

NICHOLLS STATE UNIVERSITY

University of Louisiana System

**GRAD Act Annual Report
FY 2012-2013 (Year 3)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2013**

**and to the
Louisiana Board of Regents,
May 1, 2013**

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Section 5 Report

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1. STUDENT SUCCESS

Narrative (3-5 pages)

- **An explanation for any targeted measure(s) in this objective for which the institution is not reporting having met or improved for the reporting year.**

N/A

- **Student success policies/programs/initiatives implemented/continued during the reporting year.**

Nicholls State University students enter the university through the University College program. University College provides a centralized Advising Center with personnel trained to serve students in transition and to provide ancillary academic services intended to support student progress towards a degree. In the Fall semester of 2011, University College hired 6 new employees, all with the title professional advisor, all on 12-month contracts, all at the master's degree level, most with counseling backgrounds. University College's Advising Center has laid the foundation for an invigorated freshman seminar. The role of the professional advisor is one of advocacy for the student/advisee.

Professional advisors work closely with students to understand all of the issues facing the student and potentially becoming a roadblock to student persistence to graduation. Using Grades First and Blackboard, professional advisors will stay in contact with and monitor all advisees throughout their career at Nicholls making appropriate referrals to needed resources and/or faculty. Professional advisors will have appointments available for their advisees, but will still accept drop in visits when possible. Advisees must meet with their professional advisor at least once a year in order to be cleared for registration. All professional advisors will be thoroughly trained, supervised, and assessed by the Coordinator of the Academic Advising Center. Each advising session will conclude with a student assessment. Each professional advisor will have at least a bachelor's degree and is expected to earn Master Advisor Certification and maintain such certification. In addition, they will be expected to be proficient in Excel.

The addition of a Student Progress Report distributed through GradesFirst has been implemented to help identify at-risk students earlier. Through the system, progress reports are sent out on students identified by the Academic Advising Center as needing additional guidance. Those include dual enrolled high school students, athletes, suspension or probation students, and any students in the new pilot program for English and Math. Narrowing the student lists make it easier for faculty to respond. Their student list is received by course and section making it easy for them to navigate. The faculty member will record the number of absences, the anticipated grades based on currently performance and any comments regarding the student's performance. Faculty can add students not on the list who are showing signs of distress in their course. Response rates have been good for the first year. For fall 2012, 56% of the requests were completed. The professional advisors also presented the program as a faculty development breakout session at Faculty Institute to promote awareness and the faculty were very receptive, wanting to use the software at the program level.

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

Maintaining higher retention rates of first-time, full-time freshmen is one indicator of whether our University College initiatives are making a difference. Our retention rate was 71.2% for Fall 2010 cohort and 71.0% for the Fall 2011 cohort, both exceeding targets initially set for the GRAD Act. Efforts to increase the progression rate of students has contributed to a nearly 10% jump in graduation rates with the first selectively admitted class of 2005.

Another indication is average number of hours earned by freshman. Not only are freshmen returning to school, they are progressing more quickly. Nicholls' first-time full-time freshmen cohort in the Fall 2010 earned an average of 28.1 credit hours by the end of their first year in college. The same cohort for Fall 2011 earned an average of 28.9 credit hours, almost a full hour more. More credits earned per year translate to a shorter time to degree. University College professional advisors are able to keep close tabs on their advisors and make them more fully aware of consequences of not attending class regularly, dropping courses, etc and the effect of these behaviors on the long term goal of earning the degree.

For the 2012-13 academic year, Nicholls State University has also implemented the use of LiveText, an online assessment system, to assess its general education curriculum. The software was introduced to students in the UNIV 101 course by the professional advisors. Use of the software will progress with the students through the general education curriculum and will assess their basic competencies along the way. Through course embedded assessment, the university will get a more complete view of the achievement levels of general education competencies while using assignments already being done for the class. Through the continual examination of the results, the faculty will collaborate, using their expertise in their area, to evaluate the general education curricula. This process includes a constant evaluation of the learning outcomes and how well our assessment criteria serve our purpose and goals.

Because the University will be using LiveText as the platform to collect the assessments, the students will also benefit from this process. Not only will students be able to track their own growth toward meeting the outcomes, they will also be able to create eportfolios that reflect their accomplishments in a variety of disciplines and assignments. Input from the faculty will also guide program decision, revision, and development, which, in the end, will directly benefit the students' performance and outcomes.

Rotating the courses within a three year cycle provides departments and programs with continual results for review and comparison. The continuous improvement cycle will be monitored by the university's General Education Assessment Committee. Subcommittees in each competency area will guide the process in that area. Committees are comprised of faculty in the respective areas who are committed to the assessment process. Once the general education committee meets to discuss the results, disseminate the results, collect recommendations, and create the report, the committee and the faculty members in the department can begin working on improvements for the next cycle. This continual cycle provides opportunity for faculty input in the development of the GE program. The AACU's "Principles of Excellence" ask that faculty "use assessment to deepen learning and to establish a culture of shared purpose and continuous improvement." This assessment initiative will ultimately result in an improved program through the collaboration and recommendations that will lead to continuous improvement.

The College of Education has used this software for years and provided a framework for moving forward. During the 2011-12 year, the Nursing department developed their assessment system in LiveText as they were doing a complete curriculum redesign. This year, it is moving into our new

MSN program to assess the outcomes of that program. Other departments, such as Allied Health Sciences, are moving into using LiveText at the program level which will allow assessment to provide information to multiple levels through each evaluation done.

The student benefits through the increase in communication about expectations, through the use of rubrics. Students will also benefit from seeing the bigger picture. They will have a better understanding early on in their career about what it means to be a college graduate and the skills associated with a quality general education. And an appreciation for the fact that the skills they collect will ensure that they will be life-long learners, adaptable to an ever-changing world.

• **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**

First-time freshmen are in touch with their professional advisors weekly during their first semester. Nicholls recently adopted the use of BCSSE, Beginning College Survey of Student Engagement, to assess students' expectations of college and their readiness. The BCSSE gives a group of scores which may indicate a student's risk level for attaining a college credential. Advising sheets are printed which allow advisors to address factors which may influence the student's success in college.

