NICHOLLS
STATE UNIVERSITY

University of Louisiana System

GRAD Act Annual Report
FY 2011-2012 (Year 2)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2012

and to the
Louisiana Board of Regents,
May 1, 2012

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1. STUDENT SUCCESS

Narrative (3-5 pages)

• 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. Prior to 2011, the personnel in University College were ranked academic faculty who were employed on a nine-month basis. The freshman seminar course being taught had remained unchanged. As nine-month faculty, faculty advisors in the Advising Center were not present during peak times of advising activity, especially the summer semester's orientation activities. The need for change had been identified and Dean Albert Davis has gradually moved University College towards the use of professional advisors.

By the Fall semester of 2011, University College was in a position to hire 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. This staffing change is perhaps the most significant step taken toward the fully-implemented University College model originally suggested by Noel-Levitz in its 2004 study. University College's Advising Center will lay the foundation for an invigorated freshman seminar. The staff will also act as trainers and mentors for a new wave of professional advisors who will oversee the expansion of the services of the present Advising Center into satellite advising units embedded within the various academic departments across campus.

The role of the professional advisor will be one of advocacy for the student/advisee. Professional advisors will 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.

Professional Advisors will be thoroughly trained in:

- Bulletins/catalogs
- University Resources
- Completing a degree checklist/academic progress plan
- Using technology pertinent to Nicholls (Banner, Blackboard, Email, Grades First)
- Understanding transfer articulations
- Electronic file documentation for all advisee records

Professional Advisors will:

- Be able to recognize and be proficient in handling all needs of their advisees, such as honor students, athletes, veterans, non traditional students, students using the services of the Dyslexia Center or Disability Services, students on probation, students returning from suspension, etc.
- Remain in contact with students via email and Blackboard sessions established for their list of advisees
- Maintain individual appointment availabilities for their advisees
- Work closely with UNIV faculty assigned to sections populated with corresponding majors
- Advocate for the student regarding transfer credit issues
- Coordinate contact of departmental mentors with students
- Meet with advisees individually at least one time a year to work with advisee on upcoming semester schedule. Professional advisor will determine if student can be "released" and allowed to register for the current and upcoming semester.
- Maintain accurate records, spreadsheets, e-file documents, etc. of each advisee so that at any point the professional advisor and advisee will know such things as hours remaining towards degree, exactly which courses remain to be taken, etc.
- Work closely with the Coordinator of the Academic Advising Center to identify students not progressing toward degree completion

Other duties of the professional advisor will include (but not limited to):

- Facilitate small group academic advising seminars for first time freshmen
- Attend orientation activities as needed
- Register incoming freshmen prior to their attending Orientation
- Coordinate transition to new advisor if/when advisee changes major
- Assist students in career choice issues thru utilization of resources available on campus, contact with appropriate faculty, and/or community representative
- Assist students as necessary when resignations, withdrawals, etc. become necessary
- Maintain contact with departments of their assigned advisees for to insure the utmost accuracy in departmental requirements for degrees, etc.
- Any other duties as assigned by the Coordinator of the Academic Advising Center

UC Advising Center Initiatives: (Amy Hebert, Coordinator, UC Academic Advising Center)

1. Student success – First Time Freshman Initiatives:
   - Full-time Advising Center Staff – Dr. Davis is preparing this. (NEW)
   - UNIV 101 Course – Coordination with General Education Critical Thinking Rubric. LiveText to be used for assessment. (NEW)
   - Common Book – Common Reading in all UNIV 101 sections with Peer Mentors (student engagement) serving as discussion leaders (online) and in-class group discussion leaders. (CONTINUED)
   - Advising Workshops – All Advising Center staff as well as other UC staff participate in workshops including academic departments and campus services. Goals include cross-training of advising staff. (NEW)
   - Coordination of Liaisons from academic departments to meet with UNIV 101 students. (CONTINUED)

- Registration holds placed on all UC students to be removed by advisor after semester advising meeting. (CONTINUED)

2. Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting.
   - UNIV 101 Exit Surveys to be completed on LiveText at the end of each semester. (NEW)
   - BCSSE survey administered to all UNIV 101 students and results used in advising visits. (CONTINUED)
3. Tracking/Monitoring/Reporting mechanisms implemented/continued during the reporting year.
   - Required advising visits every semester that students are a part of AAC cohort. (CONTINUED)
   - At-risk (probationary and suspension appeal) progress reports requested from faculty each mid-term period. Follow up with probation/suspension advisor. (CONTINUED)
   - All advising visits/contacts/documents saved in GradesFirst advising software program. (CONTINUED)

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

Increasing 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 70.3% for Fall 2009 cohort and 71.2% for the Fall 2010 cohort, both exceeding targets initially set for the GRAD Act.

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 2006 progressed to the sophomore level at a rate of 31.1% with overall retention at 66.3%). Four years later, our Fall 2010 freshman cohort has progressed into the Fall 2011 at the sophomore level at a rate of 44.0%. A faster progression rate translates 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.

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

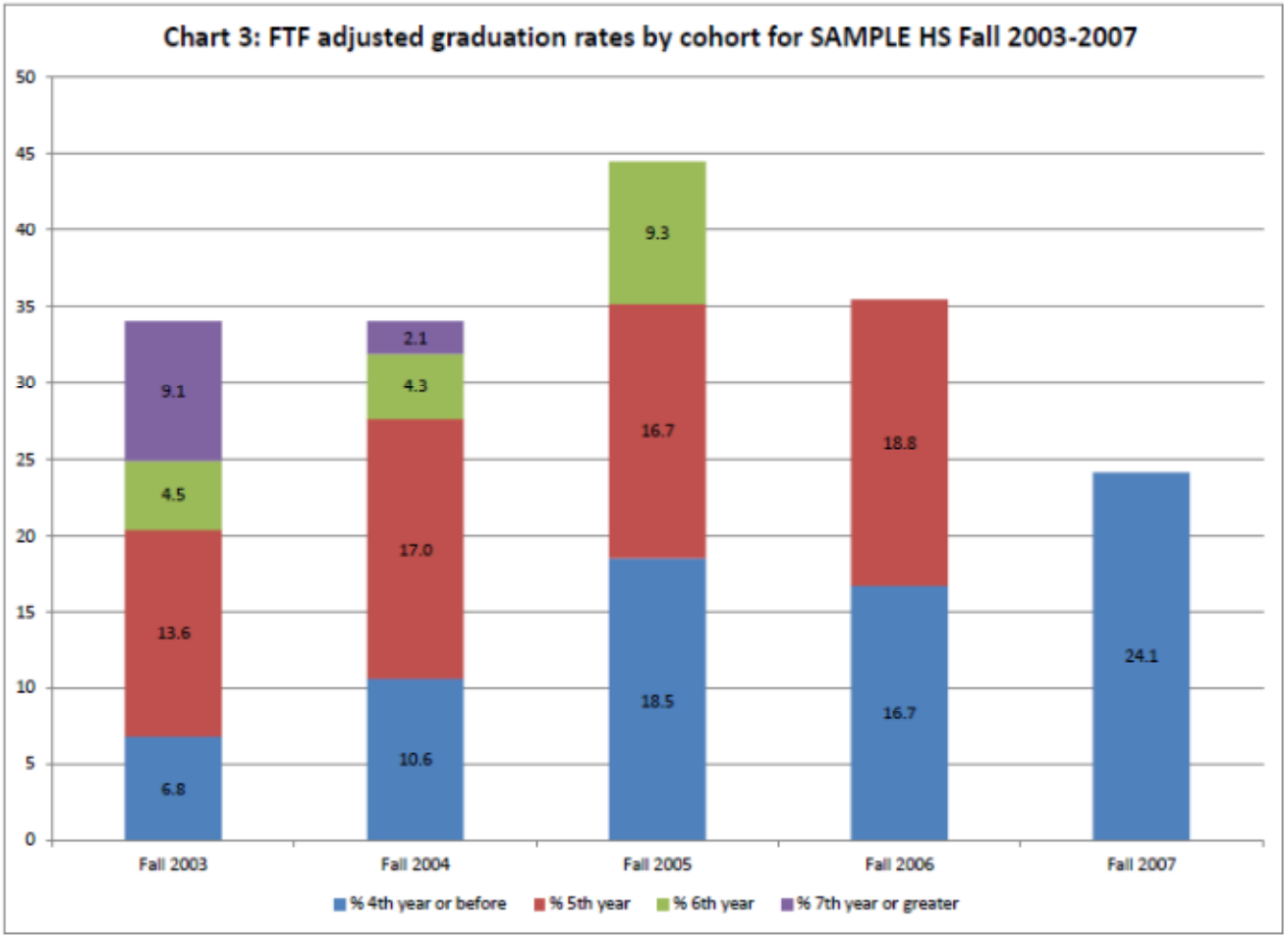
First-time freshmen are in touch with their professional advisors weekly during their first semester. Nicholls recently adopted the use of BCSSE, Beginning College Survey of Student Engagement, to assess students' expectations of college and their readiness. The BCSSE gives a group of scores which may 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. Below is a chart showing graduation rates of cohorts from a sample high school:



