

NICHOLLS STATE UNIVERSITY

University of Louisiana System

**GRAD Act Annual Report
FY 2010-2011**

**Submitted to the
Board of Supervisors, University of Louisiana System
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**and to the
Louisiana Board of Regents,
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1. Student Success

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.

Narrative Report:

- **Policy/policies adopted by the management board;**

The University of Louisiana System Board approved a proposal to increase admission standards, tighten admission exceptions, and strengthen transfer student expectations at its October 23, 2009 meeting. The system required all its institutions to comply with the higher standards for the admission of the fall 2011 class. Exceptions to the admissions policy are allowed, up to 10% of the students who are admitted. The allowable exception percentage will decrease in 2012.

In August 2010, the University of Louisiana System approved a change in policy requiring the total number of hours for a baccalaureate to be 120 hours unless otherwise required for accreditation and/or professional certification purposes.

- **Subsequent policy/policies adopted by the institution;**

Nicholls State University chose to implement the increased admissions requirements early, beginning in the fall of 2010 for first-time freshmen. Admissions requirements for transfer students will follow along with the recommendations of the University of Louisiana System.

For the 2010-11 academic year, students accepted for admissions have to have a minimum high school GPA of 2.0. For students without the minimum ACT composite score of 21, a 2.35 high school GPA is required by Nicholls, exceeding the system requirements. Generally, exceptions are granted to students who are ready for college level work. To be considered, an exception student must have a minimum 2.0 high school GPA. There is a committee to review special appeals that fall outside of the exception policy. The exception policy is modified yearly after careful review of the performance of those admitted the previous year. To keep within the 10% limit on exceptions, the number of exceptions admitted is closely monitored by admissions as they are accepted to make sure it is kept within those limits. A decrease to the percentage of exceptions allowed will be made by Nicholls in 2012. In 2014, the policy will change to a percentage of the prior year's enrollment which will help the planning process.

In 2010-11, after a careful review of all academic programs, 38 programs at Nicholls reduced hours to meet the 120 hour requirement for a baccalaureate degree as per the policy adopted by the University of Louisiana System. All changes have been approved internally by the Courses and Curriculum Committee and by the University of Louisiana System. Those changes will be made effective for the 2011-12 academic year.

- **Timeline for implementing the policy/policies;**

Nicholls has increased its admissions standards for first-time entering freshmen effective fall 2010. It will implement the increased standards for transfer students in fall 2011 as mandated. Nicholls will comply with acceptable exception rates which will be lowered in 2012.

- **Performance of entering freshmen students admitted by exception (4-year universities).**

For the fall 2009 entering freshmen admitted by exception had an average ACT composite score of 19.4, compared to 21.5 for all entering students. The average high school GPA for this exception cohort was 2.58. At the end of the spring 2010, the performance of these students was examined and exception policies were adjusted accordingly. As a result, the fall 2010 entering freshmen admitted by exception had an average ACT composite score of 20.24 and an average high school GPA of 2.89. The performance level of the fall 2010 exceptional admits was better than the previous year. At the end of their first semester in college, the term GPA of fall 2010 exceptional admits was 11.5% higher than the previous year's exceptional admits and the number of credit hours earned had risen by 8.5%. In a few weeks, when the spring 2011 semester is finalized, a further analysis will be done on these students and our exception policies will be adjusted again according to their successes.

• **Additional Notes**

For our fall 2008 cohort, the 1st to 3rd year retention rate was lower than our expected goal. Of the 1219 first-time freshmen who began in fall 2008, 650 are still enrolled as of fall 2010 and seven have received an associate degree in their first two years. The goal was to retain 659 and 657 were still enrolled; two students shy of that goal. The cohort of fall 2008 was most deeply affected by the elimination of eight programs at Nicholls due to budget cuts for the 2008-09 year. Forty-nine students who were not retained from this cohort were in those eliminated programs, including nineteen from the eliminated Computer Science program. Additionally, nine students were enrolled in the Associate Degree in Criminal Justice transferred to Fletcher Technical Community College (FTCC) in the fall of 2010.

Nicholls' fall 2009 entering first-time freshmen retention rate exceeded our expectation. Recruitment and retention efforts have been affirmed by reaching a retention rate higher than our goal. Efforts of our Quality Enhancement Plan, *L'esprit engage': The Engaged Mind*, have also contributed to retention on campus. The Center for Advancing Faculty Engagement (CAFÉ') was opened in fall 2006 and has served its mission of training faculty in best practices and promoting collegiality and professional growth. Since its establishment, the CAFÉ' has hosted 76 workshops designed to help faculty enhance student engagement, thus increasing retention and graduation rates. These workshops have attracted over 1,300 participants, with an average of over 17 per event.

Our Master Advisor Workshops and Certification, another component of our QEP, have also enhanced student engagement through advising. To date, 258 workshops have been offered since 2006 and 125 faculty and 47 staff have been certified. Our QEP has resulted in the creation of a university wide initiative to engage students in campus wide readings. Chief among these has been the Common Book initiative, through which all first-time first-year students have read, discussed, and written about the same book through their University Studies 101 classes. The Common Book is nominated and selected by the university community, and students, faculty, and staff are invited to volunteer to serve as facilitators for discussions of the book. In the fall of 2010 62 students and 19 faculty and staff volunteered to facilitate discussions, and several of the student volunteers are interested in continuing to serve as peer mentors for our first-year students.

Graduation rate goals were achieved within expected ranges, with a 2.6% increase in graduation rate at our institution. Since the graduation rate is based on students who entered Nicholls in fall 2003, before selective admissions were implemented, this improvement is substantial. As reported to the NCES Graduation Rate Survey, our bachelor's degree seeking cohort, those students stating their intention to receive a baccalaureate degree, graduated at a rate of 35.5%. We expect our graduation rates in two years to increase substantially once the rate is based on a cohort that was admitted under selective admissions standards.