Grades are reported by all faculty through our course management system, Moodle, so that professional advisors can be alerted of problem situations. Mid-semester grades must be reported through Moodle. Professional advisors can access those grades and are available to students full-time. Prior to dropping a course, students are advised of the ramifications to their overall time to degree. As part of Nicholls' Banner implementation, degree plans now available through the student's self service module to help students see their progress and keep focus on what it will take to reach their goals. The program, CAPP, has just been finalized and training is currently taking place on campus. This is a valuable tool which allows students to see their degree requirements and their progress towards meeting those requirements. CAPP also allows students to do "what-if" analyses to see what would happen if they changed a major. The program shows how their current courses meet the new degree requirements and possible effects on time to degree. Faculty have access to this system for advising purposes.

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

Feedback reports to high schools have been developed. Nicholls also has a strong PK-16 Council which keeps lines of communication open between area schools and the university. A [sample report](#) can be found on the Assessment and Institutional Research web page. The report provides each high school with information on how the graduates from each year are performing in the college setting. The reports contain information on GPA, academic standing, progression and graduation rates.

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.i Retention of first-time, full-time, degree-seeking students, 1st to 2nd Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	1219	1213	1050	983			
# Retained to 2nd Fall semester	824	853	748	698			
Rate	67.6%	70.3%	71.2%	71.0%			
Target		68.1% (66.1% - 70.1%)	68.6% (66.6% - 70.6%)	69.1% (67.1% - 71.1%)	69.6% (67.6% - 71.6%)	70.1% (68.1% - 72.1%)	70.6% (68.6% - 72.6%)
Actual Fall 06 to Fall 07							
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Avg of Prior Three Years							
Actual Fall 09 to Fall 10							
Actual Fall 10 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1161	1219	1213	1050			
# Retained to 3 rd Fall semester	657	657	709	608			
Rate	56.6%	53.9%	58.5%	57.9%			
Target		56.1% (54.1% - 58.1%)	57.6% (55.6% - 59.6%)	58.1% (56.1% - 60.1%)	58.6% (56.6% - 60.6%)	59.1% (57.1% - 61.1%)	59.6% (57.6% - 61.6%)
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		NO	YES	YES			

1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1404	1391	1574	1171			
# Graduated within 150% of time	374	406	451	450			
Rate	26.6%	29.2%	28.7%	38.4%			
Target		28.0% (26.0% - 30.0%)	30.0% (28.0% - 32.0%)	35.0% (33.0% - 37.0%)	35.5% (33.5% - 37.5%)	36.0% (34.0% - 38.0%)	36.5% (34.5% - 38.5%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

1.a.vi. Academic Productivity: Award Productivity (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	5957.6	6064.8	5907.6	5653.2			
Expected # of Awards*	1489.4	1516.2	1476.9	1413.3			
# Awards	1036	1091	1111	1067			
Ratio of Awards/ FTE	.1739	.1799	.1881	.1887			
Award Productivity*	69.6%	72.0%	75.2%	75.5%			
Target		70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.

1.a.vii. Graduation Rate: Statewide Graduation Rate Utilizing Board of Regents BRGRATERPT (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1411	1395	1582	1170			
# Graduated within 150% of time at any state public institution	424	445	508	490			
Rate	30.0%	31.9%	32.1%	41.9%			
Target		31.0 % (29.0% - 33.0%)	32.0% (30.0% - 34.0%)	36.5% (34.5% - 38.5%)	37.0% (35.0% - 39.0%)	37.5% (35.5% - 39.5%)	38.0% (36.0% - 40.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Freshmen Admitted (Summer)	28	25	37	26			
# Admitted by Exception	4	4	1	5			
Rate	14.3%	16.0%	2.7%	19.2%			
# in Freshmen Admitted (Fall)	1233	1197	1103	1230			
# Admitted by Exception	133	97	68	132			
Rate	10.8%	8.1%	6.2%	10.7%			
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	86	92	76	55			
# Admitted by Exception	21	16	12	8			
Rate	24.4%	17.4%	15.8%	14.5%			
# in Freshmen Admitted (Total)	1347	1314	1216	1311			
# Admitted by Exception	158	117	81	145			
Rate	11.7%	8.9%	6.7%	11.1%			

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

1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	855	930	948	901			
% Change		8.8%	10.9%	5.4%			
Target		8.8%	-6.0% (803)	-1.0% (846)	1.5% (868)	-1.0% (846)	-7.0% (795)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	0	0	0	0			
% Change		0.0%	0.0%	0.0%			
Target		0.0%	0.0%	300.0% (3)	400.0% (4)	500.0% (5)	600.0% (6)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Undergraduate Completers	855	930	948	901			
% Change		8.8%	10.9%	5.4%			
Target		8.8%	-6.0% (803) (-8.0 - -4.0%)	-0.7% (849) (-2.7% - 1.3%)	2.0% (872)	-0.5% (851)	-6.3% (801)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	109	144	119	189			
% Change		32.1%	9.2%	73.4%			
Target		32.1%	1.9% (111)	3.0% (112)	4.0% (113)	5.0% (114)	6.0% (116)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Specialist	3	5	6	7			
% Change		66.7%	100%	133.3%			
Target		66.7%	66.7% (5)	66.7% (5)	66.7% (5)	66.7% (5)	66.7% (5)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Graduate Completers	112	149	125	196			
% Change		33.0%	11.6%	75.0%			
Target		33.0%	3.6% (116)	4.5% (117)	5.4% (118)	6.3% (119)	8.0% (121)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES			

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	967	1079	1073	1097			
% Change from baseline		11.6%	11.0%	13.4%			

1.c.i. Number of high school students enrolled at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	10	6	4	5			
Fall	285	318	212	148			
Winter							
Spring	211	167	135	149			
TOTAL	506	491	351	302			

1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	44	24	29	31			
Fall	988	1248	709	467			
Winter							
Spring	967	685	544	559			
TOTAL	1999	1957	1282	1057			

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	41	24	29	25			
Fall	898	1194	709	434			
Winter							
Spring	926	602	544	493			
TOTAL	1865	1820	1282	952			

1.d.i. Passages rates on licensure exams (Tracked)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)	25%	May 2011 – April 2012	6	5	83.3%
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association	50%	January 2012 – December 2012	5	5	100%

*Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be one year later than what was reported as baseline in Year 1 of GRAD act

**Calculated Passage Rate = # students who met standards for passage/# students who took exam

1.d.i.b. Passages rates on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	2010-2011	2011-2012	2012-2013	2013-2014
Number of students who took exams	182			
Number of students who met standards for passage	182			
Calculated Passage rate	100%			
Target	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Most Recent Two Years				
Target Met?	YES			

