NICHOLLS
STATE UNIVERSITY

University of Louisiana System

GRAD Act Annual Report
FY 2014-2015 (Year 5)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2015

and to the
Louisiana Board of Regents,
May 1, 2015

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1. STUDENT SUCCESS

Narrative (3-5 pages)

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

N/A

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

Nicholls State University students enter the university through the University College program. University College provides a centralized Advising Center with personnel trained to serve students in transition and to provide ancillary academic services intended to support student progress towards a degree. The Academic Advising Center employs seven full-time staff with faculty rank at the instructor level or higher. All of the staff 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 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 2014 and spring 2015 semesters, the Academic Advising Center served as an approved site for interns from the General Family and Consumer Sciences Program 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.

The Tutorial and Academic Enhancement Center, located in Peltier Hall and a unity of University College Academic Services, 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 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 continued to offer English 100 as a pilot program. It has now been added to the Nicholls Course Catalog as the course enables students to earn credit for English 101 and is thus transferable. Students with an ACT score of 16/17 qualify to take English 100 and upon successful completion earn credit for English 101. For the 2013-14 academic years, 10 sections of English 100 were offered, three each fall and two each spring. The Department experimented with one web-based section in the fall 2014. Because of increased demand for this course, two other full-time instructors have been trained to teach this course, in addition to the instructor who initially piloted the course. For 2013-14, there was a 62.35% completion rate, which falls within the national average for accelerated learning programs.

In the Department of Mathematics, a fully integrated, extended section pilot course continues to be offered for concurrent delivery of developmental and college-level instruction. The pilot was initiated based partially on information provided by *Complete College America* and *Education Commission of the States*. Rather than *separating* college and pre-college content, the course *integrates* subject matter from both levels. Selected algebra topics from both developmental content and introductory college-level content have been chosen and blended with content from the general education quantitative analysis course already offered at Nicholls. Various instructional techniques have been employed for student success, such as computer lab exercises, collaborative learning, and study plans. The pilot course permits admission of many students who do not quite meet the admission standard with regard to the ACT subscore in mathematics. The course can be used toward completion of University general education requirements in mathematics. The Department recently received a grant for construction of a modern mathematics classroom specifically designed to accommodate group work. This facility is available throughout the week for mathematics students to congregate and study, with professors and with one another. This initiative should aid retention and success in mathematics courses, especially pilot classes such as the one described. Rates for successful completion of the pilot course in AY 2013-2014 run from 60% to 70%.

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. Of note, the BSN program has moved from using Assessment

Technologies Institute, LLC (ATI) assessment and remediation program to HESI effective fall 2014 relative to its currency of content aligned to the National Council Licensure Exam-RN (NCLEX-RN).

The Department of Art established a new graphic design Internship relationship with the World War II Museum. In addition, they have initiated a fundraiser to generate scholarship funds and student development grants.

Departments of the College of Arts and Sciences have created new degree program concentration areas to align with workforce needs and student demands. The Department of Government and Social Sciences has created a new concentration in Social Work in response to 23% projection of employment needs in the area of social services (Louisiana Job Works). For its B.S. in Biology, the Department of Biological Sciences has launched a new concentration, Cellular and Molecular Biology, which immediately drew new enrollees. For its B.S. in Chemistry, the Department of Physical Sciences has responded to increased curricular requirements of Schools of Pharmacy by creating a Pre-Pharmacy Concentration.

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

Continuing from the 2013-14 academic year, Nicholls State University continues to utilize 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. 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 continues 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 continues to use 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 in DIET 459 Senior Seminar course for development of electronic portfolios 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 2014 calendar year were: 45% response rate for spring 2014, and a 47% response rate for fall 2014. . 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 began participation by all faculty in GradesFirst in spring of 2015 as a mechanism of communication and consistency in advising to enhance student success.

• 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 calumniating 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.