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					
# Retained to 2nd Fall semester	824	853					
Rate	67.6%	70.3%					
Target		66.1% - 70.1%	66.6% - 70.62%	67.1% - 71.1%	67.6% - 71.6%	68.1% - 72.1%	68.6% - 72.6%
Target Met?		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					
# Retained to 3rd Fall semester	657	657					
Rate	56.6%	53.9%					
Target		54.1% - 58.1%	55.6% - 59.6%	56.1% - 60.1%	56.6% - 60.6%	57.1% - 61.1%	57.6% - 61.6%
Target Met?		NO					

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					
# Graduated within 150% of time	374	406					
Rate	26.6%	29.2%					
Target		26.0% - 30.0%	28.0% - 32.0%	33.0% - 37.0%	33.5% - 37.5%	34.0% - 38.0%	34.5% - 38.5%
Target Met?		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					
# Awards	1036	1091					
Ratio of Awards/ FTE	.17	.18					
Expected # of Awards*	1489.4	1516.2					
Award Productivity*	69.6%	72.0%					
Target		68.0% - 72.0%	68.0% - 72.0%	68.0% - 72.0%	68.0% - 72.0%	68.0% - 72.0%	68.0% - 72.0%
Target Met?		YES					

The Award Productivity measure compares the number of undergraduate degrees awarded each year to the number of degrees that would be expected to be awarded if one-fourth of undergraduates were to graduate each year. * 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					
# Graduated within 150% of time at any state public institution	424	445					
Rate	30.0%	31.9%					
Target		29.0% - 33.0%	30.0% - 34.0%	34.5% - 38.5%	35.0% - 39.0%	35.5% - 39.5%	36.0% - 40.0%
Target Met?		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					
# Admitted by Exception	4	4					
Rate	14.3%	16.0%					
# in Freshmen Admitted (Fall)	1233	1197					
# Admitted by Exception	133	97					
Rate	10.8%	8.1%					
# in Freshmen Admitted (Spring)	86	92					
# Admitted by Exception	21	16					
Rate	24.4%	17.4%					
# in Freshmen Admitted (Total)	1347	1314					
# Admitted by Exception	158	117					
Rate	11.7%	8.9%					

1. Student Success

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

Narrative Report:

An examination of the baccalaureate completers for the 2009-10 year reveals interesting trends. Transfer student were 28.9% of the completers. The percentage of graduates who actually count towards the NCES graduation rate for Nicholls was 49.3%. To count, they have to graduate within 6 years of starting college and to be enrolled full-time during their first college semester. Four-year or less completers, students who started at Nicholls in fall 2006 or later, made up 16.7% of the baccalaureate degrees. Six graduates actually started in fall 2007 and finished in three years. Some of the graduates would have counted, but they took longer than six years to graduate, meaning they entered Nicholls before fall 2004, before selective admissions. Those who took more than six years were 14.8% of the completer count. Seven percent entered Nicholls in a spring semester, or not as a full-time student, and do not get included in graduation rate calculations at all.

Nicholls State University has broken a record for the most degrees awarded per year for the past two years consecutively. In the spring 2010, Nicholls awarded its 40,000th degree. Retention has improved and students are obtaining their degrees in shorter time. The four-year graduation rate for students starting at Nicholls in 2006 is 16.3% compared to 9.1% for those who started in 2004. Many initiatives have contributed.

Recruiting better students has been a high priority of Nicholls administration since implementation of admissions standards. Of course, maintaining high quality academic programs is the first priority to making Nicholls a university of choice for qualified students. Many campus improvements were made to attract students to the university. Campus housing was upgraded, including a Scholar's dorm for scholarship recipients. Campus dining facilities and student union underwent a facelift. The cafeteria even gained national recognition, being recognized as an Outstanding Design in American Schools and University Architectural Portfolio 2009 edition. Even campus signage was changed to improve the look of the campus.

One of the most substantial factors resulting in more degrees is the fact that the first-time freshmen who entered Nicholls in 2005 under selective admissions standards are finishing their degrees much faster than their predecessors. For students seeking a bachelor's degree, the four-year rate for the entering class of 2005 was 14.6% compared to 11.9% for the previous year. The quality of students entering Nicholls has steadily risen in recent years. The average ACT of full-time entering students has risen from 21.0 in fall 2006 to 22.1 in fall 2010. The number of highly qualified students, with an ACT of 25 or greater, has risen as well, from 55 to 70. Scholarship funds were a priority to attract these students and university-based awards have increased from less than one million to almost 2.4 million. Students were awarded scholarships to live on campus. First-time students living in Scholar's Hall earned an average of 3.3 more credit hours during their first semester on campus. Retention of students living on campus was slightly higher than students who commuted. Improving retention and supporting students financially have definitely contributed to greater numbers of completers in recent years.

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					
% Change		8.8%					
Target		8.8%	-8.0 - -4.0%	-3.0 - +1.0%	-0.5 - +3.5%	-3.0 - +1.0%	-7.6% - -5.3%
Target Met?		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, Post-Baccalaureate	0	0					
% Change		0%					
Target		0%	0.0% - 400.0%	100.0% - 500.0%	200.0% - 600.0%	300.0% - 700.0%	400.0% - 800.0%
Target Met?		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					
% Change		32.1%					
Target		32.1%	0.0% - 3.7%	1.0% - 5.0%	2.0% - 6.0%	3.0% - 7.0%	4.0% - 8.0%
Target Met?		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, Specialist	3	5					
% Change		66.7%					
Target		66.7%	33.3% - 100.0%	33.3% - 100.0%	33.3% - 100.0%	33.3% - 100.0%	33.3% - 100.0%
Target Met?		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					
% Change		11.6%					

1. Student Success

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

Narrative Report:

- **examples of newly created partnerships**

Nicholls State University has recently created an Early Start partnership with MSA-West School in Iberville Parish. As part of the partnership, the orientation session for students was significantly modified to better meet the needs of the students. Also, pocket-size flyers were created with potential courses to take, contact information, and class schedules. The partnership is added to existing partnerships with Lafourche, Terrebonne, St. Mary, and St. James parishes.