1.d.i.d. Passages rates on licensure exam in Nursing (NCLEX-RN); licensure granted by Louisiana State Board of Nursing (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	CY 2011	CY 2012	CY 2013	CY 2014
Number of students who took exams	73			
Number of students who met standards for passage	68			
Calculated Passage Rate	93.2%			
Target	87.0% (85.0% - 89.0%)	87.3%(85.3% - 89.3%)	87.6% (85.6% - 89.6%)	88.0% (86.0% - 90.0%)
Actual Year 2007				
Actual Year 2008				
Actual Year 2009				
Avg of Prior Three Years				
Actual Year 2010				
Actual Year 2011				
Avg of Most Recent Two Years				
Target Met?	YES			

2. ARTICULATION AND TRANSFER

Narrative (3-5 pages)

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

Nicholls continued the Associate of General Studies Transfer Degree Program in cooperation with Fletcher Technical Community College. This transfer program offers students the opportunity to earn 60 hours of credit at Fletcher and Nicholls, through cross enrollment, that apply to both the Fletcher's A.G.S. degree and to various programs at Nicholls. Through this initiative students can choose from 37 baccalaureate major programs to follow at Nicholls while attending Fletcher. Each path selected leads first to the Fletcher A.G.S. degree and then, upon transfer, to a four-year degree at Nicholls. The numbers of credit hours students are required to take via cross enrollment range from zero to 24 and should decrease as Fletcher expands its selection of courses. Information regarding the A.G.S. transfer program is attached to the Nicholls website and is available to Fletcher students and advisors. During the fall of 2011, Nicholls began the process of creating a similar cooperative agreement with River Parishes Community College. This program should be in place by fall 2012.

Nicholls advisors continue to make recruiting trips to Fletcher to promote the A.G.S. program and to assist students with the transfer process. On the Nicholls campus, the Transfer Student Resource Center is in place to assist students with advising, course selection at both campuses, and as a resource for Fletcher advisors. Nicholls has also entered into a cooperative agreement with South Central Louisiana Technical College – Lafourche Campus. This agreement allows for the transfer of selected courses into the Bachelor of Science Degree in Accounting program. The courses selected for transfer are from the areas of accounting, business administration, and office information systems. Additional courses designated as general educational courses are also transferable.

The university continues to maintain a website devoted to transfer students. From this page, there is a link to a page specifically created For Louisiana Community and Technical College Students. As mentioned earlier, the site contains information about the A.G.S. program. In addition, the website also includes contact information for advisors and the Louisiana Transfer degree. Since Nicholls works so closely with Fletcher, there are program guides to show student exact matches to courses and degree plans to ease their transfer. The next step is to develop the same guide with River Parishes Community College.

The Government and Social Sciences department at Nicholls in conjunction with the staff at Fletcher is recruiting students who have successfully completed the Associate Degree Program in Criminal Justice to select Sociology or Government as their major. The degree requirements in Sociology and Government are aligned with the 2 + 2 program offered by the University. As part of the course selection, an additional twelve (12) hours of coursework (4 courses) are offered from which they may choose any or all in order to satisfy the forty-five (45) hour requirement of 300 level coursework to graduate. Nicholls is in the early stage of discussions about a similar offering in Paralegal studies.

Last year the Nicholls Geomatics Program executed a 2+2 agreement with South Louisiana Community College (SLCC) / Acadiana Technical College (ATC) for their students with an Associate's degree in Civil Engineering Technology and Land Surveying to transition to our four year

program. The Geomatics Program offers a technically oriented curriculum to train students for professional opportunities in the local, State, and national land surveying and mapping industry. The construction industry, the oil exploration industry, the oil and gas pipeline distribution systems industries drive the economic base of our region and state. They all begin with, are driven by, and end with the surveyor and mapper.

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

Within the university's student information system, data is collected on transfer students' previous institutions. The collection of this data allows Nicholls to track cohorts from transferring institutions to help supply data back to that institution. Outcomes and assessment reports have been developed to provide additional feedback by institution. The feedback report can be found on the Assessment and Institutional Research [webpage](#). The reports give information back to the community college on the first semester performance of its transfers. The reports are only posted if the number of transfer is sufficient as to not violate privacy issues. The report includes information on GPA and retention, as well as grade distribution by subject and level of the course. The feedback reports are a work in progress and Nicholls will seek feedback on possible additions to the report from our two year partners.

Retention of transfer student who are full-time, degree-seeking with a sophomore status after one year at Nicholls State University was 70.1%, which is comparable to students who enter Nicholls as full-time, degree-seeking first time freshmen after one year, 71.2%. The increase in advising services and orientation programs will help to ensure that the transfer students continue to have the resources necessary to succeed when they enter Nicholls. An examination of Nicholls' graduates shows students transferring to Nicholls are a substantial part of our degrees awarded. For the past year, nearly 30% of the graduates began at Nicholls as transfer students. Nicholls State has implemented changes to ease the process for transfer students, giving them a one-stop center to answer their questions, address their concerns, and help to keep them on track. Nicholls is committed to a student-centered approach to the process.

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

The Transfer Center plays a key role in helping transfer students get their four-year career started at Nicholls. Students with less than 30 hours attend the university's orientation program with other first-time freshmen. These students are then enrolled into Nicholls' University College and are advised through the Advising Center. Their progress is tracked by the professional advisors. Those with more than 30 hours attend a special orientation. They are enrolled into the academic college associated with their chosen major and advised in that college.

Nicholls' student information system, Banner, now has the capability to show students their progress towards degree through the self-service module available to student on the web interface. Transfer students can now see how their credits fit into any degree plan and what needs to be completed at Nicholls to receive their degree. The plan is broken down into general education requirements, university requirements and requirements for the specific degree program. "What-if" scenarios can be generated to show a student how their credits fit into any degree program. This new system allows for better advising for the student since faculty have access to this tool.

The Office of Assessment and Institutional Research has developed a new report to track students who applied to Nicholls and did not meet admissions requirements. Students were tracked through National Student Clearinghouse (NSC). Nicholls was able to take 288 students who were denied admissions in Fall 2011 and track them through NSC. National Student Clearinghouse showed of those 123 did attend a two year school: 49 to Delgado Community College, 36 to Fletcher Technical Community College, 8 to River Parishes Community College, 6 to South Louisiana Community College, and 15 to Baton Rouge Community College. Eight students were enrolled in both two-year and four-year schools. Sixty actually enrolled in another four-year school. Unfortunately, ninety-seven did not enrolled in any form of higher education as tracked by National Student Clearinghouse. These results show an opportunity for improvement in the methods of referring ineligible students to other institutions.

