

NICHOLLS STATE UNIVERSITY

University of Louisiana System

**GRAD Act Annual Report
FY 2015-2016 (Year 6)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 14, 2016**

**and to the
Louisiana Board of Regents,
May 1, 2016**

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1. STUDENT SUCCESS

Narrative (3-5 pages)

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

Retention of full-time, first-time freshmen from the fall 2014 to their second year in the fall of 2015 declined and did not meet the targeted measure. As a result, a regression analysis was conducted to determine specific factors affecting the retention rate. Specific factors were addressed when possible. One factor was the passage of the entry Mathematics course. Another factor was the completion of the university studies course, UNIV 101. Initiatives were developed to make the greatest impact on student retention during the summer 2015 and fall 2015 terms. These initiatives are described in the narrative below for Student Success Programs Implemented. There is a strong correlation between fall to spring retention and fall to fall retention. Nicholls State University was aware of the problem of retaining the fall 2014 cohort when the fall to spring retention dipped. Consequently, with the initiatives being implemented, the fall to spring retention of the fall 2015 cohort is the highest in Nicholls history. The fall to spring retention was 88.3%, almost five percentage points higher than the previous year. The fall to fall retention of the fall 2015 cohort is expected to be much higher if trends continue.

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

Nicholls State University students enter the university through University College Academic Services. 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. The Academic Advising Center employs seven full-time staff with faculty rank at the instructor level or above. All staff members possess at least a master's or have a master's in progress. Most of the Academic Advising Center staff have counseling or education backgrounds. University College's Academic Advising Center lays the foundation for an invigorated freshman seminar. The role of the professional advisor is one of advocacy for the student/advisee. Professional advisors work diligently with students to determine potential obstacles to student academic success. Using Grades First, 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 per semester in order to be cleared for registration. All professional advisors are thoroughly trained, supervised, and assessed by the Coordinator of the Academic Advising Center.

During the spring of 2016, the staff of the Academic Advising Center created UNIV 100, *Strategies for Student Success*. The course was designed to serve freshmen students struggling academically, primarily those on academic probation. Four sections were offered and each course was assigned an instructor and four peer mentors. The instructors for the course conduct a very limited number of brief instructional sessions on such topics as time management, organization, and study skills. However, the majority of class time is devoted to students completing assignments for other courses. In this regard, the course serves as a study hall by forcing students to commit quality time to academic pursuits. Peer mentors help

instructors in meeting the academic needs of the students. Peer mentors facilitate class discussions, provide coaching in small groups, work with students individually, and offer some tutoring services. The Academic Advising Center plans to continue this program in the future.

The Tutorial and Academic Enhancement Center, which also includes the Writing Center, is a unit of University College Academic Services. It continues to provide traditional tutoring services, by offering tutoring in many disciplines including mathematics, English, biology, chemistry, and business. The Writing Center provides students from any discipline the opportunity to develop and hone their writing skills. In addition, the Tutorial and Academic Enhancement Center continues to provide through Brainfuse the following services for online students.

Paid Services:

Students purchase two hours of services for \$55 in the following areas:

- **Live Online Tutoring (Paid Service):** Students have access to live, on-demand homework help from Brainfuse-certified tutors in a variety of college subjects. Tutors and students communicate in real-time through the Brainfuse Online Classroom. *Subjects tutored: Math, Writing, Reading, Science (Human Anatomy and Physiology, Biology, Microbiology, Chemistry, Organic Chemistry, Physics, etc.), Business (Accounting, Economics, Finance, etc.), Health Professions (Allied Health studies, Pharmacy studies, Nursing studies, Medical Terminology, Pathology, Pharmacology, Test Prep, etc.), Computers in Technology (Access, Excel, Word, PowerPoint), English for Speakers of Other Languages, Spanish, History.*
- **Question Center (Paid Service):** The around-the-clock Question Center is ideal for students who have questions outside of service hours or who require a detailed, structured explanation of a difficult academic concept. Students simply submit their question (and even attach supporting documents) and Brainfuse will respond within approximately 24 hours.
- **Basic Skills Building (Paid Service):** This transition program is designed to individually and systematically build essential skills for college success. Areas of focus include mathematics, critical reading, and writing. The transition program consists of the following components:
 - **Online Assessment:** Students take an online assessment to determine areas of focus. Assessments can be customized to fit within an institution's objectives.
 - **Individualized Tutoring Plan:** Each student receives an individualized tutoring plan based on assessments results.
 - **Live Tutoring:** Students meet with Brainfuse tutors in live, online sessions to achieve mastery of the skills highlighted in the tutoring plan.
 - **Progress Reporting:** Regular online assessments, automatic attendance tracking, and tutor post-session reports allow the Brainfuse curriculum team and school administrators to track student progress in order to maximize program effectiveness.
- **Online Writing Lab (Paid Service):**
 - **Premium Writing Lab:** Students submit their writing through Brainfuse's secure file sharing feature and within 24 hours, Brainfuse writing specialists evaluate it according to a customized rubric. Rubrics can be customized to a particular institution's evaluative preferences.

- Live Writing Lab: Students who want more immediate feedback have the option to login with a live tutor and use Brainfuse's file sharing feature to receive live, one-to-one writing assistance. This writing lab is particularly useful during the preparatory stages of the writing process.

Free Services: Students enjoy the following online services free of charge.

- Test Center (Free): Provides unlimited access to an ever-expanding library of online assessments of college-level skills. Results are provided instantly and students can share the results with a tutor for targeted skills building. Test Center also includes authoring tools for instructors to easily create and share online tests.
- FlashBulb (Free): Allows students to create their own flashcards for efficient self-study. Students have 24/7 access to an extensive library of online flashcard sets in virtually every subject
- Online Study Groups (Free): Students and instructors can easily schedule online study groups or hold virtual office hours in the Brainfuse online classroom.
- Brainwave (Free): This tool allows users to record their activity on the Brainfuse Notepad for note-taking purposes or share it with others. Brainwave is ideal for recording solutions to math or science problems, class projects, or any other concept involving motion, sequence, or animation.