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.1 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**				
# Retained to 2nd Fall semester	**824**	**853**	**748**				
Rate	**67.6%**	**70.3%**	**71.2%**				
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**				

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**				
# Retained to 3rd Fall semester	**657**	**657**	**709**				
Rate	**56.6%**	**53.9%**	**58.5%**				
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**				

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**				
# Graduated within 150% of time	**374**	**406**	**451**				
Rate	**26.6%**	**29.2%**	**28.7%**				
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**				

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**				
Expected # of Awards*	**1489.4**	**1516.2**	**1476.9**				
# Awards	**1036**	**1091**	**1111**				
Ratio of Awards/ FTE	**.1739**	**.1799**	**.1881**				
Award Productivity*	**69.6%**	**72.0%**	**75.2%**				
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**				

*** 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**				
# Graduated within 150% of time at any state public institution	**424**	**445**	**508**				
Rate	**30.0%**	**31.9%**	**32.1%**				
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**				

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**				
# Admitted by Exception	**4**	**4**	**1**				
Rate	**14.3%**	**16.0%**	**2.7%**				
# in Freshmen Admitted (Fall)	**1233**	**1197**	**1103**				
# Admitted by Exception	**133**	**97**	**68**				
Rate	**10.8%**	**8.1%**	**6.2%**				
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	**86**	**92**	**76**				
# Admitted by Exception	**21**	**16**	**12**				
Rate	**24.4%**	**17.4%**	**15.8%**				
# in Freshmen Admitted (Total)	**1347**	**1314**	**1216**				
# Admitted by Exception	**158**	**117**	**81**				
Rate	**11.7%**	**8.9%**	**6.7%**				

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				
% Change		8.8%	10.9%				
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				
% Change		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**				
% Change		**8.8%**	**10.9%**				
Target		**8.8%**	**-6.0% (803) (-8.0 - -4.0%)**	**-0.7% (849)**	**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**				

	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**				
% Change		**32.1%**	**9.2%**				
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**				
% Change		**66.7%**	**100%**				
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**				
% Change		**33.0%**	**11.6%**				
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**				

	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**				
% Change from baseline		**11.6%**	**11.0%**				

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				
Fall	285	318	212				
Winter							
Spring	211	167	135				
TOTAL	506	491	351				

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				
Fall	988	1248	709				
Winter							
Spring	967	685	544				
TOTAL	1999	1957	1282				

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				
Fall	898	1194	709				
Winter							
Spring	926	602	544				
TOTAL	1865	1820	1282				

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 2010 – April 2011	4	3	75%
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association	50%	January 2011 – December 2011	10	8	80%
Education	All 3 PRAXIS exams	Louisiana State Department of Education	100%	Traditional Alternative Certification	87 95	87 95	100% 100%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	85.82%	2011	73	68	93.15%

*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

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 has initiated 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.

More recently, Nicholls has 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 are also transferable.