Nicholls also uses the Board of Regents' Retention/Exit/Transfer Reports to track the transfer rates of students to and from the university. The Office of Assessment and Institutional Research is working on a redevelopment of the university's Fact Book to better guide the newly developed Strategic Plan. The plan aligns with the Master Plan and is focused on student attainment, with a focus on transfer student successes. The Transfer Center, as well as representation from Fletcher Technical Community College, will play a key role in developing the information to be tracked in the annually produced Fact Book.

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

As stated early in this narrative, Nicholls State University continues to work very closely with Fletcher Technical Community College and has expanded its relationship with River Parishes Community College and South Central Louisiana Technical College – Lafourche Campus. Additional resources are available on the Transfer web site with a link “For Louisiana Community and Technical College Students” This web page outlines for Louisiana students transfer additional information about agreements with particular schools, as well as statewide articulation guides. Information regarding Louisiana Transfer Degrees is also available through this resource.

Feedback reports to community colleges have been developed. Reports are compiled early in the spring semester and report on transfer students who entered Nicholls during the fall semester. It reports student performance in specific general education courses by level and overall GPA. It also reports retention to the spring semester. Discussions with Fletcher Technical Community College are continuing as these feedback reports are developed, in hopes to make it as useful as possible to the community colleges.

When a student is declined admission to Nicholls State University, they are contacted through email Students are encouraged to consider attending one of Louisiana's community colleges to continue their education. A link is provided to the Admissions webpage, Partners in Education. Contact information is available to River Parishes Community College, South Louisiana Community College, Baton Rouge Community College, Fletcher Technical Community College, Nunez Community College, and Delgado Community College.

Nicholls and Fletcher are currently working on improving the communication process. Nicholls has updated its student information system and Fletcher has just moved to its new system. Processes to transfer data are being established. Nicholls and Fletcher are committed to working together to ensure access to higher education in the region is preserved through the implementation of higher admission standards, especially in preparation for the incoming class of 2014.

a. Phase in increased admission standards and other necessary policies in order to increase transfer student retention and graduation rates.

2.a.i.a. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	474	518	497	434			
# retained to next Fall semester	343	363	341	287			
Rate	72.4%	70.1%	68.5%	66.1%			

Numbers reflect students who entered any time during the year cited and retained to the following fall. This is an unduplicated count.

2.a.i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry (as identified in SSPS) (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	174			
# retained to next Fall semester	123			
Rate	70.7%			
Target	69.4% (67.4% - 71.4%)	69.6% (67.6% - 71.6%)	69.8% (67.8% - 71.8%)	70.0% (68.0% - 72.0%)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	YES			

2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	855	930	948	901			
# who began as transfers	226	267	263	252			
Percentage who began as transfers	26.4%	28.7%	27.7%	28.0%			

2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	60	60	48	56			
# Admitted by Exception	5	14	4	5			
Rate	8.3%	23.3%	8.3%	8.9%			
# Transfers Admitted (Fall)	306	324	285	271			
# Admitted by Exception	77	34	32	49			
Rate	25.2%	10.5%	11.2%	18.1%			
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	189	142	164	153			
# Admitted by Exception	55	32	19	25			
Rate	29.1%	22.5%	11.6%	16.3%			
# Transfers Admitted (TOTAL)	555	526	497	480			
# Admitted by Exception	137	80	55	79			
Rate	24.7%	15.2%	11.1%	16.5%			

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

2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	28	28	33	32			
# retained to next Fall semester	23	18	24	23			
Rate	82.1%	64.3%	72.7%	71.9%			

2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	855	930	948	901			
# who began as transfers w assoc degree	16	22	23	24			
Percentage who began as transfers w assoc degree	1.9%	2.4%	2.4%	2.7%			

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

2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	159	342	315	266			

d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	1			
# retained to next Fall semester	0	0	0	0			
Rate	0%	0%	0%	0%			

2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of completers who began as transfer degree students	0	0	0	0			

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 pages, not including separate narrative for Element 3.c.)

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

The review of low completers by the Board of Regents resulted in the review of two academic programs at Nicholls State University, the Bachelor of Science in Mathematics and the Bachelor of Arts in Music. Nicholls filled a request for continuance on both programs. Recent changes in the programs have not yet resulted in increases in completers. The education component of each are now housed within the respective program instead of the Department of Teacher Education. The enrollment has grown substantially in these programs, and in time, so will the number of completers. Until fall of 2011, music majors had two potential academic paths through either the Bachelor of Arts in Music or the Bachelor of Music Education, with some enrolled in the College of Education and other in Arts and Sciences. Since then, the academic programs were combined and all music majors are enrolled in the Bachelor of Arts program housed in the Department of Music. Students may choose one of three concentrations (which include Education) and degree programs for students choosing the education concentrations have been reduced to 126 hours. Enrollment numbers have increased from a low of 39 in 2007-08 to 69 majors enrolled this fall 2012 semester. Consolidation of MATH and mathematics education (MPED) programs was approved in 2011 and implemented in 2012 as a concentration (MATE) within the Bachelor of Science in mathematics. The Department has a recruitment committee in place and works with the College of Education in advising prospective students. In the mathematics education concentration (MATE) alone there are currently 11 freshmen, 6 sophomores, and 5 upper classmen, for a total of 22. Industry employs mathematics majors. Growth in technology, and other new applications of the mathematical sciences, have extended the scope and utilization of mathematics and have consequently broadened career paths for mathematics majors. In the 2012-2013 Needs Assessment Survey provided by the College of Education, it is estimated that 20 new teachers are required for Region 3 alone. High school mathematics ranks at the top of the list in both teacher attrition rate and specialty areas having the fewest numbers of qualified applicants. The MATE concentration allows for specialization in mathematics education to provide teachers for secondary schools.

