NICHOLLS
STATE UNIVERSITY

University of Louisiana System

GRAD Act Annual Report
FY 2013-2014 (Year 4)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2014

and to the
Louisiana Board of Regents,
May 1, 2014

Table of Contents

Student Success
Narrative **Page 3**
1.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. **Page 6**
1.b. Increase the percentage of program completers at all levels each year. **Page 12**
1.c. Develop partnerships with high schools to prepare students for postsecondary education. **Page 17**
1.d. Increase passage rates on licensure and certification exams and workforce foundational skills. **Page 18**
Articulation & Transfer
Narrative **Page 21**
2.a Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students. **Page 23**
2.b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution. **Page 28**
2.c Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution. **Page 29**
2.d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169. **Page 29**
Workforce and Economic Development
Narrative **Page 30**
3.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. **Page 34**
3.b Increase use of technology for distance learning to expand educational offerings. **Page 35**
Institutional Efficiency and Accountability
Narrative **Page 37**
4.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. **Page 39**
4.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. **Page 40**
4.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. **Page 41**
4.d Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals **Page 41**
Section 5 Report **Page 43**

1. STUDENT SUCCESS

Narrative (3-5 pages)

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

N/A

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

Nicholls State University is working with high school students who are not eligible for admissions in Fall 2014 because of remedial needs in mathematics to become eligible through a free online course. This online non-credit course includes a review of the basic skills needed to begin the study of college mathematics. Based on a diagnostic test, participants will be assigned lessons to address specific mathematical areas. The course is an online, software-driven course with an instructor on hand to provide individualized assistance, as needed. Participation in this course requires that students have an ACT-math sub-score of 17-18 or a COMPASS math score that places them into a developmental math course. Once enrolled, students will be required to purchase an access code for Pearson's My Math Test software at a cost of $10. At the conclusion of the course, students may take the COMPASS mathematics test to determine mathematics course placement.

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. The Academic Advising Center employs seven full-time staff with faculty rank at the instructor level. All of the staff possess at least a master's or are in progress, most with counseling backgrounds. University College's Advising Center has laid the foundation for an invigorated freshman seminar. The role of the professional advisor is one of advocacy for the student/advisee.

Professional advisors work closely with students to understand all of the issues facing the student and potentially becoming a roadblock to student persistence to graduation. Using Grades First, 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 be thoroughly trained, supervised, and assessed by the Coordinator of the Academic Advising Center.

In the spring 2013 and spring 2014 semesters, the Academic Advising Center served as an approved cite for three interns from the Family and Consumer Sciences department internship program. These interns developed and conducted an intense, at-risk mentoring program targeted at assisting students who were readmitted after an academic suspension or who were student athletes designated as at-risk. Interns met with students on a weekly or bi-weekly basis and discussed campus resources and success skills with students as needed. This program is planned as ongoing and the Advising Center will accept interns as requested by the department.

University College utilizes Brainfuse, a suite of tutoring services and tools designed for today's college student. This suite consists of free *and paid* tutoring services. The Tutorial and Academic Enhancement Center located in Peltier Hall will continue to tutor students who prefer in-person tutoring or writing help, Brainfuse has been added to increase student access to quality tutors.

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.

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.*
- 24/7 Question Center (Paid Service): The 24/7 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.

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.]*

The Department of Languages and Literature has offered an English 100 pilot for the last two years. Students with an ACT score of 16/17 are placed in this five hour course and have the opportunity, upon successful completion, to advance to English 102. Students are responding well to this class, and we are seeing a 69% success rate, which falls well within the national average for such accelerated learning programs. In the fall of 2014, there will be three sections with the possibility of adding a fourth, a section designed to meet the needs of Nicholls' ESL population.

In the Department of Mathematics, a fully integrated, extended section pilot course has been implemented for *concurrent* delivery of developmental and college-level instruction. Based on information from *Complete College America* and *Education Commission of the States*, the pilot functions with *integration* of course material rather than *separation* of course content as dual subjects. Consequently, selected algebra topics have been blended with content from the freshman-level quantitative analysis course at Nicholls. Algebra topics have been carefully chosen from both developmental content and introductory college-level content. Instructors have utilized computer lab instruction and cooperative learning to enhance content learning. The composite course can be used toward completion of University general education requirements. This pilot course allows for admission of many students who do not quite meet the admission standard for the ACT subscore in mathematics. With successful completion of the pilot, such students continue progress through their intended majors toward a degree. The pilot has had a steady growth in effectiveness, with a most recent student success rate of 70%.

The BSN program currently uses Assessment Technologies Institute (ATI) Comprehensive Assessment and Remediation Program 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, practice tests offered through ATI 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. To date, a comparable testing program (HESI) is being explored relative to its currency of content aligned to the National Council Licensure Exam-RN (NCLEX-RN).

