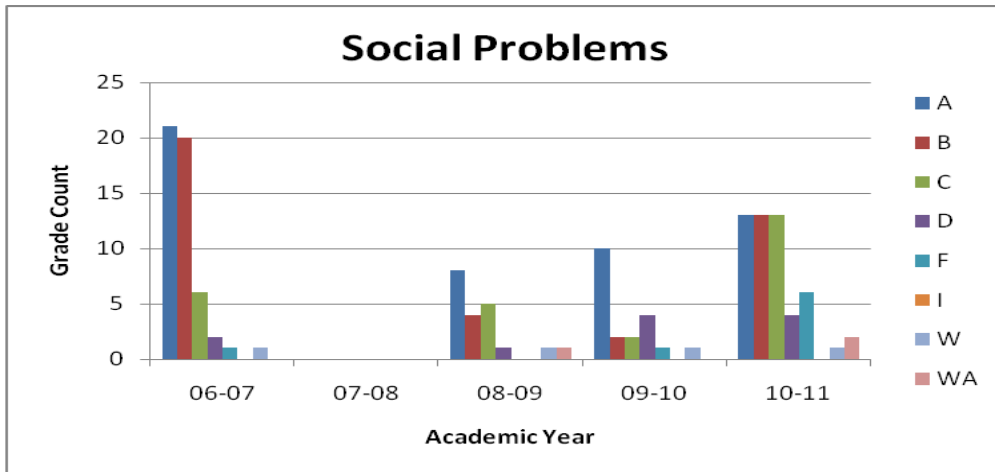
It is the policy of the Sociology department to rotate courses on the campuses, offering Introduction to Sociology each semester, Family and Marriage and Social Problems offered the alternate spring semester. Comparative Societies and Introduction to Anthropology are taught every other year.

Grade Distribution:

Grade distributions for the Sociology program core courses are appropriate and are steady over time. The student withdrawals are within acceptable levels.







Costs:

History was separated from the Social Science, Sociology and Psychology budget in 2008/2009 due to the increase in student involvement and also for better tracking of budget expenditures.

At the present time the total expenditures for 2011-1012 is \$740. The budget covers copier, instructional supplies, office supplies and postage.

Yearly budget: There is funding available for instructional purposes for all disciplines, including resources from the Liberal Arts Division, Professional Development, and the Ottawa campus where incidentals may be expended.

Number of Full-time Instructors for Program Core Courses: 4

Number of Part-time Instructors for Program Core Courses: 5

Cost per FTE: (See Appendix D)

Section 4 Faculty

The program core courses for the Sociology Program are taught by well qualified instructors. There are a total of 2 full-time instructors teaching in their discipline, with both holding doctorates. There are at least 4 Adjunct Instructors, with the required minimum of a Master’s degree, who assist in teaching the program core courses at this time.

A majority, an estimated 70 – 80% of the program core courses, are taught by full-time instructors, with the remaining 20 – 30% taught by Adjunct Instructors.

Faculty stay current in their discipline through personal efforts, including readings in the discipline, taking advantage of professional development, and attending conferences, and academic meetings (Kansas Core Competencies, NISOD, PTK)

Section 5: SWOT Analysis

Strengths:

1. The program provides students options and flexibility to pursue different fields of interest – human services, public administration, hospital administration, and medicine, as well as for advanced graduate work in sociology or other social sciences and law.
2. The program core courses and program elective courses include a variety of general education courses, provide good transferability, and are offered at various times in every school year, and almost every semester.
3. The program offers courses to assist students in completing general education requirements for NCCC and articulate well with the Kansas Board of Regents (KBOR) institutions.
4. Within the past 5 years, a new full-time instructor was added at the Ottawa campus to teach history, humanities, government, and criminal justice courses.
5. Enrollments for sociology courses have steadily increased during the past 5 years, including online, particularly with sociology.
- 6.

Weaknesses:

1. Concerns continue to exist in regards to the communication and adhering to NCCC academic practices and guidelines section between adjunct, concurrent, and full time faculty.
2. Past weaknesses showed the need for full-time faculty in Ottawa. That has been taken care of with the addition of Kevin Blackwell to the faculty.

Opportunities:

Hybrid sections developed all an SOSC courses for Human Sexuality and Comparative Societies.

Threats:

1. Changes in general education requirements at the Kansas Regents institutions are always a concern, as the majority of NCCC students transfer to regent's institutions.

Section 6 Justification/Recommendations for Sociology Program

The Sociology program at NCCC should be retained/maintained for the following reasons:

1. The Sociology program supports the mission of NCCC and serves the needs of students.
2. Sociology program courses support the general education program of NCCC.
3. Consistently high enrollment in the program courses and recent expansion of on-line offerings show the continued demand for program courses.
4. Marriage & Family and Social Problems should be consider to be taught on line.