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**	**1055**	
# Retained to 2nd Fall semester	**824**	**853**	**748**	**698**	**702**	**733**	
Rate	**67.6%**	**70.3%**	**71.2%**	**71.0%**	**67.8%**	**69.5%**	
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 09 to Fall 10							
Actual Fall 10 to Fall 11							
Actual Fall 11 to Fall 12							
Avg of Prior Three Years							
Actual Fall 12 to Fall 13							
Actual Fall 13 to Fall 14							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**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**	**1035**	
# Retained to 3rd Fall semester	**657**	**657**	**709**	**608**	**581**	**565**	
Rate	**56.6%**	**53.9%**	**58.5%**	**57.9%**	**59.1%**	**54.6%**	
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 08 to Fall 10						**53.9**	
Actual Fall 09 to Fall 11						**58.5**	
Actual Fall 10 to Fall 12						**57.9**	
Avg of Prior Three Years						**56.8**	
Actual Fall 11 to Fall 13						**59.1**	
Actual Fall 12 to Fall 14						**54.6**	
Avg of Most Recent Two Yrs						**56.9**	
Target Met?		**NO**	**YES**	**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**	**1156**	
# Graduated within 150% of time	**374**	**406**	**451**	**450**	**421**	**477**	
Rate	**26.6%**	**29.2%**	**28.7%**	**38.4%**	**39.4%**	**41.3%**	
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**	**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**	**5314.8**	
Expected # of Awards*	**1489.4**	**1516.2**	**1476.9**	**1413.3**	**1358.1**	**1328.69**	
# Awards	**1036**	**1091**	**1111**	**1067**	**1169**	**1195**	
Ratio of Awards/ FTE	**.1739**	**.1799**	**.1881**	**.1887**	**.2152**	**.2248**	
Award Productivity*	**69.6%**	**72.0%**	**75.2%**	**75.5%**	**86.1%**	**89.9%**	
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**	

*** 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**	**1161**	
# Graduated within 150% of time at any state public institution	**424**	**445**	**508**	**490**	**458**	**541**	
Rate	**30.0%**	**31.9%**	**32.1%**	**41.9%**	**43.3%**	**46.6%**	
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**	**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**	**26**	
# Admitted by Exception	**4**	**4**	**1**	**5**	**2**	**1**	
Rate	**14.3%**	**16.0%**	**2.7%**	**19.2%**	**7.1%**	**3.8%**	
# in Freshmen Admitted (Fall)	**1233**	**1197**	**1103**	**1230**	**1215**	**1184**	
# Admitted by Exception	**133**	**97**	**68**	**132**	**66**	**57**	
Rate	**10.8%**	**8.1%**	**6.2%**	**10.7%**	**5.4%**	**4.8%**	
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	**86**	**92**	**76**	**55**	**41**	**50**	
# Admitted by Exception	**21**	**16**	**12**	**8**	**11**	**0**	
Rate	**24.4%**	**17.4%**	**15.8%**	**14.5%**	**26.8%**	**0.0%**	
# in Freshmen Admitted (Total)	**1347**	**1314**	**1216**	**1311**	**1284**	**1260**	
# Admitted by Exception	**158**	**117**	**81**	**145**	**79**	**58**	
Rate	**11.7%**	**8.9%**	**6.7%**	**11.1%**	**6.2%**	**4.6%**	

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	
% Change		8.8%	10.9%	5.4%	5.0%	11.9%	
Target		8.8%	-6.0% (803)	-1.0% (846)	1.5% (868)	-1.0% (846)	-7.0% (795)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	0	0	0	0	0	0	
% Change		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**
Total, Undergraduate Completers	**855**	**930**	**948**	**901**	**898**	**957**	
% Change		**8.8%**	**10.9%**	**5.4%**	**5.0%**	**11.9%**	
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) (-2.5%- 1.5%)**	**-6.3% (801) (-8.3%- -4.3%)**
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**	**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**	**163**	
% Change		**32.1%**	**9.2%**	**73.4%**	**46.8%**	**49.5%**	
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**	
% Change		**66.7%**	**100.0%**	**133.3%**	**300.0%**	**100.0%**	
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**	**169**	
% Change		**33.0%**	**11.6%**	**75.0%**	**53.6%**	**50.9%**	
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**	**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**	**1126**	
% Change from baseline		**11.6%**	**11.0%**	**13.4%**	**10.7%**	**16.4%**	

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

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

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	
Fall	988	1248	709	467	461	463	
Winter							
Spring	967	685	544	559	675	844	
TOTAL	1999	1957	1282	1057	1139	1310	

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	
Fall	898	1194	709	434	418	403	
Winter							
Spring	926	602	544	493	585	817	
TOTAL	1865	1820	1282	952	1006	1223	