The university continues to maintain a website devoted to transfer 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. To date we have had only one student transfer to Nicholls with the LT degree.

Nicholls has implemented a change in the course articulation process. Transfer courses that do not articulate into specific Nicholls courses are given designations that insure that transfer students receive credits for as many transfer courses as possible. For example, courses in the arts and humanities are designated as FNAR and HUMA courses even if Nicholls does not offer courses in the particular discipline (e.g., religious studies, film studies, dance, etc.).

Nicholls has also implemented a substantive policy change with regard to general education requirements. Students are no longer required to take six credit hours of history courses and are instead required to take three hours of history and three hours of humanities. Likewise, students are no longer

required to have a sequence in the natural sciences. Both changes to the general education requirements should promote an increase in the number of transfer credit hours applied to baccalaureate programs.

- **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 are being developed to provide additional feedback by institution.

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 299 students who were denied admissions in Fall 2010 and track them through NSC. National Student Clearinghouse showed 144 of those did attend a two year school: 90 to Delgado Community College, 40 to Fletcher Technical Community College, 6 to River Parishes Community College, 10 to South Louisiana Community College, and 10 to Baton Rouge Community College. Thirty-one students were enrolled in both two-year and four-year schools. Forty-six actually enrolled in another four-year school. Unfortunately, seventy-eight 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 is currently in the process. The new system will be utilized to facilitate a more seamless transfer of information between institutions.

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

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	518	497				
# retained to next Fall semester	343	363	341				
Rate	72.4%	70.1%	68.5%				

Numbers 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	948				
# who began as transfers	226	267	263				
Percentage who began as transfers	26.4%	28.7%	27.7%				

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**	**48**				
# Admitted by Exception	**5**	**14**	**4**				
Rate	**8.3%**	**23.3%**	**8.3%**				
# Transfers Admitted (Fall)	**306**	**324**	**285**				
# Admitted by Exception	**77**	**34**	**32**				
Rate	**25.2%**	**10.5%**	**11.2%**				
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	**189**	**142**	**164**				
# Admitted by Exception	**55**	**32**	**19**				
Rate	**29.1%**	**22.5%**	**11.6%**				
# Transfers Admitted (TOTAL)	**555**	**526**	**497**				
# Admitted by Exception	**137**	**80**	**55**				
Rate	**24.7%**	**15.2%**	**11.1%**				

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**				
# retained to next Fall semester	**23**	**18**	**24**				
Rate	**82.1%**	**64.3%**	**72.7%**				

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**				
# who began as transfers w assoc degree	**16**	**22**	**23**				
Percentage who began as transfers w assoc degree	**1.9%**	**2.4%**	**2.4%**				

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				

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				
# retained to next Fall semester	0	0	0				
Rate	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				

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.**

Based on a review of low-completer programs, the following actions were taken:

1. Art Education was identified as a low-completer program and the Art Education degree was eliminated. Art education is now offered as a concentration within the Department of Art. Students earn a Bachelor's of Fine Art in Art and may continue to complete a concentration in art education resulting in certification in Art K-12.
2. The B.S. program in mathematics was identified as low-completer but was defended and retained with the addition of a concentration in mathematics education. This concentration provides candidates with both the education coursework and a degree in the content area. Mathematics has a central role in the physical and social sciences, engineering, business, and industry. This role creates a demand for qualified applied mathematicians, and for teachers of mathematics.
3. The B.A. degree in Music was identified as a low-completer, as well as the B.M.E. degrees in Instrumental Music Education and Vocal Music Education. The education majors have been moved into the Department of Music and will receive a B.A. degree in the content area with a concentration in education. The reorganization helps to strength all degree programs and will give the education majors greater content knowledge.
4. The B.S. degree in Secondary Education was created with concentrations in English, Family and Consumer Science, General Science, and Social Studies Education since each alone was a low completer.
5. The Business Education major was eliminated due to low completers.
6. The M.S. program in mathematics was identified as low-completer but was defended and retained since it promotes economic development by providing highly qualified secondary and post-secondary STEM educators. The program can be completed online as a unique distance-learning opportunity, and will not be low-completer for the 2011-2012 reporting year.