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

According to the 2009 American Community Survey there are over 600,000 adults in Louisiana with some college credit and no degree. The University of Louisiana System institutions began a Bachelor of Arts in Organizational Leadership, a 100% online degree offered jointly by nine public institutions. This pioneering program is a way to reach out to that market and entice former students to finish their degrees, while capitalizing on the unique strengths of nine public universities. Each institution is offering a distinct concentration based on its strengths. Nicholls State University capitalized on its Chef John Folse Culinary Institute expertise and on its accredited Dietetics program to create a concentration based on foodservice operations. The purpose of the **Bachelor of Arts in Organizational Leadership** with a concentration in Foodservice Operations is to increase Louisiana's workforce in the areas of Foodservice Management (restaurants, long-term care, and other institutional foodservice arenas). Culinary Arts and Dietetics courses will provide students with an understanding of foodservice principles and management. Individuals will

learn how to eat more well-balanced diets as well as ways to increase their physical fitness and overall health for themselves and their families. Some of the electives also teach about the cuisine of the Cajun culture which adds to the continuation of the knowledge of our unique regional cuisine and heritage.

Since Nicholls' service area contained the largest number of stop-out students in the state, students who had left Nicholls with 60 or more hours complete, but no degree, Nicholls developed its own online program during the 2012 year and launched it in the spring 2013 as a pilot program. **Nicholls Online** is separate from traditional Nicholls and runs in eight week sessions. Seven programs were ready to be offered for the pilot program. With only grassroots advertising and word of mouth, nearly 100 students are now enrolled in this program. The community response has been very positive. A donor has come forward to provide advertising dollars for the program.

Nicholls State University Administration recognized the need to offer nurses, most especially graduates within the Nicholls region, opportunity to pursue graduate studies at Nicholls. This need was validated by results of the Registered Nurse Needs Assessment for a Master of Science in Nursing Survey that indicated 40% (n=348/865) of the respondents were interested in pursuing a **Master of Science in Nursing (MSN)** degree, and 50.5% (n=437/865) indicated interest in enrolling in an online MSN program, if offered through Nicholls. Further validation was demonstrated by the Healthcare Providers Needs Assessment for a Master of Science in Nursing Survey that indicated 70% (n=33/47) of the respondents were in favor of Nicholls offering a MSN program, and 81% (38/47) of the respondents indicated they would be in support of staff who wanted to enroll in a MSN program. Seventy percent (n=33/47) indicated they currently employ master prepared nurses and 58% (n=26/45) anticipated hiring master prepared nurses within the next five years. As a result, effective August of 2012, Nicholls State University received final approval to become a new member institution, now comprised of 4 member institutions, of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN). The initial proposal projected the first cohort class to be admitted in the spring of 2013 and comprised of 6 students. However, overwhelmingly 24 students qualified and were admitted in the first cohort. Currently, over 30 applicants have applied for the second cohort class to be admitted in the fall of 2013. It is anticipated a maximum of 24 admits for the second cohort will be quickly realized.

The College of Education has been collaborating with at least two school districts to attract candidates for Certification Only in Secondary Education, beginning in Summer 2013. The sciences and mathematics are the high needs areas in which local districts need candidates. Also, the middle school concentration is a high needs area; however, our secondary concentration will target middle school because secondary is 6 - 12. After the completion of the summer session, candidates will be eligible for a Practitioner's License. Enrollment in the summer will provide candidates with the classroom readiness hours required by the LSDE for Certification. The LSDE is also attempting to increase the number of teachers certified in Early Intervention. Nicholls will begin a cohort of students adding Early Intervention Certification in the summer 2013. The mission of Early Childhood Intervention is to assure that families who have children ages birth to three, with diagnosed disabilities, developmental delays or substantial risk of significant delays receive resources and supports that assist them in maximizing their child's development while respecting the diversity of families and communities. Nicholls' goal is to certify three groups of early interventionist with about ten students in each group.

The College of Business has developed a **Maritime Management Concentration** within its Management curriculum. The program has received all necessary approvals and is scheduled to begin in fall 2013. Coupled with the Management degree, the Maritime Management track will prepare the student for a career in general management in the maritime industry, with particular focus on the oil and gas sector and requirements of the ship owner, as well as periphery businesses. The student will receive exposure to commercial, legal, regulatory, economic, financial and other areas

unique to this sector of the shipping industry. Developed and funded solely through a collaborative effort between regional maritime related firms and the College of Business, the program is designed to create additional value for both students and employers. While the program has a focus on maritime issues, it is incorporated into the four year management degree. As a result, students maintain flexibility in pursuing careers in not only the maritime industry but also in those that support the industry and the business world in general.

The Department of History and Geography reorganized the **history** curriculum to enable students to qualify for a variety of jobs in our region. History graduates become teachers, archivists, researchers, museum curators, intelligence agents, journalists, police officers, and business professionals. By replacing a few required courses with electives and by making the minor optional, history majors can now pursue an additional bachelor's degree or an associate's degree in as little as one extra semester. This enables history majors to earn a social studies education degree in a relatively short amount of time to qualify for area and regional teaching positions in the K-12 system. Several history majors are pursuing associates degrees in either safety technology or petroleum technology to pursue positions with companies involved in petroleum and related industries.

The Department of **Mass Communication** revised its curriculum in the fall 2012 to meet workforce needs as outlined by the Board of Regents and in response to the site-team report of the Accrediting Council on Education in Journalism and Mass Communication the department received in Spring 2012 and to feedback gleaned from meetings with its Professional Advisory group. The department restructured its curriculum to increase student learning of convergence media. In sum, students will take additional course work in digital media and will have greater exposure to information processing across media platforms. The broadcast and print journalism concentrations were consolidated into the single concentration of journalism to more accurately represent current industry demands. MACO graduates are preparing for a wide range of public relations and journalism professions. The skills they acquire are also relevant to projections for increasing need for information technology skills.

Based on the Louisiana Workforce Commission Industry Projections Data (lwc.laworks.net/sites/LMI/Pages/default.aspx), the two industry categories expected to have the highest increase in job demand between 2010 and 2020 are Professional, Scientific, and Technical Services (23.7% increase) and Health Care and Social Assistance (20.9%). The Department of Biological Sciences created the **Cell and Molecular Biology** concentration to address the projected increase in the scientific and health care areas workforce needs. The Cell and Molecular Biology curriculum trains students for human-health and scientific related fields. We expect graduates of the program to be accepted to professional schools. The concentration was first offered in the Fall 2012 semester and currently has 3 students enrolled. Two students are currently in University College, and one student is expected to graduate summer 2013. We expect student interest to increase in the near future as the job market expands.