Brainfuse Higher Education tutors undergo a rigorous training and certification process. All tutors have bachelor's degrees, and over 80% have master's degrees or higher. On average, a typical Brainfuse tutor has taught or tutored for over a decade. [*Description of services courtesy of Brainfuse.com.*]

Beginning in fall of 2015, the Tutorial and Academic Enhancement Center extended office hours, staying open until 7:00 PM on Tuesdays, in order to provide tutoring services to students who cannot attend during daytime hours. In spring 2016, the center is open both Tuesdays and Wednesdays until 7:00 PM. For both fall 2015 and spring 2016, the center added an evening Math 100/101 Test Review for each test. Previously, only one daytime session was provided. Two sessions give students more opportunity to attend. In fall of 2015, in partnership with Housing and Residence Life, The Tutorial and Academic Enhancement Center provided Study Skills, Test Taking, and Writing Workshops in Ellender Residence Hall. These workshops were targeted toward those Resident Assistants in Housing's Academic Recovery Program, but all students, especially those housed in Ellender, were invited to attend.

In Fall 2015, the faculty in the Department of Mathematics initiated an effort focused on improving university passage rates in freshman-level mathematics (algebra, quantitative analysis) courses. The effort involves intrusive course advising, creation of a second, non-algebra quantitative analysis course, collaboration with high school teachers, increasing review sessions, as well as other efforts. In addition, we procured external sponsorship for a summer bridge program designed to offer potentially at-risk math students the opportunity to spend two weeks of intensive math instruction and mentoring on campus in advance of the Fall 2016 semester.

The university continues to offer state-permitted English and Math pilot courses for students who are admitted to the university without complete eligibility. These courses are offered in multiple sections each semester under the direction of state workshopped faculty instructors. Completion

rates for students in these classes are routinely 60-70%. Data demonstrate that those students eligible for MATH 101 have a much greater chance of succeeding in the introductory science-major's biology course (BIOL 155). For this reason, the department included "eligibility for MATH 101" as a pre-requisite for enrolling in BIOL 155. Data analysis on subsequent success in the curriculum is pending. Through procurement of external sponsorship, the Department of Petroleum Engineering Technology and Safety Management has renovated its course delivery facilities to improve its ability to offer its curriculum to both full- and part-time students on campus as well shift-workers who depend on internet delivery. Through purchase of computing and projection equipment with internal student fees, the university began renovation of the Computer Literacy Laboratory in Peltier Hall through which all students fulfill university general education requirement in computer literacy.

The BSN program uses the comprehensive assessment and remediation program offered by Health Education Systems, Inc. (HESI) as an academic measuring tool. Entry-level students through graduating seniors utilize the testing program; individual as well as aggregate data, both formative and summative, are obtained. Individual data are utilized to assess student learning and provide an impetus for student-managed preparation and remediation and is a component of student advising. Course-specific aggregate data are monitored and shared with the faculty to inform course improvement and student outcomes. Additionally, to enhance student learning, case studies and electronic adaptive quizzing offered through HESI are infused throughout the courses and are prerequisite to the proctored tests. Also, a component of the testing program is required-remediation for students scoring less than established benchmarks. The value of valid, nationally standardized testing is realized as the BSN individual course scores and the program's composite scores are compared to the national average scores.

The College of Education entered a Louisiana Believes and Prepares Grant with Terrebonne Parish to extend the length of the Student Teaching for two semesters for five candidates. Student Teaching has historically been one semester. Through the grant, the school district was awarded approximately \$75,000 in partnership with the College to strengthen the student teaching experience. The candidates were provided multiple mentors in the districts in addition to intensive professional development.

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

Two programs in the Department of Allied Health Sciences submitted changes to the BoR in 2015. The Athletic Training program was approved by the BoR for discontinuance based on low enrollment and the changes announced by the Commission on Accreditation of Athletic Training Education (CAATE) that the entry into practice for Athletic Trainers would be moving from the Baccalaureate level to the Masters' degree. The department created a new concentration within the current Health Sciences degree called Health Sciences Pre-Athletic Training to prepare students for entry into Athletic Training Master's Degree programs. The Communicative Disorders degree was also converted into a concentration with Health Sciences called Health Sciences Communicative Disorders. The new concentration requires students to complete 36 hours of Communicative Disorders course work. This concentration prepares students to apply for graduate programs in Speech Language Pathology and Audiology.

Within the College of Nursing and Allied Health, the Department of Nursing BSN program and the Department of Allied Health Sciences four degree programs utilize LiveText, a university assessment initiative. Specifically, the BSN program continues participation in LiveText whereby key assignments throughout the program are linked to the Commission on Collegiate Nursing Education's standards for accreditation, the *Essentials of Baccalaureate Education*, and student learning outcomes. Defined elements within the rubrics are measured to indicate proficiency. Additionally,

LiveText provides the opportunity for the assessment of inter-rater consistency among faculty in the evaluation of assignments which further supports use of data and alignment with expected student outcomes.

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

Student Progress Reports distributed through GradesFirst are utilized every fall and spring semester to help identify at-risk students as early as possible. Progress reports are sent out on students identified by the Academic Advising Center as needing additional guidance. Those included in the reporting process are dual enrolled high school students, student athletes, suspension and probation students, including those in UNIV 100, and any students in the new pilot program for English and Math. For each student on the report, faculty members record the number of absences, the anticipated grade, and comments regarding the student's performance. Faculty also have the opportunity to add students to reports. Response rates for both fall 2015 and spring 2016 were: 48%. . The Advising Center staff will continue to undertake initiatives to increase response rates for progress report campaigns in future semesters.