Program Assessment Sociology

Program Outcome 1 to -7 Introductions to Sociology

Program Outcome 1- to- 5 Social Problems

Program Outcome 1-to-5 Marriage & Family

Appendix A

PROGRAM ASSESSMENT MATRIX –Sociology – AS Degree

Outcomes

1. Identify major theoretical perspectives or paradigms that make up sociology and distinguish among them.
2. Identify major research steps used by social scientists.
3. Identify major elements of culture.
4. The student will become acquainted with deviance and society’s efforts to control deviant behavior.
5. Explain prejudice and discrimination.
6. Analyze major social institutions and their significance.
7. Define the importance of collective behavior.
8. Analyze the importance and dimensions of social change.

| Course Number | Course Name | Program Outcome 1 | Program Outcome 2 | Program Outcome 3 | Program Outcome 4 | Program Outcome 5 | Program Outcome 6 | Program Outcome 7 | Program Outcome 8 |
|---------------|---------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| SOSC 100 | Introduction to Sociology | CO 1 | CO 1 | CO 2, 3 | CO 4 | CO 5 | CO 6 | CO 7 | CO 7 |
| SOSC 220 | Social Problems | CO 1 | CO 1 | | | CO 3 | CO 2, 4 | CO 5 | CO 5 |
| SOSC 236 | Marriage and the Family | | | | | | CO 1, 2, 3, 4 | | |

CO = Course Outcome Number

Appendix B
Sociology Program Assessment Matrix
Associate of Science (AS)

1. The student will become acquainted with the broad patterns of social life that influence individual attitudes and behavior.
 - a. Explain history and development of Sociology as a science and a discipline.
 - b. Define sociology and distinguish it from other disciplines and professions
 - c. Identify three major perspectives or paradigms that make up sociology and distinguish among them.
 - d. Apply sociological paradigms, concepts, and theories to one's personal and social life.
 - e. Identify major research methods used by sociologists

2. The student will become acquainted with the concept of culture, its impact on society, and how it influences individual development.
 - a. Identify the elements that comprise the concept of culture
 - b. Apply the relationships between beliefs, values, norms, and behaviors.
 - c. Distinguish between culture, subculture, and counter culture, folk culture, mass culture, and class culture.
 - d. Appreciate social diversity - both within our own culture and across cultures and societies.
 - e. Identify and state some results of ethnocentrism and cultural relativity.

3. The student will become acquainted with the process of social interaction and with the major elements of social structure.
 - a. Analyze the socialization process, gender roles, and how we become social beings using sociological perspectives and sociological imagination.
 - b. Discuss the social self as process, subject and object.
 - c. Discuss the role of the family, school, peer groups, and other social institutions in socialization
 - d. Outline the concept of the looking-glass self
 - e. Explain interaction, group dynamics, bureaucracy, and social structure.

4. The student will become acquainted with deviance and society's efforts to control deviant behavior.
 - a. Define deviance as a sociological concept.
 - b. Discuss positive and negative effects of deviance.
 - c. Identify several sociological theories of deviance.
 - d. Discuss different types of mechanisms of social control.
 - e. Identify the relationship between deviance and crime.
 - f. Identify various forms of crime.

5. The student will become acquainted with social inequalities (racial, ethnic, age, and gender) as well as inequalities promoted by social class.
 - a. Identify major dimensions of social stratification.
 - b. Identify different theoretical explanations for social stratification
 - c. Recognize problems associated with inequality of life chances and social mobility
 - d. Understand the importance of social power in the stratification process
 - e. Compare inequality in the US with other technologically advanced societies
 - f. Describe how different perspectives explain prejudice and discrimination.
 - g. Define concepts of race, ethnicity, and gender.
 - h. Explain inequalities associated with race, ethnicity and gender in the US and other societies.
 - i. Describe results of changing patterns of aging.
 - j. Explain how changes in technology, economic patterns and family forms affect the social aspects of aging.

6. The student will become acquainted with the social functions of education, religion, government, economy and family life.
 - a. Analyze major social institutions and their significance.
 - b. Identify trends in education in the US.
 - c. Recognize some of the social functions of formal education.
 - d. Describe paradigmatic views of education as a social institution.
 - e. Define the sociology of religion as an area of study.
 - f. Contrast and compare contributions of Durkheim, Weber, and Marx to the sociology of religion.
 - g. Discuss current trends in American religious practice.
 - h. Discuss how modernity has affected religious behavior
 - i. Compare the American health care system with those of other industrial nations.
 - j. Describe paradigmatic views of health care as a social institution.
 - k. Describe major changes in family form in modern societies
 - l. Identify sociological aspects of political and economic change in modern societies.
 - m. Identify evidence for the pluralist and power elite views of US economic and political systems.