The average age of surveyors in the State of Louisiana is around 55 plus years. This will put additional challenges on local firms to find and hire qualified surveyors in the state. According to Bureau of Labor Statistics employment of surveyors, cartographers, photogrammetrists, and surveying and mapping technicians is expected to grow 25 percent from 2010 to 2020, which is faster than the average for all occupations. Increasing demand for fast, accurate, and complete geographic information will be the main source of job growth. Additionally, the emerging geospatial technologies such as Laser Scanning, Global Positioning System (GPS), Geographic Information System (GIS), and Unmanned Aerial Systems (UAS) is listed as second largest job growth sector next to Nanotechnology. The Geomatics Program offers a technically oriented curriculum to train students for professional opportunities in the local, State, and national land surveying and mapping industry. The median annual wage of surveyors was \$54,880

in May 2010. Employment of surveyors is expected to grow 25 percent from 2010 to 2020, faster than the average for all occupations. Growth will result from increased construction related to improving infrastructure.

The Petroleum and Safety Engineering Technology programs graduates are in high demand. Enrollment in the programs has doubled since 2008 from 144 students to 287 as of spring 2013. While the Nicholls program is closely aligned to the Gulf of Mexico (GOM) offshore oil and gas industry, the US land based oil and gas shale exploration and development boom over the past five years has created an industry frenzy to keep up with operations management and technical workforce job needs for the land based operations. The Gulf of Mexico oil and gas industry produces 30 percent of America's domestic oil and 10 percent of America's natural gas supplies. Nicholls program is drawing students from neighboring states and as far away as North Dakota. The direct and indirect employment estimates for GOM energy industry could exceed 430,000 jobs in 2013. This represents a 77 percent increase from 2010. Louisiana's direct and indirect employment for GOM alone is currently estimated at 130,000 jobs. In the fall of 2012, Nicholls added a four year concentration in **Safety Technology** to support the increased demand of industry for safety technicians. The unique program scheduling of 7 N 7, 14 N 14 hybrid and web delivery provides access to both traditional high school students to non-traditional working adults seeking career advancement with a college degree.

- **Activities conducted during the reporting year with local Workforce Investment Board.**

Nicholls submits all of its academic programs for review by WIB. We have had the opportunity to assist some students to receive aid from this resource. We have active contracts with a few of the boards, as the need arises.

- **Other means of tracking students into the workforce outside of the 2012 Employment Outcomes Report.**

Nicholls conducts an Exit Survey of all graduating students every semester. The survey asks students about their plans after graduation, regarding employment or education. Nicholls conducted an Alumni survey during the 2011-2012 year. The survey was sent to two groups: those who graduated one year earlier and those who graduated five years earlier. The employment rate among those surveyed was 91.6%. When asked about field of employment, 74.1% indicated they were employed in their field of major or a similar field. Only 2.2% indicated they were unemployed and searching for employment.

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

In Spring 2012, the University made a switch in its learning management system (LMS) to the Moodle. The University had been primarily using Blackboard as its LMS since it first started offering online courses in 2000. The switch to Moodle began in AY 2010-2011, but only became available to students in Fall 2011 along with Blackboard. In Spring 2012, the University eliminated Blackboard and moved all of its courses onto Moodle. The LMS switch was done primarily as a cost-saving measure. The university's Center for Advancing Faculty Engagement (CAFÉ') has offered numerous sessions through the year for training in Moodle and enhanced ways to utilize the system. In the area of professional development, Nicholls State University continues to provide funding for faculty members to go through online training through Quality Matters. The two week session titled, Improving Your Online Course (IYOC) taught faculty members how to use a detailed rubric to enhance their courses in Moodle.

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.

3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of eliminated programs	7	1	1	0			

3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs modified or added	1	2	3	8			

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			51	55			
# of programs aligned with needs			51	55			
% of programs aligned			100%	100%			

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

3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of course sections that are 50-99% distance delivered	6	45	105	38			
# of course sections that are 100% distance delivered	155	223	264	349			

3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	113	1,114	2,086	885			
# of students enrolled in courses that are 100% distance delivered	3,511	5,061	5,690	7,009			

3.b.iii. Number of programs offered through 100% distance education by award level (Tracked Years 3 &4; Targeted Years 5 and 6)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13*	AY 13-14	AY 14-15	AY 15-16
Associate	0			
Baccalaureate	1			
Post-Baccalaureate	0			
Grad Cert				
Masters	2			
PMC	2			
Specialist	0			
TOTAL	5			
Target (Total Programs)	1 (0-2)	4 (3-5)	5 (4-6)	6 (5-7)
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual Year 11-12				
Actual Year 12-13				
Avg of Most Recent Two Yrs				
MET?	YES			

***per January 2013 BoR accreditation status report**

4. Institutional Efficiency and Accountability

Narrative Report (1-2 pages)

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**

Nicholls State University teaches no developmental courses since Fall 2010. Nicholls has an interagency agreement with Fletcher Technical Community College for the teaching of remedial courses. Fletcher teaches these courses on the Nicholls campus to provide the greatest service to the students. A portion of one academic building is earmarked as “Fletcher at Nicholls” with office and classroom space made available to this program. Nicholls collects tuition in a cross enrollment capacity and process financial aid for students who are able to count these hours for full-time status for financial aid. Fletcher is credited with the student credit hours produced. Nicholls pays Fletcher a per student stipend.

Nicholls currently has five associate degree programs. The associate degree in General Studies can now be obtained completely online and is being used to recruit back students who are close to attaining it to give those students a degree. It may even inspire some to continue working towards the baccalaureate degree.

Eliminating the following four associate degree programs at Nicholls would create a substantial loss in terms of meeting local and regional workforce needs. In addition, significant physical infrastructure is needed for each program, something that Fletcher is not able to provide without significant investment and increase in capacity. Thus, at this time, there are no discussions with Fletcher on providing these programs.