- **examples of strengthening existing partnerships**

In December 2010, Nicholls hosted a luncheon for area teachers, guidance counselors, and principals as it does every December. The teachers are nominated by our scholarship candidates for having made a positive impact on their academic careers. Nicholls usually highlights some of our academic programs at this event and gives the high school personnel the chance to visit with our administration, faculty and staff. This annual event allows for communication with relevant individuals on topics such as changes in admissions requirements, changes in financial aid: scholarships or TOPS requirements, or new academic programs. Important deadlines are emphasized.

In addition to these events, Nicholls admissions counselors are frequent visitors to all of area high schools to disseminate information to potential students. Nicholls counselors also are frequently invited to present information at area financial aid nights on the high school campuses. Invitations to all of our informational events are sent to the schools to share with their students. Fax reminders to guidance counselors to nominate valedictorians for scholarships are also sent.

All of Nicholls' partners in the high schools are aware that the Offices of Admissions and Financial Aid have an open door policy. They often refer students to meet with these departments, especially students with unusual circumstances. At the end of the year, Nicholls personnel often attend class nights to present scholarships to graduates. Nicholls has established a [webpage](#) targeted specifically to high school guidance counselors. The webpage provides easy access to Nicholls deadlines and scholarship information. For 2010-11, Early Start [policies](#) were added to the webpage for easy access.

In the 2010-11 year, Nicholls State University moved the administration of the Early Start [program](#) under the guidance of our University College. Since University College is the portal to the university for all incoming students, it was a natural fit. All functions of Early Start were consolidated into one office with a coordinator.

The coordinator contacted guidance counselors and students more frequently this year to reduce miscommunication. The office coordinates such functions as verifying ACT scores, calculating fee bills, and obtaining information from high schools for incomplete application forms. It also works directly with the scholarship office for scholarship processing and reporting of Early Start participants. High school visits take place and the beginning and during the semester. Nicholls follows the guidelines outlined by the Louisiana Office of Student Financial Assistance ([LOSFA](#)). Beginning fall 2011, as specified in [S2011-01](#), students requiring any developmental education will not be allowed to enroll in Early Start. The requirement will ensure the students are academically ready for the challenges of college level coursework.

- **examples of feedback reports to high schools**

Feedback reports to the high schools have been developed and are going to be distributed at the end of the spring term. The first [report](#) shows the Early Start students enrollment trends at the university after their Early Start year. A second [report](#) has been developed and is being distributed through the Early Start coordinators within the academic departments and will also be sent to high schools at the end of spring. This second report examines grades of early start students as compared to all students in the same courses. It also examines difference in ACT scores.

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

The Office of Assessment and Institutional Research is currently developing a [report](#) to give to high schools that send 15 or more students to Nicholls in a given fall. The report will include a breakdown of grades received in general education courses compared to the student comparable grades in high school with information obtained through the Student Transcript System for admissions purposes. The report will also give overall GPA information, hours achieved by the students, academic standing at the end of their first year, and retention information for a period of several years. The high school administration will also receive information on how all entering high school graduates did in the same time periods for comparison purposes. Obviously the reports will also be shared with Admissions to have a better understanding of the high school they serve.

- **Additional Notes**

Nicholls State University maintains productive and cooperative relationships with high schools inside and outside our surrounding area. At the beginning of the 2010-11 school year, Nicholls admissions counselors attend Louisiana Association of College Registrars Admissions Officers Articulation Workshops. At these events, all guidance counselors from Louisiana gather and receive admissions related material. They are also informed of any changes in policy from the Colleges and Universities. These workshops also enable professional development for the guidance counselors through a series of speakers ranging from Board of Regents officers to LOSFA. Nicholls has been a frequent host of these workshops.

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					
Fall	285	318					
Spring	211	167					
TOTAL	500	491					

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					
Fall	988	1248					
Spring	967	685					
TOTAL	1972	1927					

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					
Fall	898	1194					
Spring	926	602					
TOTAL	1757	1820					

1. Student Success

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

Narrative Report:

Nicholls' Nursing Department provides nursing professionals in the Houma/Thibodaux region. Board of Regents' capitation funds were used in recent years to meet the higher demand. Since the Associate degree was moved to Fletcher, more resources were devoted to the BSN program. Even with expanded enrollments in the BSN program, the program has maintained a passage rate of over 85%. For 2010, 141 students wrote, and of those, 121 passed on the first writing. Efforts are being made to improve these rates as described below.

Nicholls has a professional service contract with Assessment Technologies Institute (ATI) which provides testing to students at the end of each clinical course and an RN-NCLEX predictor examination upon graduation. Data is collected on each student and a class composite for each course from admission to graduation, to assess learning. The intent of the exams/testing plan is to assess learning - both strengths and areas that need improving. The product allows for a detailed/student specific remediation plan. The results are benchmarked against national averages. For Nicholls, as for many, Level 2 Proficiency is our benchmark.

Respective of ATI, we continue with the initiative of mandatory remediation for students scoring less than Level 2 Proficiency. However, students now, prior to taking the proctored test, must complete the practice test and minimally achieve an 85%. As of this current semester, spring 2011, there is a point-incentive for students achieving Level 2 or Level 3 on the first attempt of the proctored exam. Also, the ATI transcript is being utilized as part of advising. This approach provides a collaborative advising session geared at both the student strengths and weaknesses in areas of learning. Importantly, the student data is reviewed, such as the amount of time the student spent taking the practice tests, all ATI test scores, etc., actions plans are then devised, and outcomes will be assessed.

To increase passage rate for Dietetics, Nicholls began to offer DIET 450 and 451 in 2010-11. These are two special topics courses which are used by the program to help integrate research and scholarly activities of the students in the program. This helps to enable the students to be better prepared for a Dietetic Internship and eventually certification as a RD. As a result of the student's research, they have poster presentations both on-campus and off-campus at the Louisiana Dietetic Association. For those students who are not pursuing the RD credential, then they would be better prepared for the workforce by maintaining currency in the profession.