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 2013 – April 2014	7	5	71.4%
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association	50%	January 2014 – December 2014	6	4	66.7%

*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	
Number of students who met standards for passage	182	177	139	
Calculated Passage rate	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**	

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	
Number of students who met standards for passage	68	91	96	
Calculated Passage Rate	93.2%	97.9%	85.7%	
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**	

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 Arts and Sciences and Fletcher Technical Community College continues development of a "+2" program in Criminal Justice. 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 has implemented articulation agreements with the Business and Technology Division of Delgado Community College and the Business Technology Division of Elaine P. Nunez Community College. 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, these should prove to be very successful partnerships.

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. .

In the spring of 2014, the Department of Languages and Literature and the University of New Orleans English Department co-wrote and signed an initial Memorandum of Understanding to co-create an on-line M. A. in English through "consortial" participation. The curricular focus of this program will be professional writing.

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
Fall 2014	FNP	14	9	9
Fall 2014	PMHNP	4	3	2
Fall 2014	Nurse Executive	0	0	0
Fall 2014	Nursing Education	3	3	2
Spring 2015	FNP	24	17	17
Spring 2015	PMHNP	1	0	0
Spring 2015	Nurse Executive	0	0	0
Spring 2015	Nursing Education	1	1	1

The history program's affiliation with the National World War II Museum in New Orleans, Louisiana, enables history faculty to work with representatives from the museum on 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, develop leadership skills, and experience intensive international travel with a diverse group of students, faculty, and mentors from across the country. In addition, the history program has also entered into an agreement with the Regional Military Museum in Houma, Louisiana, to provide service learning internship opportunities involving research and public service. The program is currently in the progress of formalizing an agreement with Laurel Valley Plantation in Thibodaux, Louisiana, to provide service learning internship opportunities.

- **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 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 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. 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. In addition, Nicholls has established an identical relationship with River Parishes Community College. Students from both institutions have the opportunity to earn 60 credits applicable to the A.G.S. degree and a preselected program at Nicholls. Participation in the A.G.S. programs do 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.

Nicholls has also established an agreement with South Central Louisiana Technical College. The agreement provides the opportunity for technical college students in the Process Production Technology program to take petroleum services and safety technology courses at Nicholls. Admitted under visitor status, these students may complete Nicholls courses that are transferable to the technical college. The agreement also lays the groundwork for eventual transfer of these 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 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**	
# retained to next Fall semester	**343**	**363**	**341**	**287**	**278**	**262**	
Rate	**72.4%**	**70.1%**	**68.5%**	**66.1%**	**70.2%**	**63.0%**	

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**	
# retained to next Fall semester	**123**	**166**	**87**	
Rate	**70.7%**	**79.8%**	**71.3%**	
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**	

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**	
# who began as transfers	**226**	**267**	**263**	**252**	**226**	**229**	
Percentage who began as transfers	**26.4%**	**28.7%**	**27.7%**	**28.0%**	**25.2%**	**23.9%**	

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**	
# Admitted by Exception	**5**	**14**	**4**	**5**	**1**	**4**	
Rate	**8.3%**	**23.3%**	**8.3%**	**8.9%**	**2.3%**	**8.5%**	
# Transfers Admitted (Fall)	**306**	**324**	**285**	**271**	**267**	**280**	
# Admitted by Exception	**77**	**34**	**32**	**49**	**19**	**42**	
Rate	**25.2%**	**10.5%**	**11.2%**	**18.1%**	**7.1%**	**15.0%**	
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	**189**	**142**	**164**	**153**	**180**	**134**	
# Admitted by Exception	**55**	**32**	**19**	**25**	**18**	**20**	
Rate	**29.1%**	**22.5%**	**11.6%**	**16.3%**	**10.0%**	**14.9%**	
# Transfers Admitted (TOTAL)	**555**	**526**	**497**	**480**	**490**	**461**	
# Admitted by Exception	**137**	**80**	**55**	**79**	**38**	**66**	
Rate	**24.7%**	**15.2%**	**11.1%**	**16.5%**	**7.8%**	**14.3%**	

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**	
# retained to next Fall semester	**23**	**18**	**24**	**23**	**26**	**36**	
Rate	**82.1%**	**64.3%**	**72.7%**	**71.9%**	**78.8%**	**83.7%**	

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

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

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**	

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**	
# retained to next Fall semester	**0**	**0**	**0**	**0**	**0**	**1**	
Rate	**0%**	**0%**	**0%**	**0%**	**0%**	**50.0%**	

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**	**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 Arts and Sciences is developing three programs aligned with workforce needs: B.S. in Criminal Justice, B.S. in Computing Technology, and an M.A. in Professional Writing. In addition, the college has begun offering courses to participants of tours and residencies offered by the World War II museum.