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

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

Because the University will be using LiveText as the platform to collect the assessments, the students will also benefit from this process. Not only will students be able to track their own growth toward meeting the outcomes, they will also be able to create e-portfolios that reflect their accomplishments in a variety of disciplines and assignments. Input from the faculty will also guide program decision, revision, and development, which, in the end, will directly benefit the students' performance and outcomes. Development of the e-portfolios will begin in UNIV 101 with the inclusion of an assessed career interview project. Beginning in the fall 2013, data was collected for this assessment and students scored at the benchmark level at higher than expected rates. The interview project will continue to be assessed as a baseline assessment for career portfolios and is also linked to several General Education Learning Outcomes.

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. The Communicative Disorders program recently implemented the use of LiveText for all clinical courses to track, monitor, and report on student outcomes for each of these courses. The Dietetics program pilot tested the use of LiveText in its Dietetics 390 course and is moving forward with further implementation. Rubrics provide the mechanism for student evaluation and a component of program assessment. 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 Report distributed through GradesFirst are utilized every fall and spring semester to help identify at-risk students earlier. Through the system, progress reports are sent out on students identified by the Academic Advising Center as needing additional guidance. Those include dual enrolled high school students, athletes, suspension or probation students, and any students in the new pilot program for English and Math. Narrowing

the student lists make it easier for faculty to respond. The student list is received by course and section making it easy for them to navigate. The faculty member records the number of absences, the anticipated grades based on current performance and any comments regarding the student's performance. Faculty can add students not on the list who are showing signs of distress in their course. Response rates for the 2013 calendar year were: 47% response rate for spring 2013 and 52% response rate for fall 2013. The Advising Center staff will undertake initiatives to increase response rates for progress report campaigns in future semesters.

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.

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

• 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 Superintendent (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 calumniating experience. The field experiences are not different requirements; however, we re-validate the articulation agreements with districts in our network.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 08 to Fall 09**	**Fall 09 to Fall 10**	**Fall 10 to Fall 11**	**Fall 11 to Fall 12**	**Fall 12 to Fall 13**	**Fall 13 to Fall 14**	**Fall 14 to Fall 15**
# in Fall Cohort	**1219**	**1213**	**1050**	**983**	**1035**		
# Retained to 2nd Fall semester	**824**	**853**	**748**	**698**	**702**		
Rate	**67.6%**	**70.3%**	**71.2%**	**71.0%**	**67.8%**		
Target		**68.1% (66.1% - 70.1%)**	**68.6% (66.6% - 70.6%)**	**69.1% (67.1% - 71.1%)**	**69.6% (67.6% - 71.6%)**	**70.1% (68.1% - 72.1%)**	**70.6% (68.6% - 72.6%)**
Actual Fall 06 to Fall 07							
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Avg of Prior Three Years							
Actual Fall 09 to Fall 10							
Actual Fall 10 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 07 to Fall 09**	**Fall 08 to Fall 10**	**Fall 09 to Fall 11**	**Fall 10 to Fall 12**	**Fall 11 to Fall 13**	**Fall 12 to Fall 14**	**Fall 13 to Fall 15**
# in Fall Cohort	**1161**	**1219**	**1213**	**1050**	**983**		
# Retained to 3rd Fall semester	**657**	**657**	**709**	**608**	**581**		
Rate	**56.6%**	**53.9%**	**58.5%**	**57.9%**	**59.1%**		
Target		**56.1% (54.1% - 58.1%)**	**57.6% (55.6% - 59.6%)**	**58.1% (56.1% - 60.1%)**	**58.6% (56.6% - 60.6%)**	**59.1% (57.1% - 61.1%)**	**59.6% (57.6% - 61.6%)**
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		**NO**	**YES**	**YES**	**YES**		

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 2002 cohort through Fall 2008**	**Fall 2003 cohort through Fall 2009**	**Fall 2004 cohort through Fall 2010**	**Fall 2005 cohort through Fall 2011**	**Fall 2006 cohort through Fall 2012**	**Fall 2007 cohort through Fall 2013**	**Fall 2008 cohort through Fall 2014**
# in Fall Cohort	**1404**	**1391**	**1574**	**1171**	**1069**		
# Graduated within 150% of time	**374**	**406**	**451**	**450**	**421**		
Rate	**26.6%**	**29.2%**	**28.7%**	**38.4%**	**39.4%**		
Target		**28.0% (26.0% - 30.0%)**	**30.0% (28.0% - 32.0%)**	**35.0% (33.0% - 37.0%)**	**35.5% (33.5% - 37.5%)**	**36.0% (34.0% - 38.0%)**	**36.5% (34.5% - 38.5%)**
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
FTE UG Enrollment	**5957.6**	**6064.8**	**5907.6**	**5653.2**	**5432.5**		
Expected # of Awards*	**1489.4**	**1516.2**	**1476.9**	**1413.3**	**1358.1**		
# Awards	**1036**	**1091**	**1111**	**1067**	**1169**		
Ratio of Awards/ FTE	**.1739**	**.1799**	**.1881**	**.1887**	**.2152**		
Award Productivity*	**69.6%**	**72.0%**	**75.2%**	**75.5%**	**86.1%**		
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**		