- **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.**

The College of Business is in the early stages of developing a Maritime Management Concentration. This initiative is being driven by business and industry leaders who say the future of the maritime industry will hinge on well-educated employees with the economic, legal, technical, and leadership skills needed to face today's increasing challenges. Nicholls is the ideal place for such a program due to its prime location, the wealth of nearby maritime-related jobs and its AACSB internationally accredited business programs. Two committees have been formed of industry members to make sure this initiative becomes a reality. One committee is discussing the content of the program and the other committee is working to obtain financial resources to ensure that the program is self-funded.

The Department of Biological Sciences created a new concentration in Cell and Molecular Biology to meet the increasing needs of the regional human health-based workforce. Based on data supplied by the Louisiana Workforce Commission, the health service industry has one of the highest demands and salary in our region. The population of this region is one of the fastest growing in the state, which will increase the need for health care providers. Also, the regional biomedical industry is expected to increase dramatically over the next few years.

For the past two years, the Department of Languages and Literature has been reviewing workforce needs and has modified the existing curriculum to correspond to these needs. The Board of Regents "Master Plan" identifies seven core industry sectors requiring enhanced representation. One such sector is information technology. We now have a concentration in rhetoric and writing that will prepare students to enter technical writing fields needed by such regional corporations as Bollinger, Otto Candies, Gulf Island Fabrication, T. Baker Smith, and Chouest Offshore. Students graduating with a concentration in rhetoric and writing will be prepared to teach, to design technical procedure manuals and reports, and to work in all areas of business. Students will also be prepared to enter fields that require expertise in all areas of new media, such as game design, social networking, blog design, etc. The Department is also building toward a minor in film which will also contribute to the workforce needs of the new "Hollywood South," as filmmakers are attracted to this immediate region and to New Orleans.

The most recent "Occupational Outlook Handbook" projects that there will be a 13% increase in need for educators from now until 2018. Noted in this handbook is greater need in the South, particularly rural areas. The English and foreign language components of this department prepare teachers in core areas of English (creative writing, rhetoric and writing, and literature) and foreign languages (French and Spanish). It is estimated that as many as 20 new secondary mathematics teachers will be required in 2012-2013 in Region 3 alone. Mathematics ranks at the top of the list in both teacher attrition rate and specialty areas having the fewest numbers of qualified applicants. Both the B.S. and M.S. programs supply secondary and post-secondary teachers to the region/state and also mathematics professionals for other areas of Louisiana's economy.

Students with a degree in English are qualified to enter the following fields: advertising, public relations, journalism, editing in writing and/or film, professional speech writing, broadcast journalism, publishing, management and administration, community relations, and much more. The Louisiana Workforce Commission Report cites the increased need for educators, business operations specialists, and community and social service specialists and mangers, reporters, and correspondents, in that order, by 2018. The BOR "Master Plan" indicates that one of the "primary" focuses of regional institutions is to provide "a limited number of master's program in traditional service areas and selected others required in the region." To that end, we are in the process of creating an M. A. in English that is uniquely designed to prepare students who would like to develop their expertise and training as teachers and who would like to further develop their expertise and skills in all areas of professional writing. Added to this degree are certificates in English for students who earn 18 hours of graduate level coursework in English to teach in Early Start programs and an 18 hour certificate in English as a Second Language preparation. The Letter of Intent has already been prepared for such an advanced degree program.

Surveyors are listed as Top Demand Occupations in the State of Louisiana by LWC. 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. We are seeing the same trend at the national level. According to Bureau of Labor Statistics employment of surveyors, cartographers, photogrammetrists, and surveying and mapping technicians is expected to grow 19 percent from 2008 to 2018, 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, GPS, Geographic Information System (GIS), and Unmanned Aerial Systems (UAS) is listed as the 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 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. The Geomatics program has developed an articulation with Fletcher Technical Community College (FTCC), South Louisiana Community College (SLCC), and Acadiana Technical Community at Lafayette for career pathways from their two year programs to our four year programs.