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 courses (Art 496, 497, 498) 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. In addition, the department has updated its technology in the graphic design lab, including equipment to allow students to study sound and video editing, providing students with state of the art experience in professional skills.

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 second year, enrollment has double to 90 students 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.

The Department of Languages and Literature's active engagement with the University of New Orleans English Department in the creation of a collaborative M. A. in English with a focus on professional writing is a direct response to workforce needs. The M. A. will be offered exclusively on-line, using both Nicholls and UNO faculty resources. 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.

The Department of Languages and Literature added a new area of concentration: film studies. In addition, this area of concentration is also offered as a minor. This discipline is an appealing option for students at Nicholls, given its proximity to New Orleans and the new "Hollywood South" film industry. The introductory film course, ENGL 240, is popular each semester, and three and four hundred level film courses deal with a variety of issues and themes. In conjunction with the study of film, the department now offers a course in screenwriting. The department has one full-time assistant professor who heads the concentration in film and advises the program. In addition, the department also has an adjunct whose expertise is in screenwriting and directing, has won an award for her original film at the New Orleans Film Festival, and has been invited to Cannes to present her film.

The English program has updated its rhetoric and professional writing concentration to add more classes that involve professional and technical writing. A new course in advanced technical writing has been included; special topics technical writing courses have been added specifically for culinary and petroleum sciences students. An updated curriculum for English 468, scientific writing, has been developed to meet the needs of nursing, dietetics, and pre-med and pre-vet students. We have also added a course in grant writing and an internship program for students in the rhetoric and professional writing concentration. Thus far, in addition to having the experience as interns, some of our graduating interns have been offered full-time positions. In foreign languages, the department began offering a course in medical Spanish appealing to nursing students who will need such a skill in an area with a changing demographic.

- **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 2013-14 academic year, 38.9% of the graduates reported they were employed in their degree field. 29.6% 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 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. Fall 2014 enrollment in Nicholls Online was 324, 86% increase over Fall 2013.

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.

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**	

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**	

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**	
# of programs aligned with needs			**51**	**55**	**62**	**60**	
% of programs aligned			**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**	
# of course sections that are 100% distance delivered	**155**	**223**	**264**	**349**	**453**	**542**	

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**	
# of students enrolled in courses that are 100% distance delivered	**3,511**	**5,061**	**5,690**	**7,009**	**8,345**	**10,896**	

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**	
Baccalaureate	**1**	**0**	**7**	
Post-Baccalaureate	**0**	**2**	**1**	
Grad Cert		**1**	**2**	
Masters	**2**	**2**	**3**	
PMC	**2**	**3**	**1**	
Specialist	**0**	**0**	**0**	
TOTAL	**5**	**9**	**16**	
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**	

***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**	**2011-12 Graduates***	**2013-14 Graduates**
# of Associate Degrees Awarded	107	123	123	
# of Associate Degree completers found employed in Q2	78	91	91	
Percent Associate Degree Completers Employed Q2	**72.9%**	**74.0%**	**74.0%**	
# of Baccalaureate Degrees Awarded	953	904	904	
# of Baccalaureate Degree completers found employed in Q2	667	683	683	
Percent Baccalaureate Degree Completers Employed Q2	**70.0%**	**74.4%**	**74.4%**	
# of Masters Degrees Awarded	119	189	189	
# of Masters Degree completers found employed in Q2	83	144	144	
Percent Masters Degree Completers Employed Q2	**69.7%**	**76.2%**	**76.2%**	
# of Total Degrees Awarded	1,179	1,216	1,216	
# of Total Degree completers found employed in Q2	828	918	918	
Percent Total Degree Completers Employed Q2	**70.2%**	**75.5%**	**75.5%**	