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 2002 cohort through Fall 2008**	**Fall 2003 cohort through Fall 2009**	**Fall 2004 cohort through Fall 2010**	**Fall 2005 cohort through Fall 2011**	**Fall 2006 cohort through Fall 2012**	**Fall 2007 cohort through Fall 2013**	**Fall 2008 cohort through Fall 2014**
# in Fall Cohort	**1411**	**1395**	**1582**	**1170**	**1057**		
# Graduated within 150% of time at any state public institution	**424**	**445**	**508**	**490**	**458**		
Rate	**30.0%**	**31.9%**	**32.1%**	**41.9%**	**43.3%**		
Target		**31.0 %(29.0% - 33.0%)**	**32.0% (30.0% – 34.0%)**	**36.5%(34.5% - 38.5%)**	**37.0%(35.0% - 39.0%)**	**37.5%(35.5% - 39.5%)**	**38.0%(36.0% - 40.0%)**
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

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

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

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		
% Change		8.8%	10.9%	5.4%	5.0%		
Target		8.8%	-6.0% (803)	-1.0% (846)	1.5% (868)	-1.0% (846)	-7.0% (795)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	0	0	0	0	0		
% Change		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**
Total, Undergraduate Completers	**855**	**930**	**948**	**901**	**898**		
% Change		**8.8%**	**10.9%**	**5.4%**	**5.0%**		
Target		**8.8%**	**-6.0% (803) (-8.0 - -4.0%)**	**-0.7% (849) (-2.7% - 1.3%)**	**2.0% (872) (0.0% - 4.0%)**	**-0.5% (851)**	**-6.3% (801)**
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, Masters	**109**	**144**	**119**	**189**	**160**		
% Change		**32.1%**	**9.2%**	**73.4%**	**46.8%**		
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**		
% Change		**66.7%**	**100%**	**133.3%**	**300.0%**		
Target		**66.7%**	**66.7% (5)**	**66.7% (5)**	**66.7% (5)**	**66.7% (5)**	**66.7% (5)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Total, Graduate Completers	**112**	**149**	**125**	**196**	**172**		
% Change		**33.0%**	**11.6%**	**75.0%**	**53.6%**		
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**	**YES**	**YES**		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, TOTAL All Degrees	**967**	**1079**	**1073**	**1097**	**1070**		
% Change from baseline		**11.6%**	**11.0%**	**13.4%**	**10.7%**		

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**		
Fall	**285**	**318**	**212**	**148**	**147**		
Winter							
Spring	**211**	**167**	**135**	**149**	**141**		
TOTAL	**506**	**491**	**351**	**302**	**289**		

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**		
Fall	**988**	**1248**	**709**	**467**	**461**		
Winter							
Spring	**967**	**685**	**544**	**559**	**675**		
TOTAL	**1999**	**1957**	**1282**	**1057**	**1139**		

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**		
Fall	**898**	**1194**	**709**	**434**	**418**		
Winter							
Spring	**926**	**602**	**544**	**493**	**585**		
TOTAL	**1865**	**1820**	**1282**	**952**	**1006**		

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 2012 – April 2013	13	11	85%
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association	50%	January 2013 – December 2013	5	5	100%

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

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

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Number of students who took exams	182	177		
Number of students who met standards for passage	182	177		
Calculated Passage rate	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**		

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		
Number of students who met standards for passage	68	91		
Calculated Passage Rate	93.2%	97.85%		
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**		

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.**

A collaboration between the College of Arts and Sciences and Fletcher Technical Community College is developing a "+2" program in Criminal Justice at Nicholls. The program will be designed to seamlessly transition graduates of the A.S. program in Criminal Justice at Fletcher into a two-year junior and senior level curriculum at Nicholls that will earn students the Bachelor of Science in Criminal Justice.

The College of Business is working with Delgado in New Orleans on an articulation agreement. Delgado has approximately 750 students in its two year program in business. Many of these students go on to complete four degree programs in business. Given Nicholls close proximity with New Orleans, and the new online degree in general business, this should prove to be a very successful partnership.