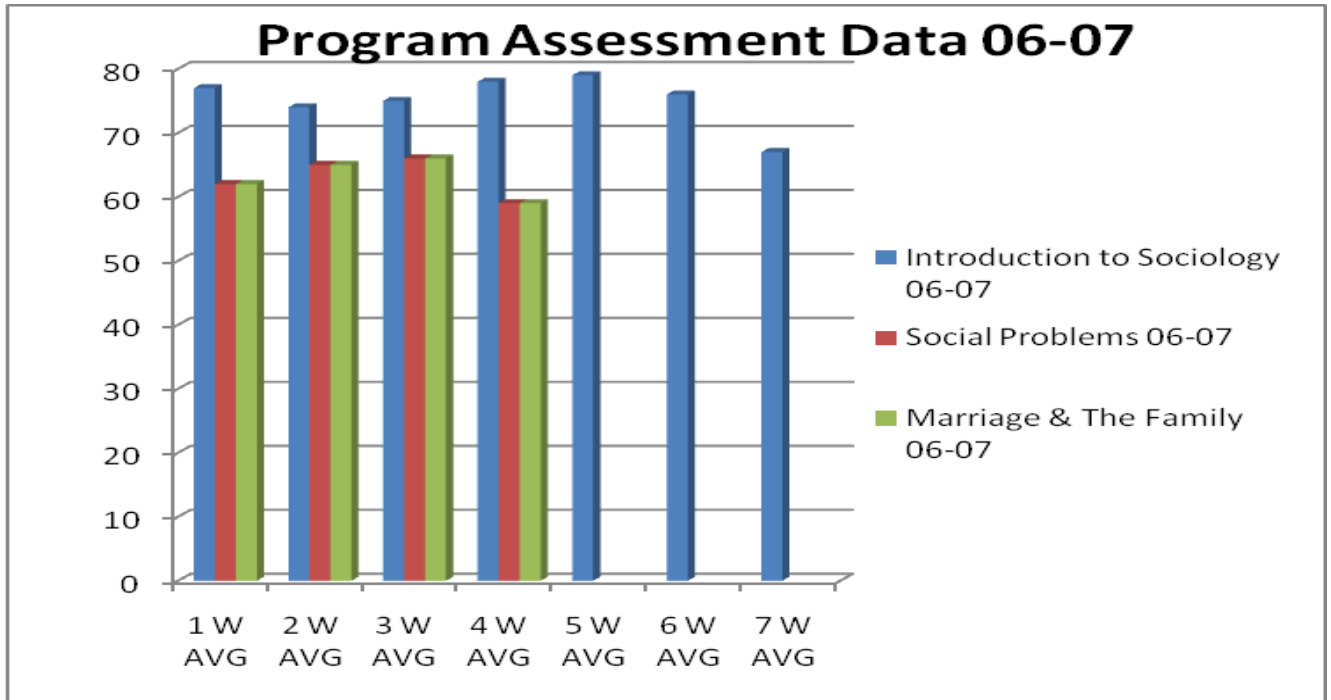
7. The student will become acquainted with the dynamics of the human environment, collective behavior and social change.
 - a. Recognize the role of sociology in relation to the study of human population.
 - b. Explain the dynamics of population, ecology, medical, health, and environmental issues.
 - c. Identify the major demographic variables and define some measures of each.

- d. Recognize trends in the US population
- e. Describe Malthus's theory of population growth
- f. Discuss relationships between economic development and the birth rate.
- g. Identify stages of demographic transition theory.
- h. Define popular culture and discuss the role it plays in shaping behavior in contemporary society.
- i. Recognize how social movements change the nature of our culture and society.
- j. Describe the different sociological views of social change.
- k. Define and explain deviant and collective behavior.
- l. Analyze the importance and dimensions of social change.