*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 degreex. 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	Change
Number of non-resident students	453	467	450	499	46 (10.2%)
Tuition and Revenue	$2,780,327	$3,019,368	$3,326,836	$3,824,459	$1,044,132 (37.6%)

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Course sections in mathematics	**19**	**0**	**0**	**0**	**0**	**0**	
Course sections in English	**7**	**0**	**0**	**0**	**0**	**0**	
Other developmental course sections	**0**	**0**	**0**	**0**	**0**	**0**	
TOTAL	**2**	**0**	**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**	**0**	
Enrollment in dev English	**146**	**0**	**0**	**0**	**0**	**0**	
Enrollment in other developmental courses	**0**	**0**	**0**	**0**	**0**	**0**	
TOTAL	**791**	**0**	**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**	**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**	

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**	
Peer non-resident tuition/fees (full-time)	**$13,904**	**$14,539**	**$15,083**	**$16,231**	**$16,904**	**$17,354**	
Percentage difference	**-33.3%**	**-26.3%**	**-19.1%**	**-15.4%**	**-7.9%**	**-0.7%**	

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	
# programs having discipline accreditation	34	40	39	
% accredited programs	82.9%	87.0%	88.6%	
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**	

***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, 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 2014

Undergraduate headcount	**5696**
Graduate headcount	**618**
Total headcount	**6,314**

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

  Source: 2014-2015 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	**5,256.2**
Graduate FTE	**449.8**
Total FTE	**5,706.0**

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 2014. 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	**292**
FTE Faculty	**256.7**

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 2014.

Undergraduate headcount enrollment	**27,286**
Total number of sections in which the course number is less than or equal to a senior undergraduate level	**1,215**
Average undergraduate class size	**22.5**

d. Average number of students per instructor

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

Source: Budget Request information 2014-2015 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2014.

Total FTE enrollment	**5,706.0**
FTE instructional faculty	**256.7**
Ratio of FTE students to FTE faculty	**22.2 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 2014, 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.

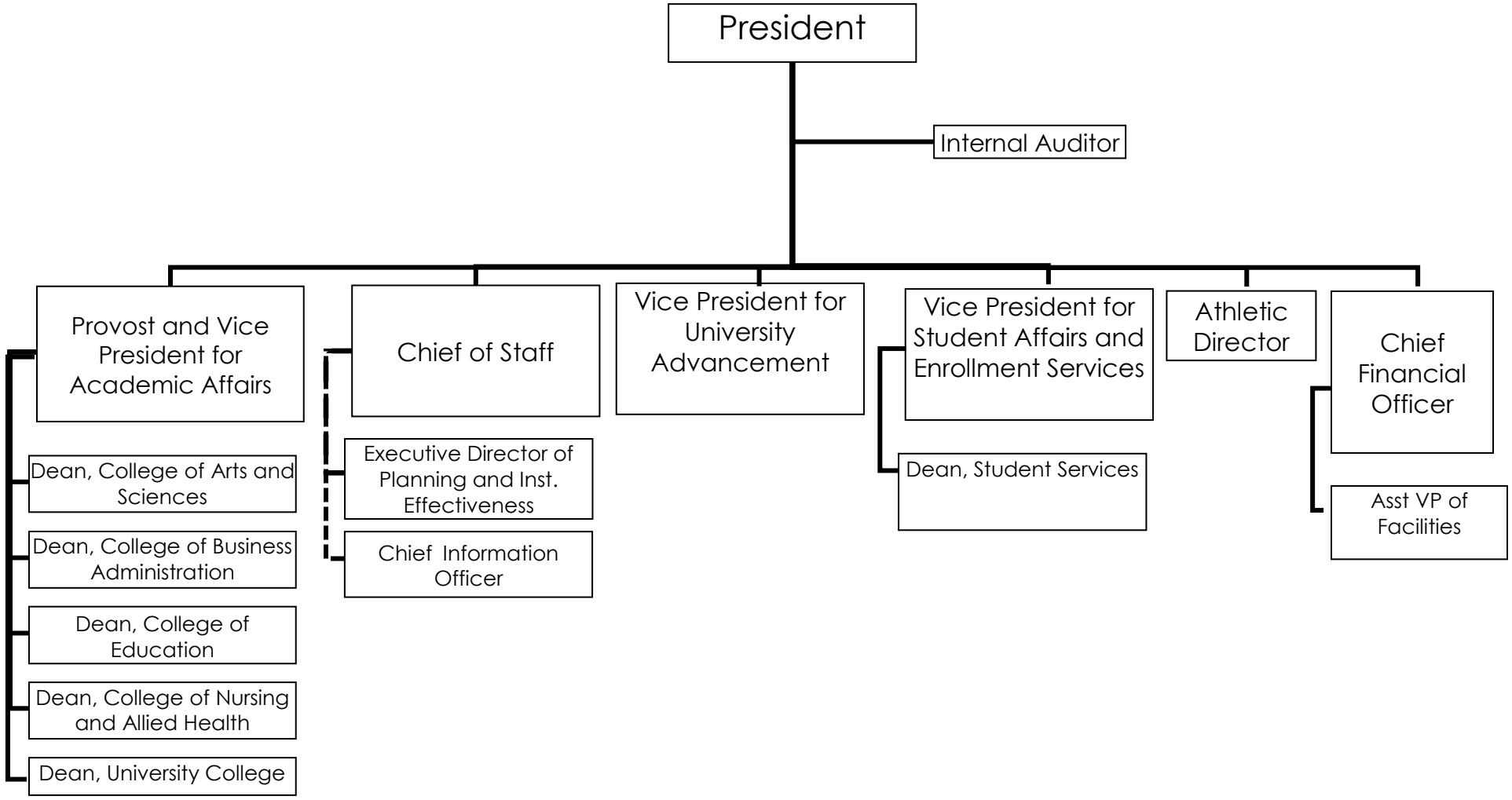
Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Arts & Sciences	1	1
College of Business Administration	1	1
College of Education	4	4
College of Nursing & Allied Health	1	1
University College	1	1