Nicholls recently signed an agreement with Delgado Community College (DCC) which expresses the intent of both institutions to create a two-plus-two articulation for DCC students majoring in the Culinary Arts, Associate of Applied Science program. Upon completion of the program, these students would then transfer to the Chef John Folse Culinary Institute at Nicholls to earn a bachelor's degree in culinary arts. This agreement will also establish cross-enrollment opportunities for DCC students. .

Currently, in the College of Nursing and Allied Health, the dietetics faculty are working with the dietetics technician registered (DTR) faculty at Delgado to create an articulation agreement for students to complete 60 credit hours at Delgado and 60 at Nicholls State University and earn a degree in Dietetics.

The Department of Languages and Literature is collaborating with the University of New Orleans on developing a joint Masters of Art in English program. Part of the focus of the program is training in technical and specialized writing sought by industry and technology entities in the region and state.

Nicholls State University entered into an academic partnership with a memorandum of agreement as the fourth member institution of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) in fall of 2012 with Nicholls admitting its first MSN cohort in spring of 2013. 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. Table 1 reflects current enrollment in the MSN program; the first cohort has an anticipated graduation date of May 2015.

Table 1. Master of Science in Nursing Program Enrollment

Semester Cohort	Concentration	# Applicants	# Admits	# Still Enrolled
Spring 2013	FNP	25	23	23
Spring 2013	FPMHNP	1	1	0
Spring 2013	Nurse Executive	0	0	0
Fall 2013	FNP	20	17	17
Fall 2013	FPMHNP	1	1	1
Fall 2013	Nurse Executive	0	0	0
Spring 2014	FNP	15	15	15
Spring 2014	PMHNP	2	2	1
Spring 2014	Nurse Executive	2	1	1

Additionally, the history program recently became affiliated with the National World War II Museum in New Orleans. History faculty will work with representatives from the museum to offer study abroad courses and research courses using museum archives. The affiliation allows students to earn college credit from Nicholls while studying in Europe and New Orleans. The courses are designed to for any student looking to expand his or her historical knowledge, sharpen research and debate skills, gain leadership skills, and experience intensive international travel with a diverse group of students, faculty, and mentors from across the country.

- **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 being 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 79.8%, up from the previous year's rate of 70.1%. The increase in advising services and orientation programs will help to ensure that the transfer students continue to have the resources necessary to succeed when they enter Nicholls. An examination of Nicholls' graduates shows students transferring to

Nicholls are a substantial part of our degrees awarded. For the past year, more than 25% 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 244 students who were denied admissions in Fall 2012 and track them through NSC. National Student Clearinghouse showed of those 95 did attend a two year school: 38 to Delgado Community College, 32 to Fletcher Technical Community College, 5 to River Parishes Community College, 6 to South Louisiana Community College, and 15 to Baton Rouge Community College. Thirteen students were enrolled in both two-year and four-year schools. Twenty-seven 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, which reflects an improvement since ninety-seven were not enrolled on the last report. Access is improving but there is more work to be done on the communication between all 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.**

Nicholls State University continues to work very closely with Fletcher Technical Community College (FTCC). The university continues to maintain its A.G.S. to bachelor's agreement and is seeing increasing numbers of students participating in the cross-enrollment program. In addition, Nicholls has expanded its relationship with River Parishes Community College (RPCC) and South Central Louisiana Technical College – Lafourche Campus (SCLTC). An Associate of General Studies advising handbook was recently submitted to the academic staff of River Parishes Community College for review and approval. The handbook contains advising guides for each curriculum at Nicholls. In line with the arrangement established with FTCC, Nicholls will provide RPCC students with the opportunity to earn 60 credits applicable to both RPCC's A.G.S. degree and a preselected program at Nicholls. Participation in this program does require some cross enrollment; however, the majority of credits may be earned at the community college. The primary advantage to this type of cooperation between the institutions is that it gives students the opportunity to earn a two-year degree before transferring to a four-year institution with no loss of transfer credits.

Nicholls also presented for approval an agreement to the SCLTC administration. The purpose of the agreement is to provide SCLTC Process Production Technology students the opportunity to take petroleum services and safety technology courses at Nicholls. Admitted under visitor status, these students would complete courses that are transferable back to SCLTC. The agreement also lays the groundwork for eventual transfer of SCLTC students to Nicholls.

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 about agreements with particular schools, as well as statewide articulation guides. Information regarding 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.