In an effort to track and identify students who may be at-risk that are a part of the pilot program in math and English, the Academic Advising Center receives progress reports for all students enrolled in the pilot classes and uses these reports to connect students to resources as needed. As long as the pilot program exists on campus, this initiative will be ongoing. The College of Business, as required by AACSB International, had implemented more indirect measures keep track of students and their successes. Additionally, we have implemented employers and alumni assessment processes. The BSN program utilizes GradesFirst as a mechanism of communication and consistency in advising to enhance student success. 100% of the nursing faculty utilize GradesFirst.

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

Feedback reports to high schools have been developed. A [sample report](#) can be found on the Assessment and Institutional Research web page. The report provides each high school with information on how the graduates from each year are performing in the college setting. The reports contain information on GPA, academic standing, progression and graduation rates.

The South Central Louisiana Association of School Superintendents (SCLASS) meets monthly in the College of Education, and the College of Education has renewed the field experience agreements with districts. Candidates are required to acquire 180 hours of field experiences prior to student teaching. There are three levels of field experiences with student teaching being the culminating experience. The field experiences are not different requirements; however, we re-validate the articulation agreements with districts in our network. To authenticate field experiences further, several methods courses in the Elementary 1-5 and the Secondary 6-12 programs are housed on the K-12 campuses. Methods professors and partner teachers are collaborating to refine the field experiences. The goal is to strengthen the collaboration between the College of Education and districts in the region. Faculty members from the College of Education are also active participants of curriculum committees in local districts aligned with the previously cited goal.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1161	1219	1213	1050	983	1035	1055
# Retained to 3 rd Fall semester	657	657	709	608	581	565	599
Rate	56.6%	53.9%	58.5%	57.9%	59.1%	54.6%	56.8%
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 09 to Fall 11						53.9	58.5
Actual Fall 10 to Fall 12						58.5	57.9
Actual Fall 11 to Fall 13						57.9	59.1
Avg of Prior Three Years						56.8	58.5
Actual Fall 12 to Fall 14						59.1	54.6
Actual Fall 13 to Fall 15						54.6	56.8
Avg of Most Recent Two Yrs						56.9	55.7
Target Met?		NO	YES	YES	YES	YES	NO

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	5957.6	6064.8	5907.6	5653.2	5432.5	5314.8	5162.6
Expected # of Awards*	1489.4	1516.2	1476.9	1413.3	1358.1	1328.69	1290.65
# Awards	1036	1091	1111	1067	1169	1195	1167
Ratio of Awards/ FTE	.1739	.1799	.1881	.1887	.2152	.2248	.2260
Award Productivity*	69.6%	72.0%	75.2%	75.5%	86.1%	89.9%	90.4%
Target		70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)	70.0% (68.0% - 72.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES	YES	YES

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Freshmen Admitted (Summer)	28	25	37	26	28	26	29
# Admitted by Exception	4	4	1	5	2	1	1
Rate	14.3%	16.0%	2.7%	19.2%	7.1%	3.8%	3.4%
# in Freshmen Admitted (Fall)	1233	1197	1103	1230	1215	1184	1183
# Admitted by Exception	133	97	68	132	66	57	41
Rate	10.8%	8.1%	6.2%	10.7%	5.4%	4.8%	3.5%
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	86	92	76	55	41	50	35
# Admitted by Exception	21	16	12	8	11	0	6
Rate	24.4%	17.4%	15.8%	14.5%	26.8%	0.0%	17.1%
# in Freshmen Admitted (Total)	1347	1314	1216	1311	1284	1260	1247
# Admitted by Exception	158	117	81	145	79	58	48
Rate	11.7%	8.9%	6.7%	11.1%	6.2%	4.6%	3.8%

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	855	930	948	901	898	957	939
% Change		8.8%	10.9%	5.4%	5.0%	11.9%	9.8%
Target		8.8%	-6.0% (803)	-1.0% (846)	1.5% (868)	-1.0% (846)	-5.0% (812)

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	109	144	119	189	160	163	203
% Change		32.1%	9.2%	73.4%	46.8%	49.5%	86.2%
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	7	12	6	5
% Change		66.7%	100.0%	133.3%	300.0%	100.0%	66.7%
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
# of Completers, TOTAL All Degrees	967	1079	1073	1097	1070	1126	1147
% Change from baseline		11.6%	11.0%	13.4%	10.7%	16.4%	18.6%

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	10	6	4	5	1	1	3
Fall	285	318	212	148	147	121	99
Winter							
Spring	211	167	135	149	141	165	216
TOTAL	506	491	351	302	289	287	318

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	44	24	29	31	3	3	15
Fall	988	1248	709	467	461	463	463
Winter							
Spring	967	685	544	559	675	844	1063
TOTAL	1999	1957	1282	1057	1139	1310	1541

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	41	24	29	25	3	3	15
Fall	898	1194	709	434	418	403	457
Winter							
Spring	926	602	544	493	585	817	1016
TOTAL	1865	1820	1282	952	1006	1223	1488

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 2014 – April 2015	5	4	80%
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association	50%	January 2015 – December 2015	14	12	85%

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

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

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	2010-2011	2011-2012	2012-2013	2013-2014
Number of students who took exams	182	177	139	147
Number of students who met standards for passage	182	177	139	147
Calculated Passage rate	100%	100%	100%	100%
Target	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Most Recent Two Years				
Target Met?	YES	YES	YES	YES