For Athletic Training, in 2010-11, Nicholls added Senior Seminar courses. Athletic Training now offers ATTR 498 (Senior Seminar I) and ATTR 499 (Senior Seminar II). The added courses were actually a recommendation from the ATTR Advisory Committee. The new courses allow the program to begin the review process earlier and allow time for the students to review for their national board certification examination over a two semester time period, instead of over a 2 month "cram" session. It also allows the faculty to better utilize the program's mock board exams. When the faculty identify each student's weak area or areas, there is time to remediate with the student.

The curriculum in Teacher Education is designed around the needs of students passing the Praxis. Praxis scores are monitored closely through the College of Education's assessment system and results can be tied directly back to the curriculum. Any weaknesses can be addressed through course modifications. A recent example is a change in requirements of a tightening of the literature elective choices to courses that better align with the Praxis needs. The College of Education works closely with the College of Arts and Sciences in examining outcomes of a variety of content courses. A recommendation has been made to move some of the secondary education curriculum into its discipline area, for example, Mathematics education will move into Mathematics with education as a concentration.

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	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)	May 2009 – April 2010	12	3 [Note 1]	25%
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association	January 2010– December 2010	4	2	50%
EDUCATION	ETS PRAXIS Exam [Note 2]	Louisiana State Department of Education				
Birth to 5 Early Interventionist (413N)	ED of Exceptional Students: Core CK		2009-2010	20	20	100%
	Principles of Learning & Teaching – Early Childhood		2009-2010	20	20	100%
	Elementary Content Knowledge		2009-2010	20	20	100%
Grades PK-3 (800)	Elementary Content Knowledge		2009-2010	19	19	100%
	Principles of Learning & Teaching – Early Childhood		2009-2010	19	19	100%
Elementary Grades 1-5 (799)	Elementary Content Knowledge		2009-2010	28	28	100%
	Principles of Learning & Teaching K-6		2009-2010	28	28	100%
Middle School 4-8 Mathematics (811)	Middle School Mathematics		2009-2010	3	3	100%
	Principles of Learning & Teaching 5-9		2009-2010	3	3	100%
Middle School 4-8 Science (812)	Middle School Science		2009-2010	1	1	100%
	Principles of Learning & Teaching 5-9		2009-2010	1	1	100%
Middle School 4-8 English/Lang Arts (813)	Middle School English Language Arts		2009-2010	3	3	100%
	Principles of Learning & Teaching 5-9		2009-2010	3	3	100%

Secondary Mathematics (388N)	Mathematics Content Knowledge		2009-2010	2	2	100%
	Principles of Learning & Teaching 7-12		2009-2010	2	2	100%
Secondary Social Studies (392N)	Social Studies: Content Knowledge		2009-2010	12	12	100%
	Social Studies: Interpret Materials		2009-2010	12	12	100%
	Principles of Learning & Teaching 7-12		2009-2010	12	12	100%
Secondary English (374N)	English Lang Lit Comp Content Knowledge		2009-2010	4	4	100%
	English Lang Lit Comp Pedagogy		2009-2010	4	4	100%
	Principles of Learning & Teaching 7-12		2009-2010	4	4	100%
Secondary Business Ed (315N)	Business Education		2009-2010	2	2	100%
	Principles of Learning & Teaching 7-12		2009-2010	2	2	100%
Secondary Science: General Science (364N)	General Science Content Knowledge		2009-2010	1	1	100%
	Principles of Learning & Teaching 7-12		2009-2010	1	1	100%
Health & Physical Education (K-12) 206N	Physical Ed: Content Knowledge		2009-2010	10	10	100%
	Principles of Learning & Teaching 7-12		2009-2010	10	10	100%
Music: Instrumental Music (K-12) 215N	Music Content Knowledge		2009-2010	4	4	100%
	Principles of Learning & Teaching 7-12		2009-2010	4	4	100%
ADD-ONS AT TIME OF INITIAL CERTIFICATION *NOTE 3						
Kindergarten (101N)	Elementary Content Knowledge		2009-2010	5	5	100%
Nursery School (103N)	Elementary Content Knowledge		2009-2010	5	5	100%
Grades PK-3 (800N)	Elementary Content / PLT K-6 Reading coursework		2009-2010	14	14	100%

Adaptive PE (210)	Adaptive PE Coursework		2009-2010	2	2	100%
Foreign Lang: German (K-12) 183N	German Content Knowledge		2009-2010	1	1	100%
Middle School 4-8 Social Studies (814N)	Middle School Social Studies		2009-2010	5	5	100%
Middle School 4-8 Science (812)	Middle School Science		2009-2010	2	2	100%
Secondary Science: Biology (366N)	Biology Content Knowledge		2009-2010	1	1	100%
Secondary Business Ed (315N)	Business Education		2009-2010	1	1	100%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2010 ASN	8	7	87.50%
			2010 BSN	141	121	85.82%

Baseline Year = most recent year data published by entity that grants licensure/certification

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

Note 1: Indicates "first time writers"; The program has received information that an additional 2 have retaken the exam in 2009-2010 and subsequently passed for 5 out of 12 or a 42% pass rate which represents all writers (first-time and subsequent).

Note 2: All candidates required to pass PRAXIS exam(s) as Bachelors degree completion requirement (N = 109).

Note 3: Candidates who completed additional add-on certification at time of completion of Bachelors degree (N = 37).

2. Articulation and Transfer

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

Narrative report:

- **policy/policies adopted by the management board;**

The University of Louisiana System Board approved a proposal to increase admission standards, tighten admission exceptions, and strengthen transfer student expectations at its October 23, 2009 meeting. The system required all its institutions to comply with the higher standards for the admission of the fall 2011 class. The Board of Regents approved a change to minimum standards for transfer students; policies for transfer student admission are also changing effective fall 2012. Transfer students will be required to have more hours completed at the community college level or be able to meet admissions standards of all entering freshmen. The number of non-developmental hours will rise for the fall 2012.