1. **Culinary** students are allowed to get their two year degree on the way to their baccalaureate degree. The associate degree is sometimes helpful when the students are competing with students from two-year colleges for an internship. It would be cost prohibitive for Fletcher to offer this program given the infrastructure needs, including kitchens, equipment, Bistro facilities, and faculty. Furthermore, this program is heavily supported by donations and fund raising efforts. The associate is provided at no additional cost by Nicholls since all courses are also a part of the baccalaureate program.
2. Petroleum Services department currently offers two associate degrees, one in **Petroleum Services** and one in **Safety Technology**. The courses apply directly to the baccalaureate degree in Petroleum Services. Since most of the students in the program are currently employed in the industry, the associate is usually a stepping stone to the baccalaureate degree. Flexible delivery of instruction, including seven on/seven off classes, allows the students with oil field schedules the opportunity to obtain their degree. Because of the nature of the work and the program, the associate degree gives them a credential to be achieved at the midpoint of the program. Fletcher’s program has a focus on deep water activities but does not currently have the technology infrastructure to offer distance education learning and traditional classes to meet the industry schedule.
3. The Associate degree program in **Child Development and Preschool Management** prepares graduates to teach in a child care center, teach in a Head Start setting, serve as a paraprofessional teacher in the public school system, and own/direct a licensed child care facility. Thus the program serves an important work force development role for the region served by Nicholls State University. The Associate degree program is an integral

component of Nicholls’ two-plus-two program leading to a Bachelors degree in the Birth to Five/Early Interventionist Education program. All course work completed towards earning the Associate degree may be used towards a Bachelors degree at Nicholls. The University provides building facilities and recently expended approximately \$87,000 renovating our Generations Teaching Generations (GTG) day care and preschool facilities. The GTG center is fully licensed by the State of Louisiana to provide day care and preschool services. Recreating comparable facilities and hiring appropriately trained staff in order to meet current State licensure requirements in another higher education setting would create significant costs to that institution.

- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

At the February 2011 University of Louisiana System Board meeting, approval was granted to increase nonresident fees at University of Louisiana System schools. The University of Louisiana System (ULS) staff recommended to the ULS Board that the system have one methodology that all the campuses would use for nonresident tuition plans. The ULS used a five-year rolling average of all SREB public institutions. For FY 2005-06 through FY 2009-10, the average increase in SREB out-of-state tuition was 4.79% per year across all categories. The ULS staff took the current SREB tuition median for 09-10 for each institution according to SREB category (2, 3 or 4) and used the 4.79% increase per year to get the targets. The targets were sent to the campuses to use for tuition planning. Adjustments will be revised each year as new SREB data are available. The table below shows adjustments made for the 2012-13 year, using the current rate of 5.66% per year.

Nicholls State University has implemented a 10% per year adjusted up by an amount that will assure a whole dollar amount per credit hour for Non-Resident Fee until it reaches the projected SREB4-Year IV average. Nicholls’ plan for increasing non-resident student tuition can be found on Nicholls’ Budget Office web page.

Proposed Tuition based on Estimated SREB Tuition Increases*

SREB Target		NiSU Approved
FY 2010-11	\$14,539	\$11,516
FY 2011-12	\$15,362	\$12,668
FY 2012-13	\$16,231	\$14,061
FY 2013-14	\$17,150	\$15,584
FY 2014-15	\$18,121	\$17,272
FY 2015-16	\$19,146	\$19,146

- **impact on enrollment and revenue**

	2010-11	2011-12	Change
Number of non-resident students	453	467	14 (+3.1%)
Tuition and Revenue	\$2,780,327	\$3,019,368	\$239,041 (+8.6%)

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	19	0	0	0			
Course sections in English	7	0	0	0			
Other developmental course sections	0	0	0	0			
TOTAL	2	0	0	0			

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	704	0	0	0			
Enrollment in dev English	146	0	0	0			
Enrollment in other developmental courses	0	0	0	0			
TOTAL	791	0	0	0			

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

4.b.i. Number of active associate degree programs offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of associate degree programs	6	5	5	5			

4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	320	227	260	200			

Number includes only students enrolled in active degree programs and it is an unduplicated count of all students enrolled for the year including summer.

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.

4.c.i. Total tuition and fees charged to non-resident students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$10,431	\$11,516	\$12,668	\$14,061			
Peer non-resident tuition/fees (full-time)	\$13,904	\$14,539	\$15,083	\$16,231			
Percentage difference	-33.3%	-26.3%	-19.1%	-15.4%			

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:

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

4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13*	AY 13-14	AY 14-15	AY 15-16
# programs with Mandatory or Recommended accreditation status	41			
# programs having discipline accreditation	34			
% accredited programs	82.9%			
TARGET	80.0%	80.0%	80.0%	80.0%
Year 08-09				
Year 09-10				
Year 10-11				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
Met?	YES			

*per January 2013 BoR accreditation status report

Organizational Data

**Submitted to
the Board of Supervisors of the
University of Louisiana System and
the Louisiana Board of Regents**

**In partial fulfillment of the requirements of Act 741
Louisiana GRAD Act
Section 5**

**Nicholls State University
University of Louisiana System**

April 1, 2013

Number of students by classification

- **Headcount, undergraduate students and graduate/professional school students**

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD , Fall 2012

Undergraduate headcount	6012
Graduate headcount	609
Total headcount	6621

- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Source: 2012-2013 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	5,480.4
Graduate FTE	435.3
Total FTE	5,915.7

a. **Number of instructional staff members**

- **Number and FTE instructional faculty**

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2012. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	283
FTE Faculty	255.3

c. **Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution in the fall of the reporting year**

Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2012.

Undergraduate headcount enrollment	28,041
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,103
Average undergraduate class size	25.4

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

Source: Budget Request information 2012-2013 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2012.

Total FTE enrollment	5915.72
FTE instructional faculty	255.39
Ratio of FTE students to FTE faculty	23.2

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

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2012, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