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	CY 2011	CY 2012	CY 2013	CY 2014
Number of students who took exams	73	93	112	112
Number of students who met standards for passage	68	91	96	103
Calculated Passage Rate	93.2%	97.9%	85.7%	92.0%
Target	87.0% (85.0% - 89.0%)	87.3%(85.3% - 89.3%)	87.6% (85.6% - 89.6%)	88.0% (86.0% - 90.0%)
Actual Year 2007				
Actual Year 2008				
Actual Year 2009				
Avg of Prior Three Years				
Actual Year 2010				
Actual Year 2011				
Avg of Most Recent Two Years				
Target Met?	YES	YES	YES	YES

2. ARTICULATION AND TRANSFER

Narrative (3-5 pages)

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

The College of Nursing and Allied Health continues with the Transfer Articulation Agreement with Fletcher Technical Community College (FTCC). This partnership is mutually beneficial to both institutions. Traditional and non-traditional students attending Fletcher will have the opportunity to transfer into the Bachelor of Science in Nursing (BSN) degree program at Nicholls with minimal loss of credits after earning the Associate of Science in Nursing (ASN) degree at FTCC. In fall of 2015, Nicholls State University recently signed Transfer Articulation Agreements with Delgado Community College and Louisiana State University Eunice offering the same opportunity.

Nicholls State University continues its academic partnership with a memorandum of agreement as the fourth member institution of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN). The academic partnership among the four Louisiana universities is designed to prepare advanced practice nurses, nurse executives, and nurse educators through a model of shared governance, resources, and curricula. The first cohort of the MSN Program-Family Nurse Practitioner (FNP) concentration graduate in spring 2015 and subsequently passed the FNP certification exam with a 100% pass rate as did the second graduating cohort in fall of 2015. Table 1 reflects admissions/enrollment in the MSN program.

Table 1. Master of Science in Nursing Program 2015-2016 Admissions/Enrollment

Semester Cohort	Concentration	# Applicants	# Admits	# Still Enrolled
Fall 2015	FNP	13	6	6
Fall 2015	PMHNP	9	7	7
Fall 2015	Nurse Executive	0	0	0
Fall 2015	Nursing Education	3	3	3
Spring 2016	FNP	30	20	20
Spring 2016	PMHNP	2	2	2
Spring 2016	Nurse Executive	0	0	0
Spring 2016	Nursing Education	1	1	1

Between November of 2015 and January of 2016, the College of Nursing and Allied Health established RN-BSN collaborative program agreements with the following two-year partners: Fletcher Technical Community College, Delgado Community College, and Louisiana State University – Eunice. The intent of each agreement is to offer those students who have both graduated from associate degree programs and earned the Registered Nurse credential to transition easily into the Bachelor of Science in Nursing program at Nicholls.

In August of 2015, the College of Arts and Sciences Department of Petroleum Engineering Technology and Safety Management updated its articulation agreement with Nunez Community College. The intent of the agreement is to offer students graduating from Nunez with the Associate of Applied Science degree in Industrial Technology an opportunity to pursue a four-year degree in Petroleum Services Exploration and Production and/or Safety Technology. In addition, the Chef John Folse Culinary Institute is currently in the process of establishing an articulation agreement with Nunez and its Food Service and Production Management program. The agreement should be in place by the summer of 2016.

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

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

Retention of transfer student who are full-time, degree-seeking with a sophomore status after one year at Nicholls State University was 70.5%. The increase in advising services and orientation programs will help to ensure that the transfer students continue to have the resources necessary to succeed when they enter Nicholls. An examination of Nicholls' graduates shows students transferring to Nicholls are a substantial part of our degrees awarded. 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 Student Resource Center plays a key role in helping transfer students get their four-year academic career started at Nicholls. Students with less than 30 hours attend the university's orientation program with first-time freshmen. These students are then enrolled into Nicholls' University College and are advised through the Academic Advising Center. Their progress is tracked by the professional academic advisors. Those with more than 30 hours attend a special transfer student 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.

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.**

Nicholls State University continues to work very closely with Fletcher Technical Community College. The university continues to maintain the A.G.S. to bachelor's agreement and is seeing increasing numbers of students participating in the cross-enrollment program. Participation in the A.G.S. program does require some cross enrollment; however, the majority of credits may be earned at the community college. The primary advantages to this type of cooperation between the institutions is that it gives students the opportunity to earn a two-year degree prior to transfer and to do so with no loss of credits. On April 11, 2016, Nicholls will be opening an academic advising office at Fletcher to provide Fletcher students with easily accessible assistance with transfer issues and to promote interest in the four-year programs at Nicholls. Initially, the office will be staffed part-time by a Nicholls academic advisor knowledgeable in all degree programs requirements and in the transfer process. The office will also be made available to departments for specialized advising for specific degree programs.

Nicholls maintains the Transfer Student Resource Center to assist in meeting the unique needs of transfer students. The staff of the center is responsible for assisting students with transcript evaluation, course articulation, conducting transfer orientation, and general academic advising. The center staff is also responsible for providing students with all information regarding the transfer process and the options and opportunities available at Nicholls. 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 transfer students additional information regarding agreements with particular schools, as well as statewide articulation guides. Information on the Louisiana Transfer Degrees is also available through this resource. Nicholls currently lists Louisiana Transfer Degree Guides for sixteen programs.