Similarly our Petroleum and Safety Technology related occupations are all in high demand. The occupation code is distributed among the following categories namely Drilling, Well Completion, Production, Well Intervention, Safety, Health and Environment. According to the Oil & Gas Industry estimates the projected workforce need is at 125,000 per year through 2035 in the Gulf of Mexico alone. Our Nicholls Petroleum Services and Safety Technology program which has a healthy enrollment of 190 students will be contributing to the immediate needs of the industry in various specialties desired by the workforce. We have added a four year concentration in Safety Technology to support the demand of industry for safety technicians. The courses in the concentration will be offered starting in the Fall of 2012. In addition, we have articulation with FTCC's two year Integrated Production Technologies program to transition into our four year PSBS program.

The Vice President for Academic Affairs has mandated that all programs establish an advisory board. Many advisory boards were already in existence and thriving. Nicholls' PK-16 council had a long-standing tradition of keeping lines of communication open between all levels of education in the South Central region of the state. Culinary Arts Department has an advisory board and other professional relationships in the restauarant and food industry. The College of Business has an active advisory board and a separate board for the Accounting Department. Both the Geomatics and Petroleum Services & Safety Technology programs have a strong and active industrial advisory board with members serving from across the whole state. In addition, we have strong support from the state professional societies such as Louisiana Society of Professional Surveyors, American Association of Drilling Engineers and Society of Petroleum Engineers. The program support is in the form of student scholarships, industry match for grants, infrastructure development and others as desired by the program requirements. The Department of History and Geography has an advisory council. All departments in the College of Arts & Sciences have advisory groups. Mathematics has an advisory council. Chemistry is in the process of reorganizing its advisory council. The College of Nursing and Allied Health also has active advisory boards which has worked with the university for years, most recently on the establishment of a Master's in Nursing degree to meet growing needs of the region.

- **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 2011 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. Students were asked to rate several areas of their preparation. In the following areas, students rank each of the items as Good or Excellent when asked about the level of preparation received at Nicholls: Ability to Learn Independently (86.8%); Ability to Use Critical Thinking Skills (82.3%); Ability to Speak Effectively (80.2%); Ability to Write Effectively (81.8%); Belief in Yourself as a Capable Person (85.7%). Alum were asked to rank the preparation received at Nicholls for more advanced education and 83.7% believed their preparation was good or excellent. Regardless of financial benefits, 87,1% felt like their college experience had improved the quality of life.

- **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.

In the area of professional development, Nicholls State University provided funding for 43 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. The University paid $150 for each faculty member's training, which is the cost for QM subscribers.

Online courses at Nicholls are evaluated using the online version of Education Testing Services' SIR II Student Instructional Report. The paper version of this instrument is used in the traditional, face-to-face courses. Results from this instrument are used in the annual evaluation of faculty members. Since the same instrument is used, comparisons are easily made between online and traditional courses. Also, the Distance Education Committee can add questions specific to distance learning, which they do.

The Distance Education Committee has created a web site specific to our distance learners. It contains links to resources for students and faculty. The committee has also released a new publication for online students during the 2011-12 academic year to make them aware of certain policies and procedures and give them access to the Student Handbook. Nicholls Student Guidelines for Online Classes is available online on the student resource page.

As part of a recent SACSCOC report, a thorough analysis of every degree program was completed to determine what percentage of courses for that program could be received through online courses. The General Studies degrees, both the A.G.S. and the B.G.S. could be acquired completely online, but are not advertised as such. The university is looking further into the possibility of marketing such programs, as well as others that might require little further 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.

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**				

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**				

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**				
# of programs aligned with needs			**51**				
% of programs aligned			**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**				
# of course sections that are 100% distance delivered	**155**	**223**	**264**				

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**				
# of students enrolled in courses that are 100% distance delivered	**3,511**	**5,061**	**5,690**				

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**	**1**				
Baccalaureate	**0**	**0**	**1**				
Post-Baccalaureate	**0**	**0**	**0**				
Masters	**1**	**1**	**1**				
TOTAL	**1**	**1**	**3**				

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.