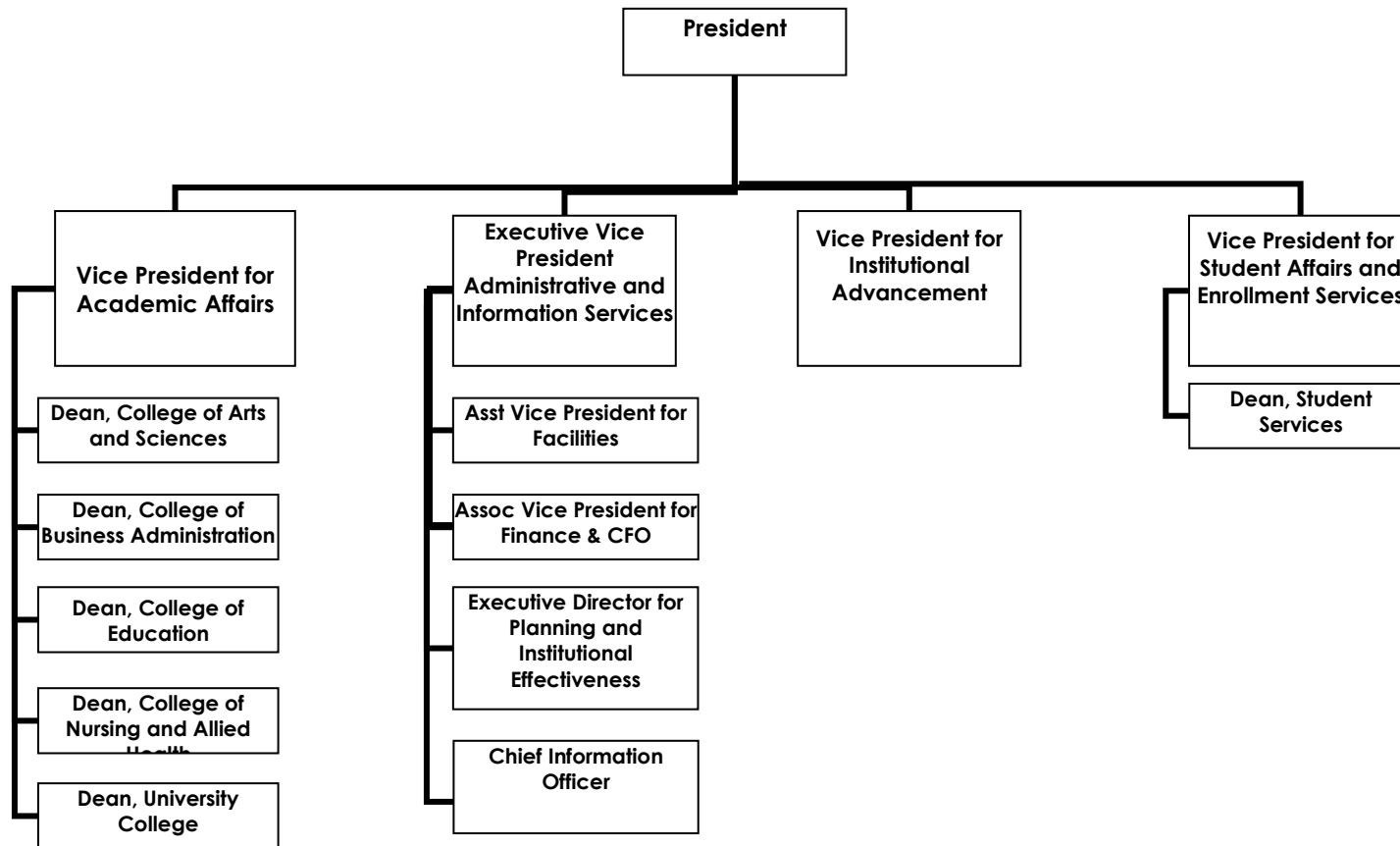
Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	1	1
College of Business Administration	1	1
College of Education	4	4
College of Nursing & Allied Health	1	1
University College	2	2

f. Number and FTE of staff in administrative areas

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Name of Division	Number of staff	FTE staff
Academic Affairs	11	11
Administrative and Information Services	22	22
Institutional Advancement	6	6
Student Affairs	16	16
President's Office	2	2

- g. 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 (as of Fall 2011).



h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008

- **A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.**

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012
President	201,596	201,596	201,596	201,596
Provost, Vice President, Academic Affairs	142,567	N/A Position Eliminated	N/A	N/A
Vice President, Academic Affairs	N/A	142,000 Position Created to Replace Provost Interim Appointment	158,000 Permanent Appointment 10/04/2011	158,000
Executive Vice President	N/A	142,000 Position Created to Replace Associate Provost Interim Appointment 10/30/10	142,000 Interim Appointment Continued	158,000 Permanent Appointment 12/08/2011
Associate Provost	118,509	N/A Position Eliminated	N/A	N/A
Dean, College of Arts and Sciences	118,356	118,356	116,000 Interim Appointment	121,500 Permanent Appointment 7/1/2011
Dean, College of Business Administration	140,200	140,200	140,200	140,200
Dean, College of Education	110,400 Interim Appointment	110,400 Interim Appointment	110,400 Interim Appointment	112,500 Permanent Appointment

				8/16/12
Dean, College of Nursing and Allied Health	116,600	116,600	116,600	116,600
Dean, University College	116,400 Increase from 110,400 to 116,400 Effective 7/01/09 for Increased Responsibilities and Elimination of Dean Position in John Folse Culinary Institute	116,400	116,400	116,400
Assist Vice President, Facilities	93,553	93,553	93,553	93,553
Vice President, Finance and Administration	131,707	131,707	N/A Position Eliminated	N/A
Assoc Vice President, Finance & CFO	N/A	N/A	120,000 Position replaced VP, Finance and Administration	120,000
Assistant Vice President, Finance	93,553	93,553	N/A Position Eliminated	N/A
Vice President, Institutional Advancement	124,586	124,586	124,586	0 Position on Zero Dollar Appointment
Vice President, Student Affairs	119,552	119,552	119,552	119,552
Dean, Student Services	75,154	75,269 75,269 to 75,269 Effective 7/01/09 Grant Increase;	75,444 Grant increase to 75,444 effective 4/3/11	75,444
Executive Director	N/A	N/A	92,500	92,500

of Planning & Institutional Effectiveness			New Position	
Chief Information Officer	N/A	N/A	104,000 New Position	104,000

A cost performance analysis

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

i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

As reported on Form BOR-1 during the Operational Budget Process.

Expenditures by Function	Amount	Percentage
Instruction	\$ 24,275,090	44.9%
Research	\$ 507,181	0.9%
Public Service	\$ 272,446	0.5%
Academic Support	\$ 6,012,621	11.1%
Student Services	\$ 3,168,154	5.9%
Institutional Services	\$ 7,399,474	13.7%
Scholarships/Fellowships	\$ 4,171,445	7.7%
Plant Operations/Maintenance	\$ 5,948,557	11.0%
Total E&G Expenditures	\$ 51,754,968	95.7%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 2,239,302	4.1%
Other	\$ 91,929	0.2%
Total Expenditures	\$ 54,086,199	100.0%

ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

*Source: As defined by the USDoE: "The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care."
Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.*

Average yearly cost of attendance	\$19,159
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iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is ≥ 10 for the Baccalaureate degree for 4-year universities

Average time to degree	5.3
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iv. Average cost per degree awarded in the most recent academic year.

v. Average cost per non-completer in the most recent academic year.

Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State dollars per FTE	\$3,587
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vi. All expenditures of the institution for that year most recent academic year.

As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures	\$ 89,173,051.00
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