Appendix C
Program Assessment Sociology

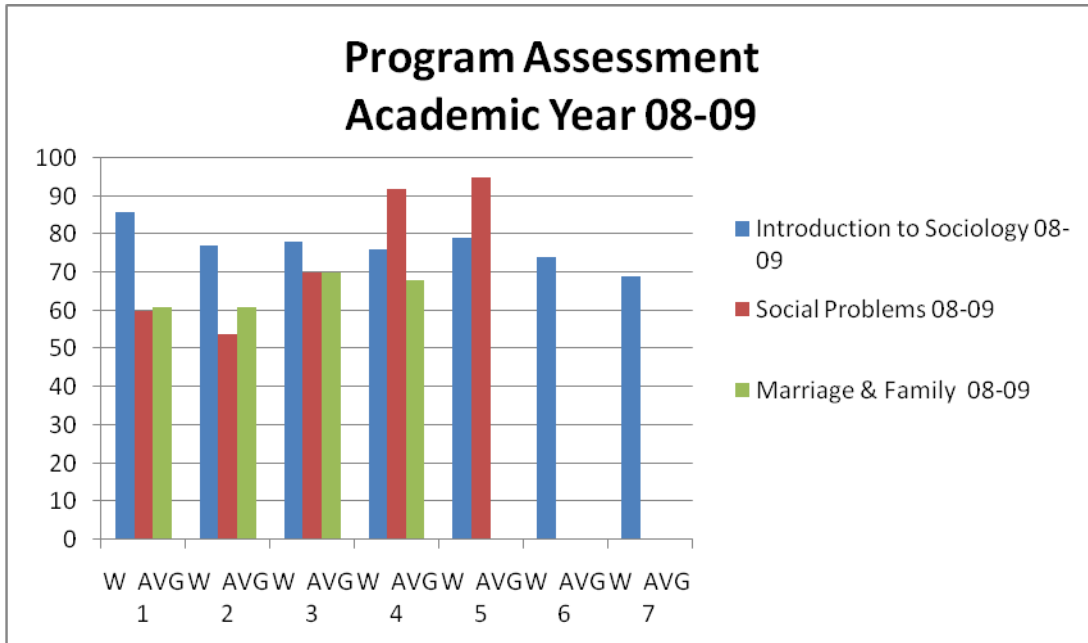
Program Assessment Data 06-07

Introduction to Sociology, Social Problems & Marriage and the Family



Program Assessment Data 08-09

Introduction to Sociology, Social Problems & Marriage and the Family