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**		
# retained to next Fall semester	**343**	**363**	**341**	**287**	**278**		
Rate	**72.4%**	**70.1%**	**68.5%**	**66.1%**	**70.2%**		

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**		
# retained to next Fall semester	**123**	**166**		
Rate	**70.7%**	**79.8%**		
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**		

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**		
# who began as transfers	**226**	**267**	**263**	**252**	**226**		
Percentage who began as transfers	**26.4%**	**28.7%**	**27.7%**	**28.0%**	**25.2%**		

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**		
# Admitted by Exception	**5**	**14**	**4**	**5**	**1**		
Rate	**8.3%**	**23.3%**	**8.3%**	**8.9%**	**2.3%**		
# Transfers Admitted (Fall)	**306**	**324**	**285**	**271**	**267**		
# Admitted by Exception	**77**	**34**	**32**	**49**	**19**		
Rate	**25.2%**	**10.5%**	**11.2%**	**18.1%**	**7.1%**		
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	**189**	**142**	**164**	**153**	**180**		
# Admitted by Exception	**55**	**32**	**19**	**25**	**18**		
Rate	**29.1%**	**22.5%**	**11.6%**	**16.3%**	**10.0%**		
# Transfers Admitted (TOTAL)	**555**	**526**	**497**	**480**	**490**		
# Admitted by Exception	**137**	**80**	**55**	**79**	**38**		
Rate	**24.7%**	**15.2%**	**11.1%**	**16.5%**	**7.8%**		

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**		
# retained to next Fall semester	**23**	**18**	**24**	**23**	**26**		
Rate	**82.1%**	**64.3%**	**72.7%**	**71.9%**	**78.8%**		

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**		
# who began as transfers w assoc degree	**16**	**22**	**23**	**24**	**22**		
Percentage who began as transfers w assoc degree	**1.9%**	**2.4%**	**2.4%**	**2.7%**	**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**	**266**	**321**		

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**		
# retained to next Fall semester	**0**	**0**	**0**	**0**	**0**		
Rate	**0%**	**0%**	**0%**	**0%**	**0%**		

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

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 pages)

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

The College of Education aligns its certifications with the Louisiana State Department of Education and the Board of Elementary and Secondary Education. In the Spring 2014 semester, the Department of Teacher Education reviewed programs/certifications offered as a means to attempt to maximize the resources available and provide meaningful experiences/opportunities for candidates.

Candidates have the option to acquire middle school as an ADD-on; this program has been suspended. In addition, we have eliminated PK -3 because this specialization can be acquired through Birth to Five with additional classes or 1-5. Opportunities will be provided for candidates enrolled in the programs to complete or transition to other programs.

- **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 Arts and Sciences is developing a four-year Computing Technologies program specifically designed to directly address workforce needs of the service region. Advised by industry and technology leaders in the region, the program will flexibly provide students training in programming and structures needed by the regional and state economy.

The College of Arts and Sciences has entered into collaboration with the National World War II Museum in New Orleans to offer companion college courses to the museum’s European residency tours.

The Department of Art constantly assesses workforce needs through the internship program (Art 457), AIGA New Orleans' Annual Portfolio Review, service learning and site visits to regional design firms. This assessment is used to develop new projects and secure new technology relevant to the graphic design workforce. We have expanded our curriculum to include more multimedia coursework including web design and motion graphics, a response to the recent growth of production companies moving to Louisiana. We have adapted upper level classes to include social media projects to address growth in this sector of visual communication. The Department of Art also supplies the surrounding communities with Art Educators. The senior capstone course (Art 499) involves not only art production but also includes theory, criticism, and art history addressing the need for better critical thinking and writing skills throughout the workforce. The new Bachelor of Fine Arts emphasis in art history supports workforce needs in the areas of Museum Technicians, Curators, and Arts Administration in several fields.

The College of Business has developed a Maritime Management Concentration within its Management curriculum. The program received all necessary approvals and began in fall 2013. In its first year, 45 students have enrolled in this concentration. Coupled with the Management degree, the Maritime Management track prepares the student for a career in general management in the maritime industry, with particular focus on the oil and gas sector and requirements of the ship owner, as well as periphery businesses. The student will receive exposure to commercial, legal, regulatory, economic, financial and other areas unique to this sector of the shipping industry. Developed and funded solely through a collaborative effort between regional maritime related firms and the College of Business, the program is designed to create additional value for both students and employers. While the program has a focus on maritime issues, it is incorporated into the four year management degree. As a result, students maintain flexibility in pursuing careers in not only the maritime industry but also in those that support the industry and the business world in general.

The College of Business has also developed a PBC(Post Baccalaureate Certificate) in Applied Business Administration as an online program designed for individuals who have earned a baccalaureate degree and are seeking functional competency in business administration. The program focuses on those individuals who are working in an organization or in their own business who are in need of a general understanding of the basic business disciplines of accounting, economics, business law, marketing and management and should not be considered as equivalent to a comprehensive business degree programs offered by Nicholls State University College of Business.