- **subsequent policy/policies adopted by the institution;**

Nicholls State University plans to implement the increased standards for transfer admissions in line with the University of Louisiana System requirements. Articulation agreements with local community colleges, particularly with Fletcher Technical Community College, should assist these students in knowing exactly what is needed to facilitate their transfer to our four-year institution. The exception policy for transfer students is modified yearly after careful review of the performance of those admitted the previous year. To keep within the 10% limit on exceptions, the number of exceptions admitted is closely monitored by admissions as they are accepted to make sure it is kept within those limits.

- **timeline for implementing the policy/policies;**

In the fall of 2011, transfer students will be accepted only if they have no developmental needs as per University of Louisiana System requirements. Nicholls State will increase the number of non-developmental hours with a 2.0 GPA on college level courses from 12 as is currently required, to 18 for transfer students seeking admission in the fall 2012 in compliance with the Board of Regents admissions policy. Of those 18 hours, transfer student must have completed a college-level English and Mathematics course designed to fulfill general education requirements. Communication documents are being modified to inform students who are being denied admission for the fall 2011 of the changes in transfer policies.

- **performance of entering transfer students admitted by exception (4-year universities).**

A review of fall 2010 transfer exceptions shows a marked improvement in performance compared to the fall 2009 exceptions. The fall 2010 transfer exceptions have achieved a higher term GPA, 2.30 vs. 2.07, for their first semester. Nicholls had a smaller percentage of exceptions than the previous fall and these students are performing in line with those admitted regularly. Term GPA for all transfers was a 2.41.

- **Additional Notes**

Nicholls is in the process of implementing LiveText for outcomes assessment. LiveText allows classroom assessments to be tied into the university general education assessment outcomes to produce data on the level of learning students are achieving. LiveText allows the university to track students based on demographic data. The plan for implementation includes adding demographic information for easy tracking of transfer students. This will allow Nicholls to use assessments done in their courses and for general education to assess the outcomes of transfer students to provide feedback to their transferring institution, allow identification of skills that might be inadequate and allow for better advising of these students beyond their first semester. Full implementation of LiveText will occur in the fall 2011 semester for incoming students within University College

Nicholls State University has worked very closely with Fletcher Technical Community College to make transferring an easy process for the student. Nicholls and Fletcher are exploring options to share outcomes data, such as the use of LiveText. Both institutions are using Educational Testing Services' Proficiency Profile for general education assessment. Discussions have moved to finding a way to share data in both directions to better serve the student.

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.

2.a.i. 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 ¹	518 ¹					
# retained to next Fall semester	343	363					
Rate	72.4%	70.1%					

¹Numbers reflect students who entered any time during the year cited and retained to the following fall. This is an unduplicated count.

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					
# who began as transfers	226	267					
Percentage who began as transfers	26.4%	28.7%					

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					
# Admitted by Exception	5	14					
Rate	8.3%	23.3%					
# Transfers Admitted (Fall)	306	324					
# Admitted by Exception	77	34					
Rate	25.2%	10.5%					
# Transfers Admitted (Spring)	189	142					
# Admitted by Exception	55	32					
Rate	29.1%	22.5%					
# Transfers Admitted (TOTAL)	555	526					
# Admitted by Exception	137	80					
Rate	24.7%	15.2%					

2. Articulation and Transfer

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

Narrative report:

- **examples of new or strengthened feedback reports to the college(s)**

Nicholls has a relatively small number of associate degree recipient transfers entering the university. With the strengthening of the two-year system, a rise in such transfer students is expected, especially given the fact that Nicholls is committed to working closely with partner schools to ensure a smooth transition. The Office of Assessment and Institutional Research has developed a sample report, which will be distributed at the end of the year, showing the progress of transfer students with associate degrees.

Also, as numbers increase, plans are in place to breakdown current assessment into subgroups according to their transferring institution. General education assessments will be broken down by the institution the student received the majority of the course work. The breakdown will help to identify best practices and areas where improvement is needed.

- **processes in place to identify and remedy student transfer issues**

In 2010-11, Nicholls has designated a faculty member (David Zerangue) as Coordinator of Transitional Programs to oversee the Transfer Center and assist transfer students. The Coordinator of Transitional Programs(CTP) is responsible for Nicholls' portion of the state matrix and is listed as the primary contact for all transfer students. The Transfer Center staff works with students to facilitate the transfer process. All transfer students are referred to this office for transcript evaluation and initial advising and registration. The CTP does on-site advising at Fletcher Technical Community College each semester and is planning to do the same at other local two-year schools. The CTP has developed a webpage just for our prospective transfer students. Transfer students take part in their own orientation program. For Louisiana community and technical college transfer students, another webpage has been created spelling out the details of The Louisiana Transfer Degree. Contact information for counselors is available, as well as advising guides created for each of the bachelor's degrees offered by Nicholls. The advising guides are valuable tools for advisors within the two-year institutions, as well as the students.

- **Additional notes**

Nicholls has pledged its support to Fletcher in many ways. The Office of Assessment and Institutional Research at Nicholls and the Office of Institutional Research and Effectiveness at Fletcher meet to share ideas and find ways to keep information flowing smoothly between the institutions. Topics discussed included faculty evaluation procedures, assessment strategies, etc. Reports on assessments are often shared. Documents, such as

strategic plans, are shared in an effort to keep each other informed. Some assessments, such as Educational Testing Services' Proficiency Profile, are used at both institutions, making the sharing of such data very useful and relevant to the other school.

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					
# retained to next Fall semester	23	18					
Rate	82.1%	64.3%					

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					
# who began as transfers w assoc degree	16	22					
Percentage who began as transfers w assoc degree	1.9%	2.4%					

2. Articulation and Transfer

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

Narrative report:

- **examples of the agreements with Louisiana institutions**

Nicholls State University has embraced the move to selective admissions and has worked hard to form partnerships with regional community colleges. In November 2008, Nicholls State University signed an agreement with Fletcher Technical Community College for a Cooperative Admission Program. Through the agreement, applicants to Nicholls who are not eligible for immediate admission will be admitted to Fletcher without completing additional application forms and without paying additional application fees. Nicholls provides Fletcher with all application materials for the participant, once permission is obtained from that participant. Nicholls encourages the participants to pursue their education goals and to transfer to Nicholls once they become eligible. Participants are provided information on transfer admissions policies. When the student returns to Nicholls, their application fee will be waived. Nicholls provides admission counselors and advisors to program participants.