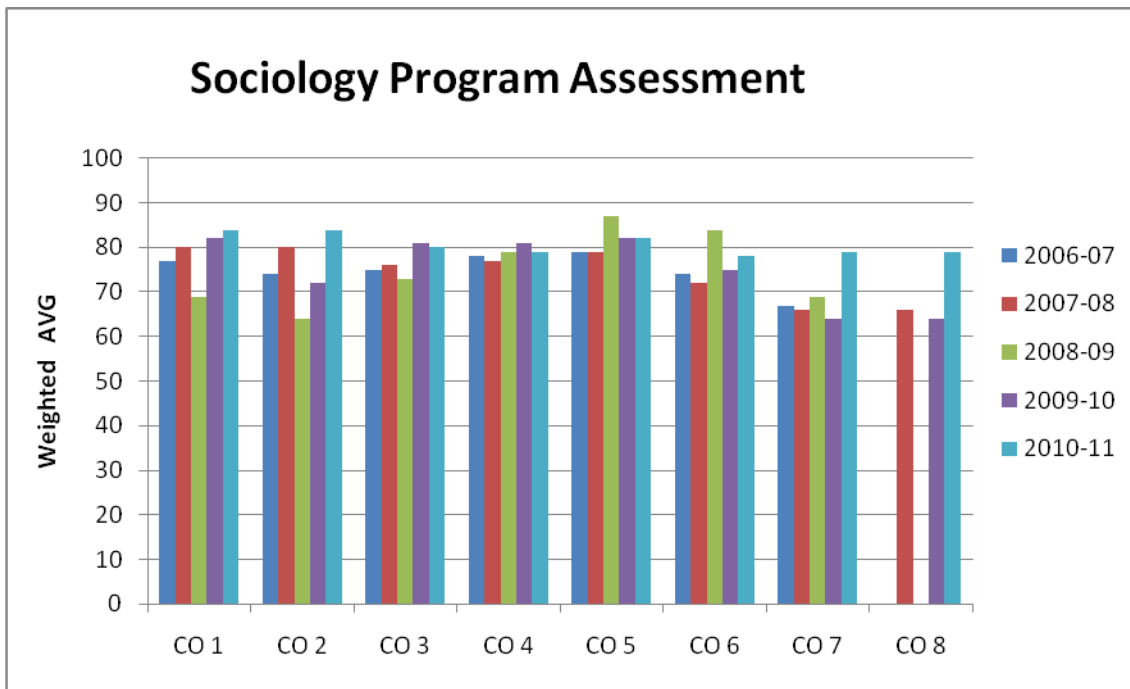


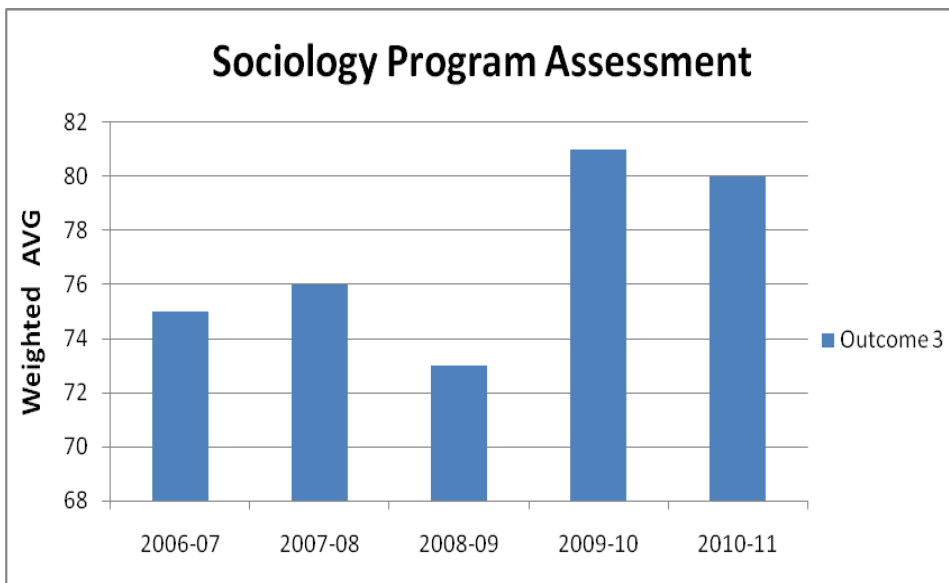
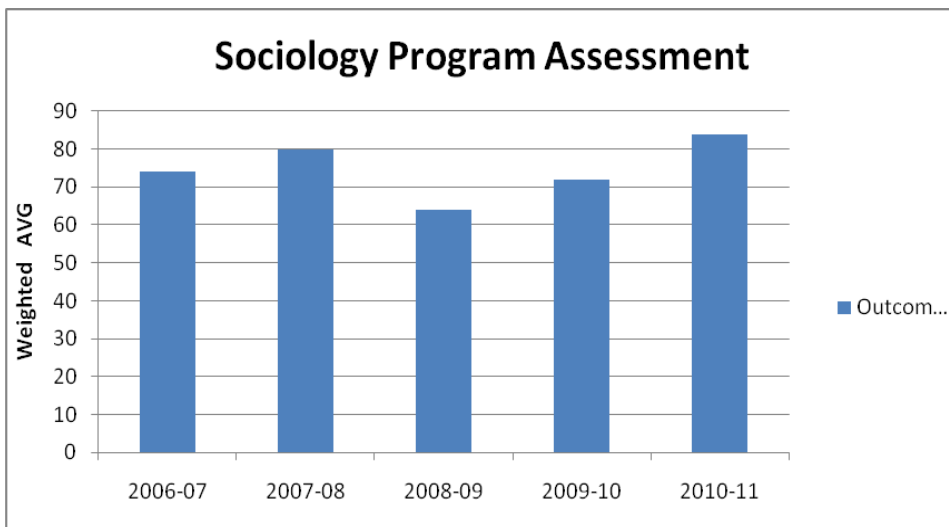
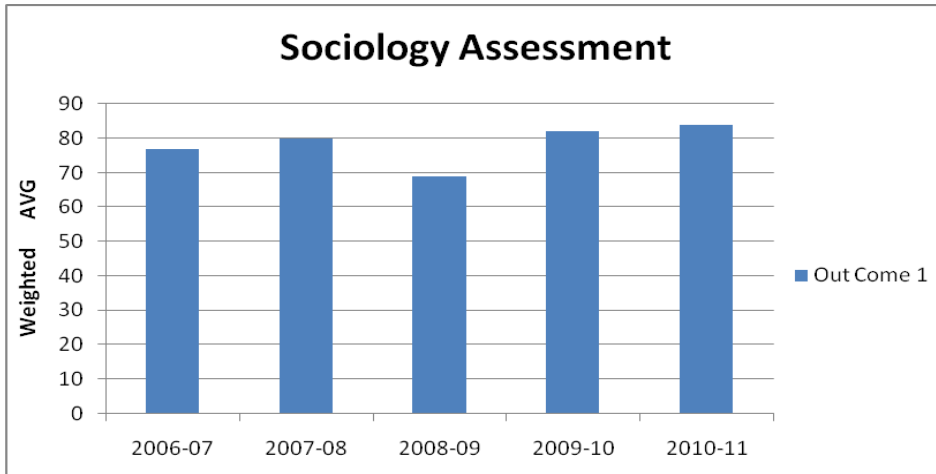
Program Outcome 1 to -7 Introductions to Sociology