Objectives: This program strives to meet the educational requirements for individuals who desire applied skill acquisition in the business disciplines to improve the operations of their own businesses or those of their employers and to improve their career skills and options. The program is intended to support the overall educational mission of the university by:

- Helping meet the regional workforce development needs
- Supporting the professional development of individuals who seek to obtain a formal educational credential in the area of business administration.

The Department of Languages and Literature is actively engaged in the creation of a collaborative M. A. in English with the University of New Orleans. The M. A. will be offered exclusively on-line, using both Nicholls and UNO faculty resources. The proposed M. A. is a 36 hour degree that asks students to concentrate on one of two content areas: rhetoric/writing and literary studies. Hopefully this combined opportunity will attract students both within the state and nationally as it is designed to better prepare highly qualified teachers in both areas of concentration and to prepare students who are interested in entering the workforce in the much sought after fields of technical and professional writing.

In addition to offering areas of concentration in creative writing, literary studies, and rhetoric and writing, the Department of Languages and literature now offers both a major and a minor in film studies that can be added to any degree plan. The program is designed to have students study prominent works in film. Given that this area has now been designated as “Hollywood South,” this program helps to prepare students to enter the film industry. This area of concentration also works nicely in conjunction with creative writing as the department will also be adding a screenwriting course to its offerings.

Often the word **rhetoric** frightens people, but this degree option is the Department of Languages and Literature's most practical, geared toward workforce training. Students who complete this area of concentration will be prepared to occupy jobs in technical and professional writing, listed as a four star job by the Louisiana Workforce Commission. Additionally, students completing this degree will also be able to enter the workforce as better prepared teachers as more emphasis is being placed on teaching writing in high and middle school curriculums.

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

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

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

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

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

In 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. Additional programs are being developed, including a Post-Baccalaureate Certificate in Business Administration being launched in the fall of 2014.

Nicholls also 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..

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**		

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**		

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**		
# of programs aligned with needs			**51**	**55**	**62**		
% of programs aligned			**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**		
# of course sections that are 100% distance delivered	**155**	**223**	**264**	**349**	**453**		

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**	**1180**		
# of students enrolled in courses that are 100% distance delivered	**3,511**	**5,061**	**5,690**	**7,009**	**8,345**		

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

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

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		
# of Associate Degree completers found employed in Q2	78	91		
Percent Associate Degree Completers Employed Q2	**72.9%**	**74.0%**		
# of Baccalaureate Degrees Awarded	953	904		
# of Baccalaureate Degree completers found employed in Q2	667	683		
Percent Baccalaureate Degree Completers Employed Q2	**70.0%**	**74.4%**		
# of Masters Degrees Awarded	119	189		
# of Masters Degree completers found employed in Q2	83	144		
Percent Masters Degree Completers Employed Q2	**69.7%**	**76.2%**		
# of Total Degrees Awarded	1,179	1,216		
# of Total Degree completers found employed in Q2	828	918		
Percent Total Degree Completers Employed Q2	**70.2%**	**75.5%**		

4. Institutional Efficiency and Accountability

Narrative Report (1-2 pages)

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

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

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

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

1. **Culinary** students are allowed to get their two year degree on the way to their baccalaureate degree. The associate degree is sometimes helpful when the students are competing with students from two-year colleges for an internship. It would be cost prohibitive for Fletcher to offer this program given the infrastructure needs, including kitchens, equipment, Bistro facilities, and faculty. Furthermore, this program is heavily supported by donations and fund raising efforts. The associate is provided at no additional cost by Nicholls since all courses are also a part of the baccalaureate program.

2. Petroleum Services department currently offers two associate degrees, one in **Petroleum Services** and one in **Safety Technology**. The courses apply directly to the baccalaureate degree in Petroleum Services. Since most of the students in the program are currently employed in the industry, the associate is usually a stepping stone to the baccalaureate degree. Flexible delivery of instruction, including seven on/seven off classes, allows the students with oil field schedules the opportunity to obtain their degree. Because of the nature of the work and the program, the associate degree gives them a credential to be achieved at the midpoint of the program. Fletcher's program has a focus on deep water activities but does not currently have the technology infrastructure to offer distance education learning and traditional classes to meet the industry schedule.