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	$14,394	$11,516
FY 2011-12	$15,083	$12,668
FY 2012-13	$15,806	$13,940
FY 2013-14	$16,563	$15,344
FY 2014-15	$17,356	$16,886
FY 2015-16	$18,188	$18,188

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

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**				

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**				
Peer non-resident tuition/fees (full-time)	**$13,904**	**$14,539**	**$15,083**				
Percentage difference	**-33.3%**	**-26.3%**	**-19.1%**				

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, 2012

a. **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 2011

Undergraduate headcount	**6,141**
Graduate headcount	**661**
Total headcount	**6,802**

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

  Source: 2011-2012 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	**5,762.36**
Graduate FTE	**483.33**
Total FTE	**6,245.69**

b. **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 2011. 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	**284**
FTE Faculty	**258**

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 2011.

Undergraduate headcount enrollment	**28,491**
Total number of sections in which the course number is less than or equal to a senior undergraduate level	**1,068**
Average undergraduate class size	**26.7**

d. Average number of students per instructor

- **Ratio of FTE students to FTE instructional faculty**

  Source: Budget Request information 2011-2012 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2011.

Total FTE enrollment	**6245.7**
FTE instructional faculty	**258**
Ratio of FTE students to FTE faculty	**24.2**

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 2011, 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.

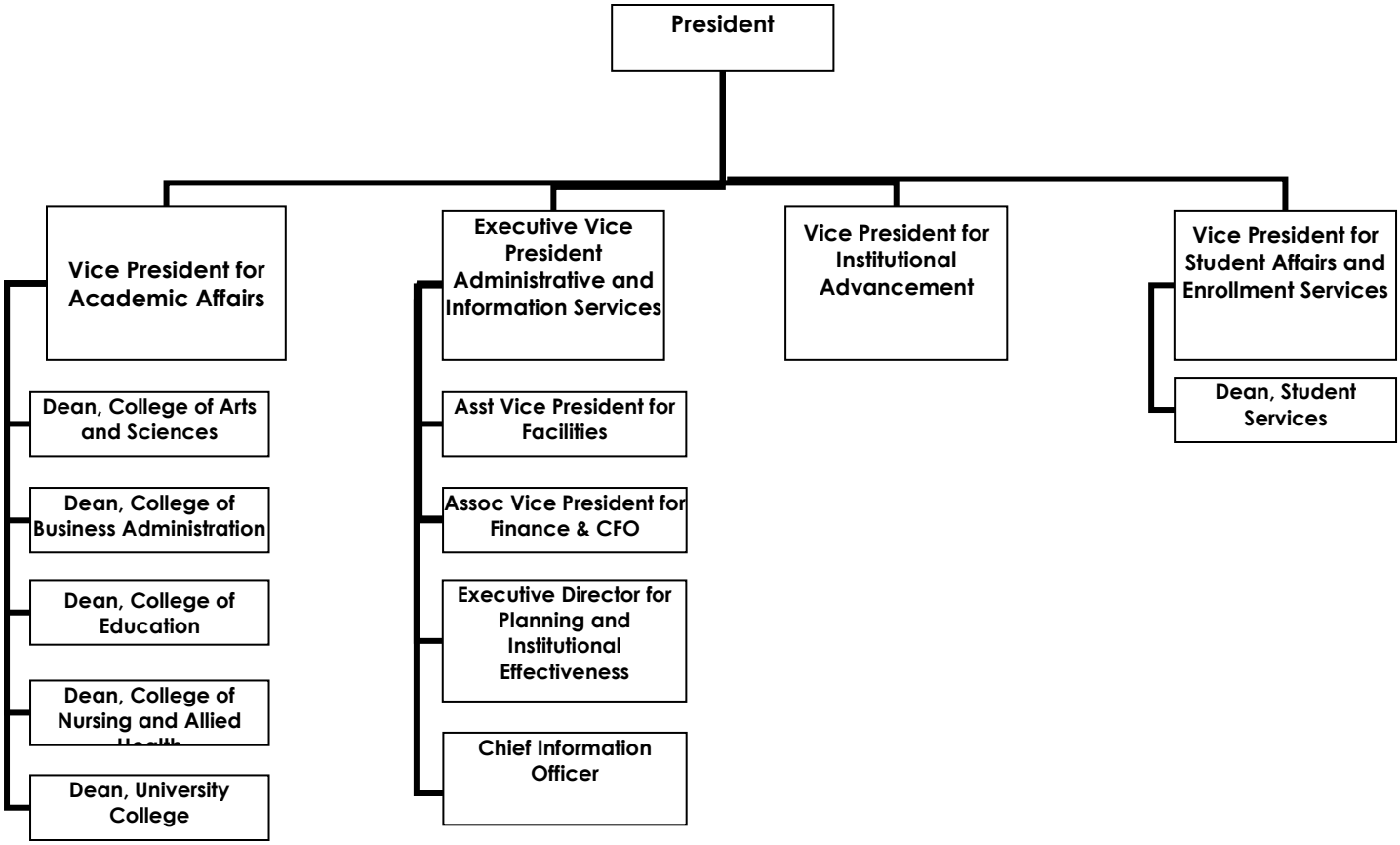
Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	1	1
College of Business Administration	4	4
College of Education	26	26
College of Nursing & Allied Health	4	4
University College	16	16