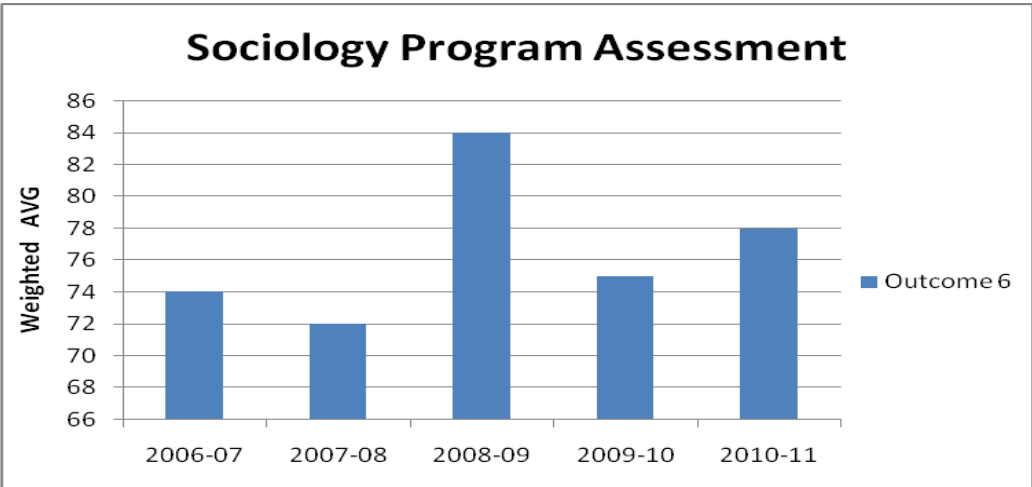
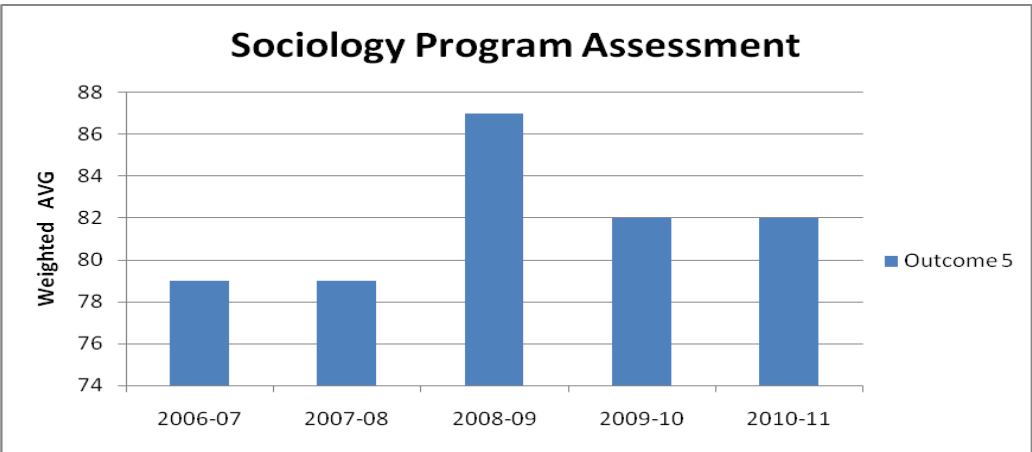
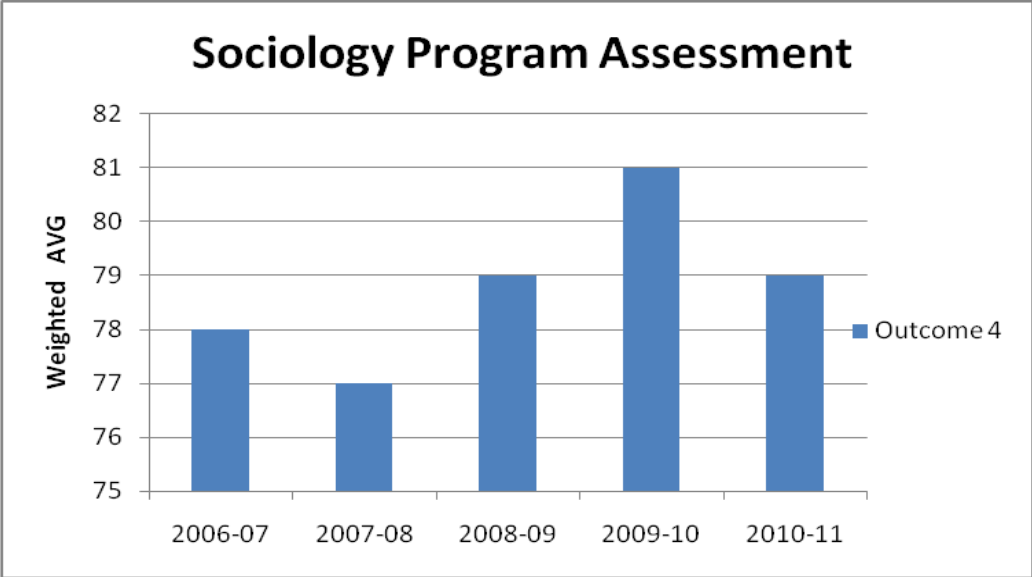
Program Outcome 1- to- 5 Social Problems