3. The Associate degree program in **Child Development and Preschool Management** prepares graduates to teach in a child care center, teach in a Head Start setting, serve as a paraprofessional teacher in the public school system, and own/direct a licensed child care facility. Thus the program

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

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

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

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

Proposed Tuition based on Estimated SREB Tuition Increases*

	SREB Target	**NiSU Approved**
FY 2010-11	$14,539	$11,516
FY 2011-12	$15,052	$12,668
FY 2012-13	$15,991	$14,061
FY 2013-14	$16,904	$15,556
FY 2014-15	$17,869	$17,229
FY 2015-16	$18,890	$18,890

- **impact on enrollment and revenue**

	2010-11	2011-12	2012-13	Change
Number of non-resident students	453	467	450	-3 (-0.6%)
Tuition and Revenue	$2,780,327	$3,019,368	$3,326,836	$546,509 (+18.1%)

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

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

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

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

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

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

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

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

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**		
Peer non-resident tuition/fees (full-time)	**$13,904**	**$14,539**	**$15,083**	**$16,231**	**$16,904**		
Percentage difference	**-33.3%**	**-26.3%**	**-19.1%**	**-15.4%**	**-7.9%**		

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		
# programs having discipline accreditation	34	40		
% accredited programs	82.9%	87.0%		
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		

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

Organizational Data

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

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

Nicholls State University
University of Louisiana System

April 1, 2014

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 2013

Undergraduate headcount	**5,897**
Graduate headcount	**663**
Total headcount	**6,560**

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

  Source: 2013-2014 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	**5,374.1**
Graduate FTE	**463.2**
Total FTE	**5,837.3**

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 2013. 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	**281**
FTE Faculty	**250.2**

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 2013.

Undergraduate headcount enrollment	**27,650**
Total number of sections in which the course number is less than or equal to a senior undergraduate level	**1,137**
Average undergraduate class size	**24.3**

d. Average number of students per instructor

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

Source: Budget Request information 2013-2014 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2013.

Total FTE enrollment	**5,837.3**
FTE instructional faculty	**250.2**
Ratio of FTE students to FTE faculty	**23.3 to 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 2013, 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.

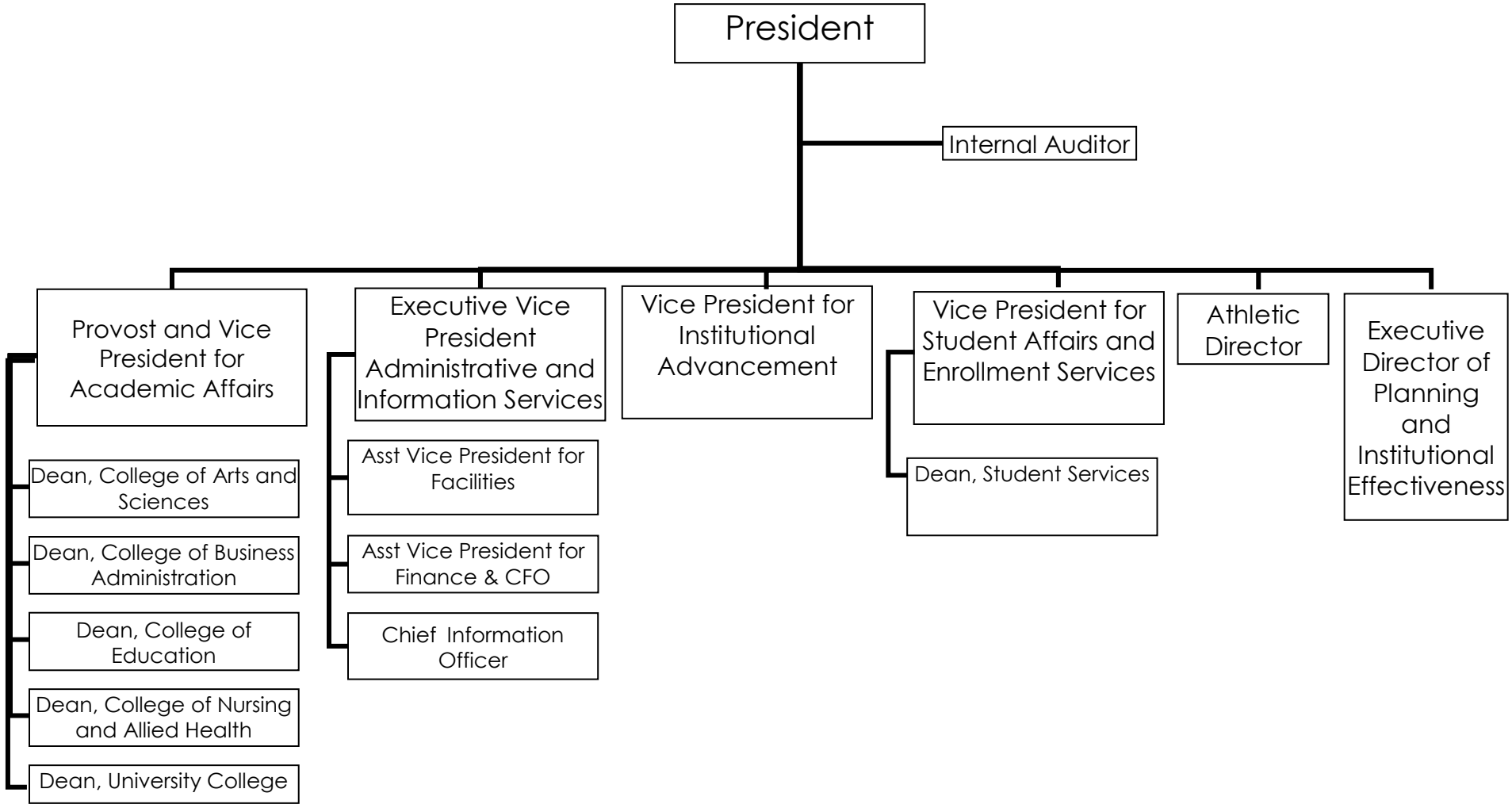
Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	1	1
College of Business Administration	1	1
College of Education	5	5
College of Nursing & Allied Health	1	1
University College	2	2