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	12	12
Administrative and Information Services	68	68
Institutional Advancement	47	46
Student Affairs	30	30
President's Office	4	4

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
President	201,596	201,596	201,596
Provost, Vice President, Academic Affairs	142,567	N/A Position Eliminated	N/A
Vice President, Academic Affairs	N/A	142,000 Position Created to Replace Provost Interim Appointment	158,000 Permanent Appointment 10/04/2011
Executive Vice President	N/A	142,000 Position Created to Replace Associate Provost Interim Appointment 10/30/10	142,000 Interim Appointment Continued
Associate Provost	118,509	N/A Position Eliminated	N/A
Dean, College of Arts and Sciences	118,356	118,356	116,000 Interim Appointment
Dean, College of Business Administration	140,200	140,200	140,200
Interim Dean, College of Education	110,400	110,400	110,400
Dean, College of Nursing and Allied Health	116,600	116,600	116,600
Dean, University College	116,400 Increase from 110,400 to 116,400 Effecive 7/01/09 for Increased Responsibilities and Elimination of	116,400	116,400

	Dean Position in John Folse Culinary Institute		
Assist Vice President, Facilities	**93,553**	**93,553**	**93,553**
Vice President, Finance and Administration	**131,707**	**131,707**	**N/A Position Eliminated**
Assoc Vice President, Finance & CFO	**N/A**	**N/A**	**120,000 Position replaced VP, Finance and Administration**
Assistant Vice President, Finance	**93,553**	**93,553**	**N/A Position Eliminated**
Vice President, Institutional Advancement	**124,586**	**124,586**	**124,586**
Vice President, Student Affairs	**119,552**	**119,552**	**119,552**
Dean, Student Services	**75,154**	**75,26975,154 to 75,269 Effective 7/01/09 Grant Increase;**	**75,444 Grant increase to 75,444 effective 4/3/11**
Executive Director of Planning & Institutional Effectiveness	**N/A**	**N/A**	**92.500 New Position**
Chief Information Officer	**N/A**	**N/A**	**104,000 New Position**

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	$	24,272,093	42.1%
Research	$	525,744	0.9%
Public Service	$	275,000	0.5%
Academic Support	$	6,715,622	11.6%
Student Services	$	3,168,079	5.5%
Institutional Services	$	7,688,699	13.3%
Scholarships/Fellowships	$	3,864,938	6.7%
Plant Operations/Maintenance	$	7,379,360	12.8%
Total E&G Expenditures	$	53,889,535	93.4%
Transfers out of agency	$	-	0.0%
Athletics	$	3,615,577	6.3%
Other	$	216,071	0.4%
Total Expenditures	$	57,721,183	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	$17,583

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	**5.7**

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	**$3,939**

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	**$ 96,973,429.00**