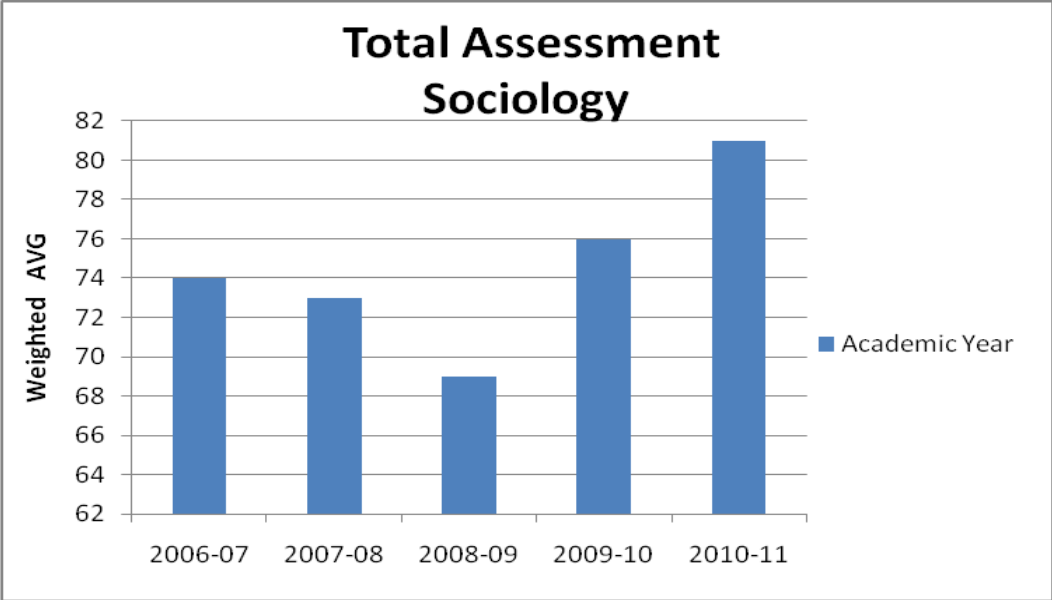
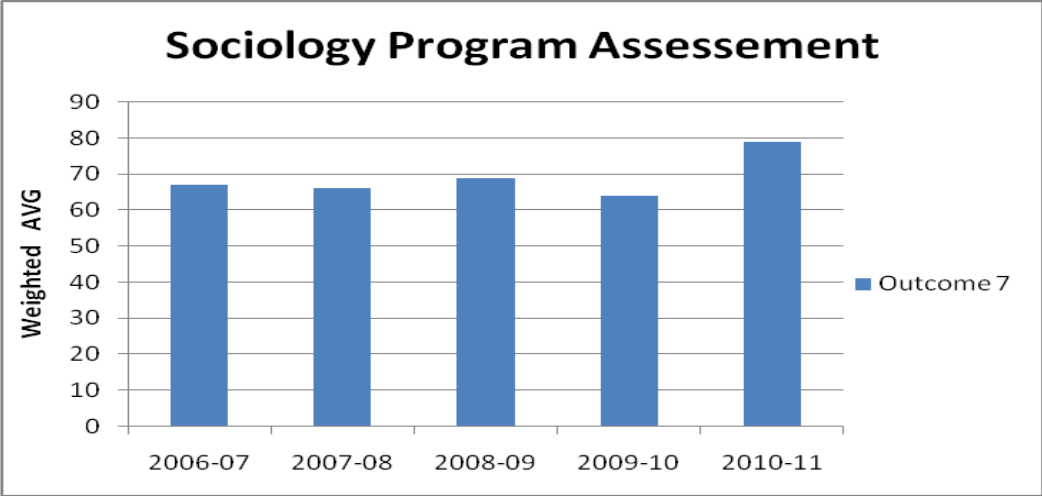
Program Outcome 1-to-5 Marriage & Family

Program Assessment Sociology









| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|------------------------|--------------|---------------|---------------------|------------------|--------------------------|---------------------|---------------------------|--------------------|----------------------|
| SOC 2 | 10-11 | SOSC 100 | Int To Sociology | 1 | 432 | 70 | 84 | 1 | 0 |
| | 10-11 | SOSC 220 | Social Problems | 1 | 29 | 70 | 82 | 1 | 0 |
| | 10-11 | | TOTALS | 2 | 461 | | 84 | 2 | 0 |

| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|------------------------|--------------|---------------|---------------------|------------------|--------------------------|---------------------|---------------------------|--------------------|----------------------|
| SOC 1 | 10-11 | SOSC 100 | Int To Sociology | 1 | 432 | 70 | 84 | 1 | 0 |
| | 10-11 | SOSC 220 | Social Problems | 1 | 29 | 70 | 82 | 1 | 0 |
| | 10-11 | | TOTALS | 2 | 461 | | 84 | 2 | 0 |

| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|------------------------|--------------|---------------|---------------------|------------------|--------------------------|---------------------|---------------------------|--------------------|----------------------|
| SOC 3 | 10-11 | SOSC 100 | Int To Sociology | 2 | 432 | 70 | 78 | 1 | 0 |
| | 10-11 | SOSC 100 | Int To Sociology | 3 | 432 | 70 | 81 | 1 | 0 |
| | 10-11 | | TOTALS | 2 | 864 | | 80 | 2 | 0 |

| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|------------------------|--------------|---------------|---------------------|------------------|--------------------------|---------------------|---------------------------|--------------------|----------------------|
| SOC 4 | 10-11 | SOSC 100 | Int To Sociology | 4 | 432 | 70 | 79 | 1 | 0 |
| | 10-11 | | TOTALS | 1 | 432 | | 79 | 1 | 0 |

| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|----------------------------|--------------|---------------|-------------------------|----------------------|------------------------------|-------------------------|-----------------------------------|----------------------------|------------------------------|
| SOC 5 | 10-11 | SOSC 100 | Int To Sociology | 5 | 432 | 70 | 82 | 1 | 0 |
| | 10-11 | SOSC 220 | Social Problems | 3 | 29 | 70 | 83 | 1 | 0 |
| | 10-11 | SOSC 243 | Race and Ethnicity | 1 | IA | IA | IA | IA | IA |
| | 10-11 | SOSC 243 | Race and Ethnicity | 2 | IA | IA | IA | IA | IA |
| | 10-11 | SOSC 243 | Race and Ethnicity | 3 | IA | IA | IA | IA | IA |
| | 10-11 | SOSC 243 | Race and Ethnicity | 4 | IA | IA | IA | IA | IA |
| | 10-11 | | TOTALS | 6 | 461 | | 82 | 2 | 0 |

| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|----------------------------|--------------|---------------|-------------------------|----------------------|------------------------------|-------------------------|-----------------------------------|----------------------------|------------------------------|
| SOC 6 | 10-11 | SOSC 100 | Int To Sociology | 6 | 432 | 70 | 79 | 1 | 0 |
| | 10-11 | SOSC 220 | Social Problems | 2 | 29 | 70 | 80 | 1 | 0 |
| | 10-11 | SOSC 220 | Social Problems | 4 | 29 | 70 | 83 | 1 | 0 |
| | 10-11 | SOSC 236 | Marriage/Family | 1 | 8 | 70 | 64 | 0 | 1 |
| | 10-11 | SOSC 236 | Marriage/Family | 2 | 8 | 70 | 64 | 0 | 1 |
| | 10-11 | SOSC 236 | Marriage/Family | 3 | 8 | 70 | 74 | 1 | 0 |
| | 10-11 | SOSC 236 | Marriage/Family | 4 | 8 | 70 | 56 | 0 | 1 |
| | 10-11 | | TOTALS | 7 | 522 | | 78 | 4 | 3 |

| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|----------------------------|--------------|---------------|-------------------------|----------------------|------------------------------|-------------------------|-----------------------------------|----------------------------|------------------------------|
| SOC 7 | 10-11 | SOSC 100 | Int To Sociology | 7 | 432 | 70 | 79 | 1 | 0 |
| | 10-11 | SOSC 220 | Social Problems | 5 | 29 | 70 | 77 | 1 | 0 |
| | 10-11 | | TOTALS | 2 | 461 | | 79 | 2 | 0 |

| <u>PROGRAM OUTCOME</u> | <u>YEAR</u> | <u>COURSE</u> | <u>COURSE TITLE</u> | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|----------------------------|--------------|---------------|-------------------------|----------------------|------------------------------|-------------------------|-----------------------------------|----------------------------|------------------------------|
| SOC 8 | 10-11 | SOSC 100 | Int To Sociology | 7 | 432 | 70 | 79 | 1 | 0 |
| | 10-11 | SOSC 220 | Social Problems | 5 | 29 | 70 | 77 | 1 | 0 |
| | 10-11 | | TOTALS | 2 | 461 | | 79 | 2 | 0 |

| <u>PROGRAM OUTCOME</u> | | | | <u>CRSE OTCM</u> | <u># STDNTS ASSESSED</u> | <u>TARGET SCORE</u> | <u>WEIGHTED AVERAGE %</u> | <u>CO GOAL MET</u> | <u>CO GOAL UNMET</u> |
|----------------------------|--------------|--|---------------------|----------------------|------------------------------|-------------------------|-----------------------------------|----------------------------|------------------------------|
| SOCIOLOGY | 10-11 | | GRAND TOTALS | 24 | 4123 | | 81 | 17 | 3 |

Appendix D
Budget
Sociology Program Cost per FTE Calculation

| | |
|--|----------------|
| Generated Hours | |
| Full-Time | 7185 |
| Adjunct | 5361 |
| Total Generated Hours | 12546 |
| Total FTE (Generated Hours/30) | 418.2 |
| Cost per FTE (Total Cost/Total FTE) | \$ 8.85 |