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 has begun the process of creating a bridge program with Fletcher Technical Community College. This program will allow students denied admission to Nicholls, and while attending Fletcher, to receive some of the same benefits and privileges as Nicholls students.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	474	518	497	434	396	416	387
# retained to next Fall semester	343	363	341	287	278	262	267
Rate	72.4%	70.1%	68.5%	66.1%	70.2%	63.0%	69.0%

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

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	174	208	122	147
# retained to next Fall semester	123	166	87	111
Rate	70.7%	79.8%	71.3%	75.5%
Target	69.4% (67.4% - 71.4%)	69.6% (67.6% - 71.6%)	69.8% (67.8% - 71.8%)	70.0% (68.0% - 72.0%)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	YES	YES	YES	YES

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	855	930	948	901	898	957	939
# who began as transfers	226	267	263	252	226	229	233
Percentage who began as transfers	26.4%	28.7%	27.7%	28.0%	25.2%	23.9%	24.8%

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	60	60	48	56	43	47	47
# Admitted by Exception	5	14	4	5	1	4	3
Rate	8.3%	23.3%	8.3%	8.9%	2.3%	8.5%	6.4%
# Transfers Admitted (Fall)	306	324	285	271	267	280	280
# Admitted by Exception	77	34	32	49	19	42	43
Rate	25.2%	10.5%	11.2%	18.1%	7.1%	15.0%	15.4%
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	189	142	164	153	180	134	165
# Admitted by Exception	55	32	19	25	18	20	30
Rate	29.1%	22.5%	11.6%	16.3%	10.0%	14.9%	18.2%
# Transfers Admitted (TOTAL)	555	526	497	480	490	461	492
# Admitted by Exception	137	80	55	79	38	66	76
Rate	24.7%	15.2%	11.1%	16.5%	7.8%	14.3%	15.4%

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	28	28	33	32	33	43	44
# retained to next Fall semester	23	18	24	23	26	36	27
Rate	82.1%	64.3%	72.7%	71.9%	78.8%	83.7%	61.4%

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	855	930	948	901	898	957	939
# who began as transfers w assoc degree	16	22	23	24	22	24	20
Percentage who began as transfers w assoc degree	1.9%	2.4%	2.4%	2.7%	2.4%	2.5%	2.1%

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	159	342	315	266	321	204	175

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	1	0	2	3
# retained to next Fall semester	0	0	0	0	0	1	2
Rate	0%	0%	0%	0%	0%	50.0%	66.7%

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

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

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.**

.N/A

- **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 Education is always working with local school districts to meet their workforce needs. Representatives from five of the neighboring school districts expressed a shortage of Special Education Teachers. The districts requested that an alternative route for certification for Special Education be explored. A request was submitted initiating in the College of Education to the Board of Regents and the Board of Elementary and Secondary Education to reinstate the Master of Arts in Teaching Mild Moderate Special Education. The request was approved by the Board of Regents and Board of Elementary and Secondary Education.

The Department of Culinary Arts assesses workforce needs through two internship courses: CULA 241 at the sophomore level and CULA 495 at the senior level. As of summer 2014, LiveText has been utilized in both of these courses for student journals, reports and self-assessment. The Department of Culinary Arts started classes in the new Lanny D. Ledet Culinary Arts Building in August of 2015 which more than doubled its capacity. Within the facility is housed Bistro Ruth. Formerly operated as Le Bistro, Bistro Ruth continues the Chef John Folse Culinary Institute tradition of offering a student-run restaurant and dining room. Named in honor of legendary New Orleans restaurateur Ruth Fertel (founder of Ruth's Chris Steak House), the restaurant features a dedicated kitchen and 96-seat dining room, along with the private Chef's Table that seats six and the President's Dining Room that seats 12 guests. The facility also includes:

- **Pastry Kitchen** - Complete with commercial mixers and ovens, this kitchen offers instruction for the Institute's most popular concentration.
- **Richard B. Peltier Kitchen (meat fabrication/garde manger)** - The "cold kitchen" of the Institute, this is where students work heavily with refrigerated ingredients and learn butchering skills. The kitchen is also equipped for future cold room expansion.
- **Louisiana Seafood Kitchen (stocks/soups/sauces)** - The home of Chef John Folse's Cajun and Creole Cuisine class, this kitchen offers instruction in regional food preparation and cooking techniques, with an emphasis on seafood.
- **General Skills Kitchen** - To be fully equipped in Spring 2016, this general-purpose kitchen allows for future expansion at the Institute.
- **Burguieres Family Teaching & Demonstration Kitchen & Classroom** - Featuring a state-of-the-art demo kitchen with three cameras and three large television monitors, instructors are able to film cooking methods for review by students. The kitchen opens up to a separate room, which can easily be partitioned to host two classes at once.

- **State-of-the-Art Classrooms** - Equipped with cameras and television monitors for use by students and faculty.
- **Student Study Area** - Built to meet students' needs, the dedicated study area is equipped with six charging stations for phones, tablets and laptops. In addition, the room will house a large collection of cookbooks and reference materials and host study groups and Student Culinary Association meetings.

The College of Business Administration continues to expand the Maritime Management Concentration within its Management curriculum. With the decline in demand in the oil and gas sector, the Maritime management concentration has expanded its focus to include other regional maritime business interests; in particular, businesses involved in transportation of goods along the Mississippi and area inland waterways. These businesses were included in recruiting, internships and class presentations as the lower energy prices have positively impacted their operations and increased demand for managers. The College of Business also increased offerings in the Computer Information Systems curriculum to address workforce needs in data analytics and computer networking design.

Nicholls State University has filed Letters of Intent for two new programs focused on specific regional economic needs: (1) a B.S. in Computing Technology, focused on technology needs of regional industries and (2) a B.S. in Criminal Justice focused on coastal security. Both programs have been approved by the ULS Board of Supervisors and are under consideration at the Louisiana Board of Regents.

The Department of Physical Sciences has created new degree program concentration areas to align with workforce needs and student demands. For its B.S. in Chemistry, the department now offers a Biochemistry Concentration, which appeals to students planning to enter the workforce in the healthcare and biomedical research fields.

The Department of Biological Sciences responded to suggestions of three external advisory boards—undergraduate biology, undergraduate biomedical, and graduate—to create new courses and improved alignment of curricula with workforce needs. In addition, ideas for multiple new certificate programs aligned with workforce needs were developed. The Department of Applied Sciences responded to suggestions of its external advisory board in improving the distribution of student workload across the curriculum, including expanding course offerings for specific areas like photogrammetry.