f. Number and FTE of staff in administrative areas

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

Name of Division	Number of staff	FTE staff
Academic Affairs	11	11
Finance and Administration	11	11
Institutional Advancement	5	5
Student Affairs	16	16
President's Office	3	3

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 2014).



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
President	201,596	201,596	201,596	201,596	N/A	225,000
Provost, Vice President, Academic Affairs	142,567	N/A Position Eliminated	N/A	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	105,000 Interim Appointment
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
Associate Provost	118,509	N/A Position Eliminated	N/A	N/A	N/A	N/A
Chief of Staff	N/A	N/A	N/A	N/A	N/A	Vacant New Position
Dean, College of Arts and Sciences	118,356	118,356	116,000 Interim	121,500 Permanent	121,500	121,500

			Appointment	**Appointment 7/1/2011**		
Dean, College of Business Administration	**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**
Dean, College of Nursing and Allied Health	**116,600**	**116,600**	**116,600**	**116,600**	**120,000**	**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**	**120,000**
Assist Vice President, Facilities	**93,553**	**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**	**N/A**
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**

Chief Financial Officer	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**130,000 Position replaced Assoc VP Finance & CFO**
Assistant Vice President, Finance	**93,553**	**93,553**	**N/A Position Eliminated**	**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**
Vice President, University Advancement	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**Vacant New Position replaced VP Institutional Advancement**
Vice President, Student Affairs	**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**
Executive Director of Planning & Institutional Effectiveness	**N/A**	**N/A**	**92,500 New Position**	**92,500**	**92,500**	**92,500**
Chief Information Officer	**N/A**	**N/A**	**104,000 New Position**	**104,000**	**104,000**	**104,000**
Internal Auditor	**72,488**	**73,488**	**73,488**	**Vacant**	**70,000**	**70,000**
Athletic Director	**106,666**	**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	$	24,840,115	47.6%
Research	$	393,750	0.8%
Public Service	$	0	0.0%
Academic Support	$	5,386,784	10.3%
Student Services	$	2,490,575	4.8%
Institutional Services	$	6,509,280	12.5%
Scholarships/Fellowships	$	4,792,667	9.1%
Plant Operations/Maintenance	$	5,680,608	10.9%
Total E&G Expenditures	$	50,063,779	96.0%
Transfers out of agency	$	0	0.0%
Athletics	$	2,059,482	4.0%
Other	$	11,238	0.0%
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	**$21,141**

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	**5.4**

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	**$2,779**

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	**$ 92,692,877**