Fletcher processes applications provided by Nicholls and waives the admission application fee. Fletcher encourages participants to continue towards their goal of being a Nicholls student. Additionally, Fletcher counselors are available to students to assist in their transition. Nicholls and Fletcher are working together and developing advising guides for each program offered at Nicholls to assist the student in knowing which courses will transfer. The newly formed Transfer Center in University College will also serve as a resource for students to get additional information.

- **processes in place to identify and refer these students.**

When a student is declined admission to Nicholls State University, they are contacted through email. A sample of the email is below:

Dear <FIRST_NAME>:

Thank you for applying to Nicholls State University for the <TERM_DESC> semester. While we would like you to be a part of our campus community, you do not meet the requirements for admission.

We encourage you to consider attending one of Louisiana's community colleges to continue your education. Please visit www.nicholls.edu/admission and select "Partners in Education" for a list of community colleges with contact information.

Nicholls has agreed to admit students who transfer from these community colleges when they have completed 12 credit hours of college course work with at least a 2.0 cumulative GPA.

To ensure you have a smooth transition to Nicholls, please contact us during the semester you intend to complete the transfer requirements noted above.

If you have any questions regarding your admission status, please contact our office at 985-448-4507.

We wish you success in achieving your educational goals, and we look forward to welcoming you to Nicholls State University in the future.

Sincerely,

Becky Durocher
Director of Admissions
985-448-4507
985-448-4929(fax)
1-877-NICHOLLS(toll free)

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 recently updated its student information system and Fletcher is currently in the process. The new system will be utilized to facilitate a more seamless transfer of information between institutions.

2.c.i. Number of students referred at anytime 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					

2. Articulation and Transfer

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

Narrative report: (3)

- **examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs**

Nicholls has designated a faculty member (David Zerangue) as Coordinator of Transitional Programs to oversee the Transfer Center and assist transfer students. Mr. Zerangue has attended several meetings which focused on the implementation of the Louisiana Transfer degree. In the Spring 2009, he attended *Louisiana's Articulation Summit*, which set into motion the development of a model for two- to four-year transfer as specified by ACT No. 356. In October of 2009, Mr. Zerangue attended a State Articulation and Transfer Committee (SATC) meeting which initiated collaboration among the institutions of higher education and the creation of transfer templates. Template development continued through a series of video conferences with members of a sub-committee of SATC and representatives from state universities. Mr. Zerangue attended the *Transfer Advising Meeting* in June, 2010. This meeting assembled representatives from all state post-secondary institutions to discuss steps that should be taken to ease the LT transfer process and to encourage collaboration between community colleges and universities. In the Spring 2011, Mr. Zerangue also attended the CARTO meeting. At this annual meeting, universities made more of an effort to allow courses to transfer to ease the two- to four-year transition. Everything seems to be in place at Nicholls for the LT students as we anxiously anticipate their arrival.

In March 2011, Dr. James Stewart, department head of Mass Communication (MACO) department, attended a meeting in Alexandria. The Mass Communication groups met to discuss the LT templates. The result of the meeting was an agreement on the first 60 hours for students on the MACO LT templates.

- **processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.**

Nicholls State University has not had any student with an AALT, ASLT, or AST degree transfer to the university at this point. In 2010-11, in preparation for their arrival, the university's registration and records system (Banner) has been configured to accept such degrees. The Coordinator of Transitional Programs, David Zerangue, has been designated as the *Transfer Ombudsman* for the university. His duties include assisting LT students through the transfer process and serving as a liaison between the Office of Records and Registration and departments and colleges for course substitutions and challenges. The Coordinator also serves as the university's Chief Articulation Officer (CARTO), working closely with the Louisiana Statewide Articulation Matrix and officers of other state post-secondary institutions to insure the transferability of courses.

The Transfer Center staff works with students to facilitate the transfer process. All transfer students are referred to this office for transcript evaluation and initial advising and registration. In 2010-11, the transfer center staff does on-site advising at Fletcher Technical Community College each semester and is planning to do the same at other local two-year schools. A website has been developed to assist prospective transfer students and

incoming transfer students take part in their own orientation program. For Louisiana community and technical college transfer students, another webpage has been created spelling out the details of The Louisiana Transfer Degree. Contact information for counselors is available, as well as advising guides (degree program templates) created for several bachelor's degree programs offered by Nicholls. The advising guides are valuable tools for both two-year students and advisors.

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					
# retained to next Fall semester	0	0					
Rate	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					

3. Workforce and Economic Development

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.

Narrative Report:

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

Prior to the implementation of the GRAD Act and in an attempt to be proactive while dealing with substantial budget cuts looming for the 2009-10 academic year, Nicholls State University initiated a review of all academic programs in 2008-09. Using a collection of data including faculty FTE, budget by department, student credit hour (SCH) production, number of majors, and graduation trends; and calculating a cost per SCH, average SCH per faculty FTE, and cost per major, a complete analysis was done to determine programs that were less productive and, therefore, should be eliminated. Those recommendations were made to the University of Louisiana System and a process established for program elimination of 8 programs. Seven programs were eliminated in the 2009-10 academic year, while one was terminated for the 2010-11 academic year. In 2010-11, Nicholls voluntarily transferred the terminated criminal justice associate degree to Fletcher.

Also in this academic year, with recommendations from the Louisiana Board of Regents' low completers review, a similar review process was followed as in the previous year. One program was eliminated completely, citing low completers and less demand. Some secondary education majors were moved into their content area to strengthen the content within the major. Rational was offered for keeping other low completer programs based on their relation to the nation's concern with recruiting students into Science, Technology, Engineering and Math programs (STEM) and/or the uniqueness of the program and/or the services provided by the program to the community or other academic disciplines. As a result, the recommendation was for elimination of one program, combining of four secondary education degrees with their content area, combining four secondary education degrees under the broader secondary education degree and defended keeping five programs for the reasons mentioned above.