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

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

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

Nicholls conducts an Exit Survey of all graduating students every semester. The survey asks students about their plans after graduation, regarding employment or education. For the spring 2015 semester, 41% of the graduates reported they were employed in their degree field. 30% reported they

were employed outside their degree field. This survey is conducted at the end of the last semester for graduating students. Many have not yet explored career possibilities yet.

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

In fall of 2012, Nicholls joined the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) consortium to offer its students a Master of Science in Nursing completely online. The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The consortium universities, McNeese State University, Nicholls State University, Southeastern Louisiana University, and University of Louisiana at Lafayette work collaboratively to provide a comprehensive curriculum preparing graduates to participate in a number of opportunities in the health care profession. Theory based courses taught through distance online learning (web-based) technology allow for flexible course completion. Faculty members are expertly engaged in distance education, clinical practice, research, and mentor students in the following specialty concentrations: Family Nurse Practitioner; Psychiatric/Mental Health Nurse Practitioner; Nurse Executive; and Nursing Education. Enrollment is robust; the third cohort has an anticipated graduation date of May 14, 2016.

In the fall of 2013, Nicholls State University officially launched Nicholls Online, with nine programs being offered completely online. Courses are delivered in 8-week sessions, giving students five entry points into the system. Nicholls Online was developed when Nicholls became aware of a large number of students who had stopped out of college, some with an accumulation of course credit, who expressed a need for a more flexible delivery method of courses. Nicholls Online caters to working professionals, or parents, who cannot adhere to a traditional face-to-face schedule. It has grown rapidly proving the need for such programs.

The College of Business Administration initiated a complete online Business Administration degree in Fall 2014 and the enrollment has grown to over 100 students. To improve the quality and impact of this online degree, the faculty was awarded a LEQSF grant to create a studio and recording equipment for classrooms to create content for online courses. During this year, the grant was awarded, equipment installed and a Director placed to oversee the upgrades to online offerings. Training sessions for online faculty instructors was initiated in Fall 2015. The first graduates of the Business Administration online offering occurred in fall 2015.

a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs modified or added	1	2	3	8	4	0	8

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			51	55	62	60	56
# of programs aligned with needs			51	55	62	60	56
% of programs aligned			100%	100%	100%	100%	100%

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of course sections that are 50-99% distance delivered	6	45	105	38	54	99	131
# of course sections that are 100% distance delivered	155	223	264	349	453	542	640

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	113	1,114	2,086	885	1,180	2,320	2,802
# of students enrolled in courses that are 100% distance delivered	3,511	5,061	5,690	7,009	8,345	10,896	12,308

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13*	AY 13-14	AY 14-15	AY 15-16
Associate	0	1	2	2
Baccalaureate	1	0	7	7
Post-Baccalaureate	0	2	1	2
Grad Cert		1	2	1
Masters	2	2	3	4
PMC	2	3	1	1
Specialist	0	0	0	0
TOTAL	5	9	16	17
Target (Total Programs)	1 (0-2)	4 (3-5)	5 (4-6)	6 (5-7)
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual Year 11-12				
Actual Year 12-13				
Avg of Most Recent Two Yrs				
MET?	YES	YES	YES	YES

*per January 2013 BoR accreditation status report

3.d.i. Percent of completers found employed. Number of students completing an undergraduate award identified in Board of Regents CRINPROG, by award level. Number of above students found employed. Calculated percent, per award level.

	Year 3	Year 4	Year 5	Year 6
Term of Data	2010-11 Graduates	2011-12 Graduates	2012-13 Graduates*	2013-14 Graduates
# of Associate Degrees Awarded	107	123	224	202
# of Associate Degree completers found employed in Q2	78	91	172	144
Percent Associate Degree Completers Employed Q2	72.9%	74.0%	76.8%	71.3%
# of Baccalaureate Degrees Awarded	953	904	905	960
# of Baccalaureate Degree completers found employed in Q2	667	683	659	679
Percent Baccalaureate Degree Completers Employed Q2	70.0%	74.4%	72.8%	70.7%
# of Masters Degrees Awarded	119	189	161	163
# of Masters Degree completers found employed in Q2	83	144	109	118
Percent Masters Degree Completers Employed Q2	69.7%	76.2%	67.7%	72.4%
# of Total Degrees Awarded	1,179	1,216	1,290	1,325
# of Total Degree completers found employed in Q2	828	918	940	941
Percent Total Degree Completers Employed Q2	70.2%	75.5%	72.9%	71.0%

*There was no update to the Employment Outcomes Report for the 2012-13 graduates from LWC through the BOR.

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 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. The Chef John Folse Culinary Institute offers one associate degree in **Culinary Arts**. The courses apply directly to the baccalaureate degree in Culinary Arts. The associate degree is sometimes helpful when the Nicholls 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 degree is provided at no additional cost by Nicholls since all courses are also a part of the baccalaureate program.
2. The Petroleum Engineering Technology and Safety Management department offers two associate degrees, one in **Petroleum Services** and one in **Safety Technology**. The courses in both programs apply directly to the baccalaureate degree in Petroleum Services. Since many of the students in the program are currently employed in the industry, the associate degree is usually a stepping stone to the baccalaureate degree. Flexible delivery of instruction allows students with both 7-and-7 and 14-and-14 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 the course scheduling flexibility to accommodate the oil industry crew change rotation.
3. The Associate degree program in **Child Development and Preschool Management** prepares graduates to teach in a child care center, teach in a Head Start setting, serve as a paraprofessional teacher in the public school system, and own/direct a licensed child care facility. Thus the program serves an important work force development role for the region served by Nicholls State University. The Associate degree program is an integral component of Nicholls' two-plus-two program leading to a Bachelors degree in the Birth to Five/Early Interventionist Education program. All course work completed towards earning the Associate degree may be used towards a Bachelors degree at Nicholls. The University provides building facilities and recently expended approximately \$87,000 renovating our Generations Teaching Generations (GTG) day care and preschool facilities. The GTG center is fully licensed by the State of Louisiana to provide day care and preschool services. Recreating comparable facilities

and hiring appropriately trained staff in order to meet current State licensure requirements in another higher education setting would create significant costs to that institution.