f. Number and FTE of staff in administrative areas

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

Name of Division	Number of staff	FTE staff
Academic Affairs	12	12
Administrative and Information Services	11	11
Institutional Advancement	5	5
Student Affairs	15	15
President's Office	2	2

g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2013).



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
President	201,596	201,596	201,596	201,596	N/A
Provost, Vice President, Academic Affairs	142,567	N/A Position Eliminated	N/A	N/A	N/A
Vice President, Academic Affairs	N/A	142,000 Position Created to Replace Provost Interim Appointment	158,000 Permanent Appointment 10/04/2011	158,000	158,000
Executive Vice President	N/A	142,000 Position Created to Replace Associate Provost Interim Appointment 10/30/10	142,000 Interim Appointment Continued	158,000 Permanent Appointment 12/08/2011	201,596 Interim President Temporary Appointment
Associate Provost	118,509	N/A Position Eliminated	N/A	N/A	N/A
Dean, College of Arts and Sciences	118,356	118,356	116,000 Interim Appointment	121,500 Permanent Appointment 7/1/2011	121,500
Dean, College of Business Administration	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**
Dean, College of Nursing and Allied Health	**116,600**	**116,600**	**116,600**	**116,600**	**120,000**
Dean, University College	**116,400 Increase from 110,400 to 116,400 Effecive 7/01/09 for Increased Responsibilities and Elimination of Dean Position in John Folse Culinary Institute**	**116,400**	**116,400**	**116,400**	**120,000**
Assist Vice President, Facilities	**93,553**	**93,553**	**93,553**	**93,553**	**93,553**
Vice President, Finance and Administration	**131,707**	**131,707**	**N/A Position Eliminated**	**N/A**	**N/A**
Assoc Vice President, Finance & CFO	**N/A**	**N/A**	**120,000 Position replaced VP, Finance and Administration**	**120,000**	**120,000**
Assistant Vice President, Finance	**93,553**	**93,553**	**N/A Position Eliminated**	**N/A**	**N/A**
Vice President, Institutional Advancement	**124,586**	**124,586**	**124,586**	**0 Position on Zero Dollar Appointment**	**0 Vacant**

Vice President, Student Affairs	**119,552**	**119,552**	**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**	**75,444**	**75,444**
Executive Director of Planning & Institutional Effectiveness	**N/A**	**N/A**	**92,500 New Position**	**92,500**	**92,500**
Chief Information Officer	**N/A**	**N/A**	**104,000 New Position**	**104,000**	**104,000**
Internal Auditor	**72,488**	**73,488**	**73,488**	**Vacant**	**70,000**
Athletic Director	**106,666**	**106,666**	**106,666**	**106,666**	**106,666**

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	$ 26,325,490	50.7%
Research	$ 429,214	0.8%
Public Service	$ 0	0.0%
Academic Support	$ 5,852,726	11.3%
Student Services	$ 2,811,386	5.4%
Institutional Services	$ 6,274,944	12.1%
Scholarships/Fellowships	$ 3,840,375	7.4%
Plant Operations/Maintenance	$ 5,091,806	9.8%
Total E&G Expenditures	$ 50,625,941	97.6%
Transfers out of agency	$ -	0.0%
Athletics	$ 1,132,046	2.2%
Other	$ 115,000	0.2%
Total Expenditures	$ 51,872,987	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	**$20,004**

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	**5.5**

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	**$3,122.71**

vi. All expenditures of the institution for that year most recent academic year.
As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures	**$ 89,926,645**