- **a description of the institution's collaboration efforts with the LWC and LED to identify academic programs that are aligned with current or strategic workforce needs**

According to the Louisiana Workforce Commission's Updated Louisiana 2018 Employment Occupational Forecast, regional employment growth in the Houma region is forecast to be the highest in the state. The Louisiana Workforce Commission cites registered nurses are the most demanded occupation of occupations with salaries greater than \$30,000. Elementary school teachers were the second highest. Nicholls is working hard to fill this demand for our region and beyond. As the only four-year institution located in this region, Nicholls is committed to work with industry to ensure a workforce is available to meet those needs.

In response to an increased demand for nurses in our region, our Nursing department, with the aid of a Nursing Capitation fund provided by the Board of Regents, was able to respond to that demand. Additional faculty could be hired and students were admitted to the nursing program three times a year rather than only twice a year. The modification allowed Nicholls to increase admissions by 100 additional admits per year. Nicholls went from admitting 80 students per year to 180 per year. Also, with the cooperation of Fletcher Technical Community College, Nicholls no longer supports an associate degree in nursing. The resources from the ASN were redirected into the BSN program, especially faculty which the BSN required to increase its productivity.

One of the missions of the College of Education is to provide professionals to school districts and other professional entities for our region and nation. At minimum, eighty percent of the teachers in the neighboring parishes are Nicholls' graduates. The College also provides fifty percent or more of school based- leaders, central office directors, and counselors to the neighboring districts. The staff along with faculty in the College collaborates with School Superintendents, district personnel, junior college administrators, parochial school representatives, and pertinent businesses and industries in a formalize association, the PK-16 Council. Through the PK-16 Council, the College of Education conducted a survey of personnel directors in eleven of our closest districts. The purpose of the survey was to acquire data on the future teacher needs in districts. This data was utilized to make recommendations to the Board of Regents regarding the low-completer programs in the College of Education. The district personnel directors projected a high need for Secondary Teachers in most disciplines, special education teachers, and middle school teachers.

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

Nicholls makes extensive use of advisory boards to assure curricula have currency and relevancy. For example, Nicholls' College of Business meets with the business and accounting advisory boards twice a year. The feedback from the boards has been used to develop Assurance of Learning outcomes related to workforce needs. In 2010-11, as a result of feedback from its advisory board, the College of Business Administration re-structured the entire MBA program including changing the order in which courses are taken, adding two courses (a second finance course and a course on leadership, ethics, and accountability), and increasing the integration of courses across the curriculum.

As another example, in 2010-11, Nicholls' Athletic Training program added Senior Seminar courses as a recommendation from the ATTR Advisory Committee. Athletic Training now offers ATTR 498 (Senior Seminar I) and ATTR 499 (Senior Seminar II). The new courses allow time for the students to review for their national board certification examination over a two semester time period, in an effort to improve passage rates. The courses give faculty time to identify weaknesses and remediate earlier in the program.

Additional notes

Nicholls' Culinary Arts Institute is a unique niche in higher education. During the 2010-11 academic year, the leadership of the institute was changed. Because of the change in leadership, advisory relationships are also changing to better serve the institute. The institute already has a system of visiting lecturers, who represent local restaurants. For this spring, those visiting chefs will be assessing the curriculum and completing a survey developed by the institute to give their feedback on any changes needed. The executive director will report back during the summer of 2011. In the fall, a new area-wide advisory board, including a member from Delgado, will review the findings and make recommendations to insure the current curriculum is meeting local workforce needs.

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					
List of programs	Agribusiness Computer Science French Education Manufacturing Technology French Legal Assistant Studies Criminal Justice	Cardiopulmonary Care Science					

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					
List of programs	Nursing	Athletic Training MBA					

3. Workforce and Economic Development

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

Narrative Report:

- **description of current initiatives to improve technology for distance learning**

In 2010-11, Nicholls adopted Quality Matters. Quality Matters is a quality assurance program that has received national recognition for its peer-based approach and continuous improvement in online education and student learning. Quality Matters provides for course assessment of online courses. Nicholls now requires any teacher teaching online courses to complete the Quality Matters training and is requiring all new courses with an online component be evaluated using the Quality Matters rubric. Existing courses are also being evaluated using the rubric by Nicholls' Distance Education Committee. Eventually, all online courses will be taught by teachers certified by Quality Matters in courses evaluated and designed against the Quality Matters Rubric.

In an effort to keep Nicholls faculty abreast of new technology, an iPad pilot program was begun. Twenty online faculty were given iPads to begin research of its use in the online environment. The CAFÉ is utilized to foster collaboration and sharing of ideas to make the most of this emerging technology.

Although there were no specific improvements to technology were made during the 2010-11 year, Nicholls benefitted greatly from increases in band width made in the 2009-10. In 2010-11, an upgrade to BlackBoard, the current DE course delivery system, was completed. The Center for Advancement of Faculty Engagement (CAFÉ) was enhanced with new technology to allow one on one instruction for online delivery of courses.

- **description of current initiatives to create and expand educational offerings by distance education**

Academic Affairs set a goal for the increase in delivery of online courses resulting in an increase of 44%, from 155 to 223, in the number of courses delivered 100% online. Hybrid courses increased from 6 to 45 over the same time period. Training in online delivery of courses was given at Faculty Institute and through CAFÉ initiatives. Faculty Institute has six breakout sessions related to distance learning. The CAFÉ offered 28 sessions targeting the improvement of distance education course offerings through the 2010-11 academic year.

The Distance Education committee moved from an adhoc committee to a university standing committee. This group encourages faculty throughout the campus to learn more about online delivery of instruction. The chair of the committee, Dr. Andrew Simoncelli, maintains a [webpage](#) with resources for faculty, students, and listings of course offerings.