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

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

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

Proposed Tuition based on Estimated SREB Tuition Increases*		
	SREB Target	NiSU Approved
FY 2010-11	\$14,539	\$11,516
FY 2011-12	\$15,052	\$12,668
FY 2012-13	\$15,991	\$14,061
FY 2013-14	\$16,474	\$15,568
FY 2014-15	\$17,354	\$17,229
FY 2015-16	\$18,280	\$18,280

- **impact on enrollment and revenue**

	2010-11	2011-12	2012-13	2013-14	2014-2015	Change
Number of non-resident students	453	467	450	499	463	10 (2.2%)
Tuition and Revenue	\$2,780,327	\$3,019,368	\$3,326,836	\$3,824,459	\$4,187,830	\$1,407,503 (50.6%)

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	320	227	260	200	195	184	216

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

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$10,431	\$11,516	\$12,668	\$14,061	\$15,568	\$17,229	\$18,280
Peer non-resident tuition/fees (full-time)	\$13,904	\$14,539	\$15,083	\$16,231	\$16,904	\$17,354	\$18,280
Percentage difference	-33.3%	-26.3%	-19.1%	-15.4%	-7.9%	-0.7%	0.0%

d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

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

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13	AY 13-14	AY 14-15*	AY 15-16
# programs with Mandatory or Recommended accreditation status	41	46	44	41
# programs having discipline accreditation	34	40	39	37
% accredited programs	82.9%	87.0%	88.6%	90.2%
TARGET	80.0%	80.0%	80.0%	80.0%
Year 09-10				
Year 10-11				
Year 11-12				
Avg of Prior Three Years				
Year 12-13				
Year 13-14				
Avg of Most Recent Two Yrs				
Met?	YES	YES	YES	YES

*per January 2015 BoR accreditation status report

Organizational Data

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

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

**Nicholls State University
University of Louisiana System**

April 1, 2016

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 2015

Undergraduate headcount	5531
Graduate headcount	684
Total headcount	6215

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

Source: 2015-2016 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	5020.1
Graduate FTE	490.0
Total FTE	5510.1

a. **Number of instructional staff members**

- **Number and FTE instructional faculty**

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2015. 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	293
FTE Faculty	257.0

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 2015.

Undergraduate headcount enrollment	25,888
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,172
Average undergraduate class size	22.1

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

Source: Budget Request information 2015-2016 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2015.

Total FTE enrollment	5510.10
FTE instructional faculty	257
Ratio of FTE students to FTE faculty	21.4:1

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 2015, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

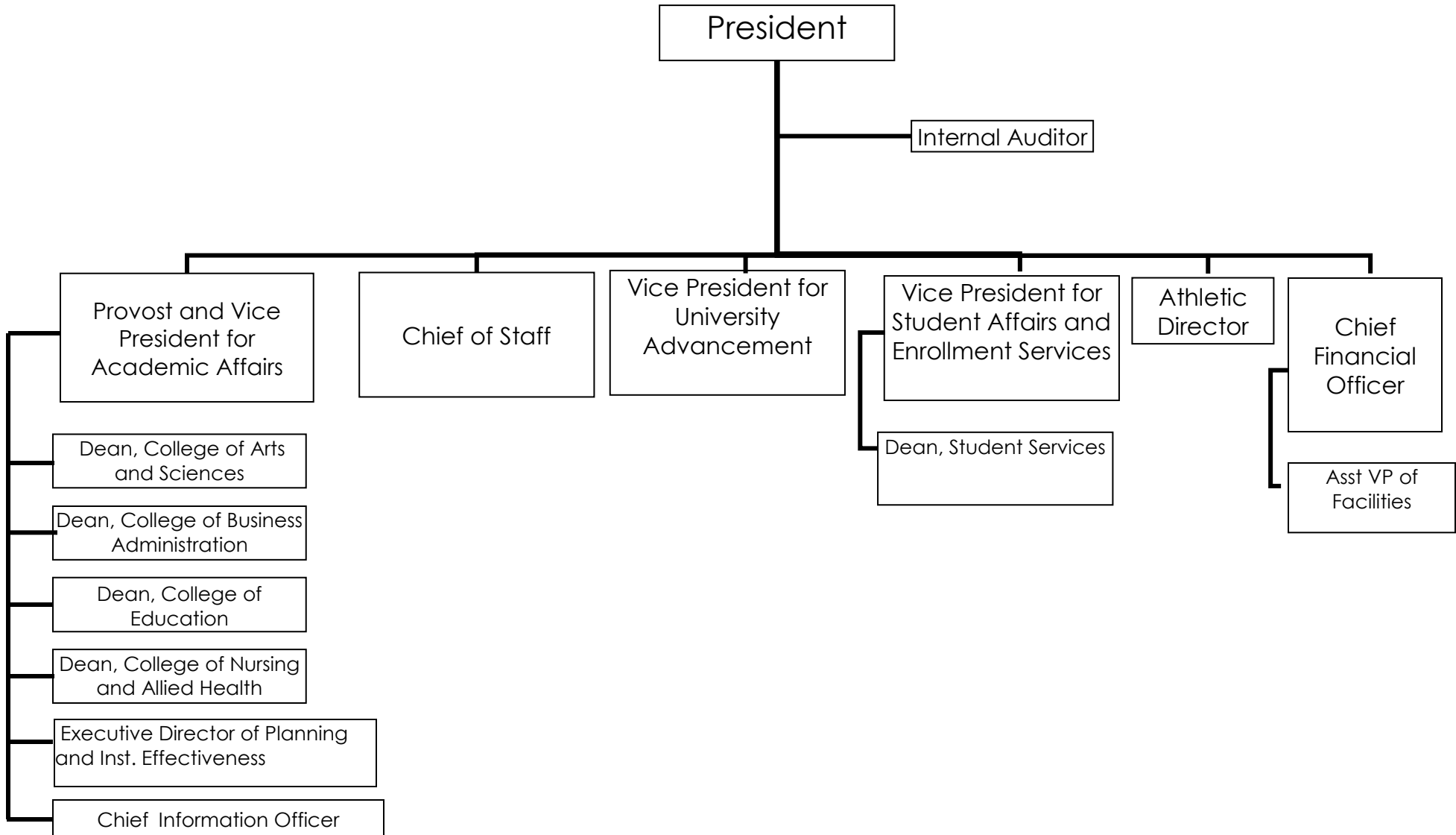
Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	1	1
College of Business Administration	1	1
College of Education	4	4
College of Nursing & Allied Health	1	1
University College	0	0