The university faculties have made more use of streaming video, which allows students to view educational materials at their own time and place which creates more flex time. Instant messaging allows a faculty member to have virtual office hours. The faculty member is available at certain

times by a computer with instant messaging to converse directly with a student at a distance as opposed to a multitude of emails. The use of instant message sessions by faculty has increased.

- **description of any efficiencies realized through distance education**

Nicholls is in the process of transition from BlackBoard as a course management system, to Moodle. The course management system is used by all courses, not just distance education courses to maintain contact with students and provide students with easy to access information sharing for every course. The switch to Moodle will save Nicholls an estimated \$55,000 per year. Transition has begun and will be complete by the spring 2012.

The university also explored options in providing email services to faculty and staff. In the past year, Nicholls has transitioned from GroupWise to Gmail for faculty and staff and student email. The project is complete and will save the university an estimated \$40,000 per year.

- **Additional Notes**

Nicholls State University converted to a new computer system, Banner, in the fall 2010. Nicholls staff has utilized the system to the fullest. It has enabled many processes to be done completely electronically. Financial aid for students is now a paperless process. Students are processed and sent information through email. They are instructed on how to access self-serve to accept aid, fill out any missing paperwork, and get the entire financial aid process completely in far less time. No waiting on mail to be delivered, saving time and money.

Revenue generated from students taking only distance education courses, through tuition and course fees was \$452,217 for 2009-10.

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					
# of course sections that are 100% distance delivered	155	223					

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					
# of students enrolled in courses that are 100% distance delivered	3,511	5,061					

3.b.iii. Number of programs offered through 100% distance education by award level (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
Associate	0	0					
Baccalaureate	0	0					
Post-Baccalaureate	0	0					
Masters	1	1					
TOTAL	1	1					

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration efforts with the two-year college(s) in the region**

Nicholls State University has developed a working relationship with Fletcher Technical Community College (Fletcher) in many areas. In further building on this collaboration, in the fall 2010, Nicholls State University no longer teaches any remedial courses. Through an interagency agreement, Fletcher has taken over all remedial courses. Students remain on Nicholls campus and Nicholls provides classrooms and offices to Fletcher to provide the service. Fletcher provides the faculty. 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.

- **timeline for elimination of developmental course offering**

Nicholls has discontinued the teaching of developmental courses beginning in the fall 2010 semester. All developmental courses are taught by Fletcher Technical Community College staff.

- **Further collaboration**

Nicholls is working with Fletcher to find ways to share outcomes data for program improvement. Nicholls will use LiveText as an assessment system for all general education courses beginning in the fall 2011. LiveText will allow Nicholls to use outcomes data within first year writing and mathematics courses to provide feedback to Fletcher on how those remedial students are performing in their first year courses. Outcomes assessments can be tied to course outcomes to see where areas of improvement will be needed. Nicholls and Fletcher will continue to feed outcomes data. Also, Fletcher and Nicholls both use Educational Testing Services' Proficiency Profile for general education assessment. Data can be broken down to make sure all students, including those who began with some additional needs, achieve the outcomes of a general education at the highest level possible.

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 ¹	0					
Course sections in English	7	0					
Other developmental course sections	0	0					
TOTAL	2	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 ¹	0					
Enrollment in dev English	146	0					
Enrollment in other developmental courses	0	0					
TOTAL	791	0					

¹Number of mathematics remedial courses includes all reported for the 2009-10 SCH reporting. Includes summer and intersession courses.

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration with two-year college(s) in the region**

Once Fletcher received SACS accreditation, an associate degree in nursing was created. Nicholls quit admitted new students to their associate program once Fletcher's program was established. The nursing program at Nicholls has been struggling with not enough resources for the demand for baccalaureate degrees in Nursing. The decision was made to transition the associate program to Fletcher even though it is a feeder program to the BSN. Resources have been redirected into the BSN program and the program was able to more than double the number of admits into the clinical program, providing nurses badly needed in the region.

Nicholls had long supported a criminal justice associate degree to serve local law enforcement efforts. Since the program did not lead directly to a four-year degree, Fletcher agreed to take the program. Existing faculty were transferred and Fletcher took over a fully developed degree.

In April 2010, Nicholls and Fletcher signed an interagency agreement facilitating the more of Nicholls' cardiopulmonary care program to Fletcher. Because of the special nature of the program, and the equipment needs, the interagency agreement allows Fletcher to use the Duhe' building in Houma to teach the program. Nicholls maintains the building, but Fletcher has use of all classrooms and office space. Equipment, course content, and employees were transitioned to Fletcher. Fletcher assumes all costs associated with program. Fletcher has experience rapid growth in enrollment and this agreement has given Fletcher much needed space for other programs as well.

- **timeline for elimination of associate degree programs**

Nicholls State University did a thorough review of all programs to respond to budget cuts in 2008-09. In that review process, a decision was made that only associate degree programs that are two plus two programs, programs that are truly the first two years of a four year baccalaureate degree would be maintained. Some associate degrees were terminated and Fletcher took over three of them, Cardiopulmonary Care Sciences, Nursing Associate, and Criminal Justice.

By 2015, Nicholls plans to eliminate the associate degree in General Studies as a major.

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.

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					

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 ¹	227 ¹					

¹Number includes only students enrolled in active degree programs and it is an unduplicated count of all students enrolled for the year including summer.

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **annual plan for increasing non-resident tuition amounts**

At the August 2010 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 2004-05 through FY 2008-09, the average increase in SREB out-of-state tuition was 4.57% per year across all categories. The ULS staff took the current SREB tuition median for 08-09 for each institution according to SREB category (2, 3 or 4) and used the 4.57% 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.

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 at http://www.nicholls.edu/budget_office/wp-content/uploads/2011/04/1011_Out-of-State-Tuition-Schedule.pdf.

- **impact on enrollment and revenue**

	2009-10	2010-11	Change
Number of non-resident students	440	453	13 (+3.0%)
Tuition and Revenue	\$2,604,063	\$2,780,327	\$176,264 (+6.8%)

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					
Peer non-resident tuition/fees (full-time)	\$13,904	\$14,539					
Percentage difference	-33.3%	-26.3%					