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
Finance and Administration	12	12
Institutional Advancement	11	11
Student Affairs	2	2
President's Office	8	8

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 2015).**



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

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

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014	Total Base Salary, reported Fall 2015
President	201,596	201,596	201,596	201,596	N/A	225,000	225,000
Provost, Vice President, Academic Affairs	142,567	N/A Position Eliminated	N/A	N/A	N/A	N/A	170,000
Vice President, Academic Affairs	N/A	142,000 Position Created to Replace Provost Interim Appointment	158,000 Permanent Appointment 10/04/2011	158,000	158,000	105,000 Interim Appointment	N/A Position Eliminated
Associate Vice President, Academic Affairs	N/A	N/A	N/A	N/A	N/A	N/A	105,000 New Position
Executive Vice President	N/A	142,000 Position Created to Replace Associate Provost Interim Appointment 10/30/10	142,000 Interim Appointment Continued	158,000 Permanent Appointment 12/08/2011	201,596 Interim President Temporary Appointment	N/A Position Eliminated	N/A
Associate	118,509	N/A	N/A	N/A	N/A	N/A	N/A

Provost		Position Eliminated					
Chief of Staff	N/A	N/A	N/A	N/A	N/A	Vacant New Position	111,800
Dean, College of Arts and Sciences	118,356	118,356	116,000 Interim Appointment	121,500 Permanent Appointment 7/1/2011	121,500	121,500	124,000
Dean, College of Business Administration	140,200	140,200	140,200	140,200	140,200	140,200	140,200
Dean, College of Education	110,400 Interim Appointment	110,400 Interim Appointment	110,400 Interim Appointment	112,500 Permanent Appointment 8/16/12	112,500	112,500	112,500
Dean, College of Nursing and Allied Health	116,600	116,600	116,600	116,600	120,000	120,000	120,000
Dean, University College	116,400 Increase from 110,400 to 116,400 Effective 7/01/09 for Increased Responsibilities and Elimination of Dean Position in John Folse Culinary Institute	116,400	116,400	116,400	120,000	120,000	Vacant
Assist Vice President, Facilities	93,553	93,553	93,553	93,553	93,553	93,553	93,553
Vice President, Finance and	131,707	131,707	N/A Position	N/A	N/A	N/A	N/A

Administration			Eliminated				
Assoc Vice President, Finance & CFO	N/A	N/A	120,000 Position replaced VP, Finance and Administration	120,000	120,000	N/A Position Eliminated	N/A
Chief Financial Officer	N/A	N/A	N/A	N/A	N/A	130,000 Position replaced Assoc VP Finance & CFO	130,000
Assistant Vice President, Finance	93,553	93,553	N/A Position Eliminated	N/A	N/A	N/A	N/A
Vice President, Institutional Advancement	124,586	124,586	124,586	0 Position on Zero Dollar Appointment	0 Vacant	N/A Position Eliminated	N/A
Vice President, University Advancement	N/A	N/A	N/A	N/A	N/A	Vacant New Position replaced VP Institutional Advancement	185,000
Vice President, Student Affairs	119,552	119,552	119,552	119,552	119,552	119,552	119,552
Dean, Student Services	75,154	75,269 Effective 7/01/09 Grant Increase;	75,444 Grant increase to 75,444 effective 4/3/11	75,444	75,444	75,445	75,445
Executive Director of Planning & Institutional	N/A	N/A	92,500 New Position	92,500	92,500	92,500	92,500

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	\$ 26,003,264	48.5%
Research	\$ 411,616	0.8%
Public Service	\$ 0	0.0%
Academic Support	\$ 5,484,917	10.2%
Student Services	\$ 2,625,991	4.9%
Institutional Services	\$ 6,666,750	12.4%
Scholarships/Fellowships	\$ 5,072,479	9.5%
Plant Operations/Maintenance	\$ 5,104,331	9.5%
Total E&G Expenditures	\$ 51,369,348	95.8%
Transfers out of agency	\$ 0	0.0%
Athletics	\$ 1,622,374	3.0%
Other	\$ 643,880	1.2%
Total Expenditures	\$ 53,635,602	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	\$22,160
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**iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.
Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is >= 10 for the Baccalaureate degree for 4-year universities**

Average time to degree	5.3
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**iv. Average cost per degree awarded in the most recent academic year.
v. Average cost per non-completer in the most recent academic year.
Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.**

State dollars per FTE	\$2,803
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**vi. All expenditures of the institution for that year most recent academic year.
As reported on Form BOR-3 during the Operational Budget Process.**

Total expenditures	\$ 94,916,925
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