



Institutional Profile

NICHOLLS BY THE NUMBERS

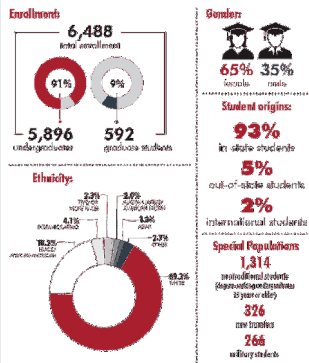
107 programs of study



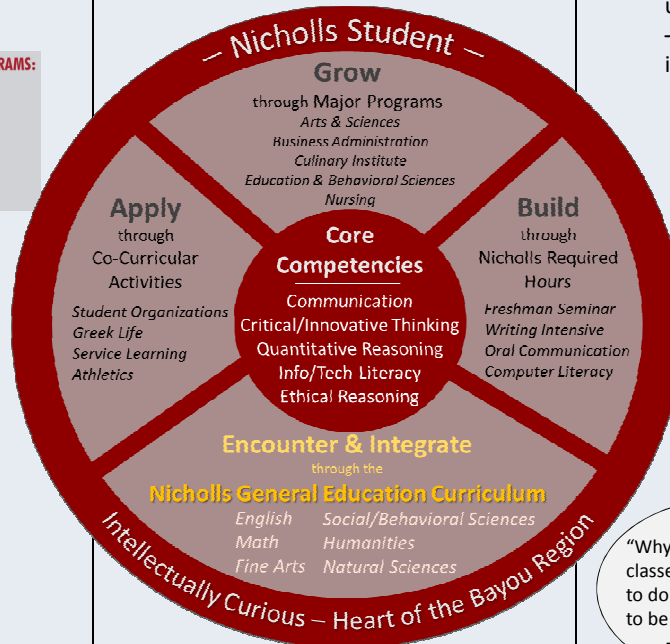
TOP 10 BACHELOR'S DEGREE PROGRAMS:

Nursing:	883
Business Administration:	627
Biology:	499
Education:	460
Psychology:	357
Interdisciplinary Studies:	345
Allied Health Sciences:	319
Accounting:	294
Petroleum Services:	278
Management & Marketing:	255

NICHOLLS STUDENT PROFILE



The new program is centered around Core Competencies that are integrated into the liberal arts disciplines and throughout a Nicholls education to create intellectually curious life-long learners.

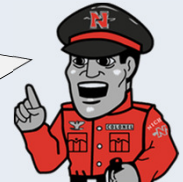


Project Goals

- Create effective communication tools to help faculty and students understand the goals of the program – including common language, infographics, and resource guides
- Create a clear, documented process for course review and approval into the curriculum
- Create a clear, documented process and cycle for assessment of the learning outcomes
- Develop plans for a pilot program using our new rubrics in Fall 2019

Project Obstacles

“Why do we have to take classes that have nothing to do with what we want to be in the future?”
– Nicholls Student



- Student concerns about the value of general education courses
- Faculty concerns regarding changes to workload or teaching
- Perceived “watering down” of a classical liberal arts education by shifting focus away from disciplines to competencies
- Limited resources for faculty development that might mitigate some of these concerns

Questions for Reform

- How do you **communicate** changes and expectations to your campus community?
- What **processes** have you implemented to review courses in the curriculum, collect and assess artifacts, and handle transfers?
- What kind of **resources and development** do you provide for faculty?

Help Needed

- How to best communicate the expectations of the new program with faculty and students
- Ideas about behind the scenes processes that provide support and give feedback to faculty developing and assessing courses

The Team



Kaisa Young, Team Leader
General Education Program Coordinator
Associate Professor of Physics



Lori Richard
Assistant Professor of Interdisciplinary Studies, Coordinator of General Education and At-Risk Assessment



Renee Hicks
Executive Director of Planning and Institutional Effectiveness



Melinda Jackson-Jefferson
Assistant Professor of Sociology
Criminal Justice Program Coordinator



Erick Piller
Assistant Professor of English
Assistant Writing Program Administrator

Team Expertise

Prior Experiences: Advising, Retention & Accreditation

- Renee and Lori have been champions for our QEP on Advising and Mentoring.
- Renee serves as SACSCOC Liaison.
- Lori has been a professional advisor and has expertise in at-risk student retention.

HIPs: ePortfolios, First-year Seminar, Collaborative Learning & Writing Intensive

- Renee is an ePortfolio guru with experience in LiveText & Portfolium.
- Lori teaches First-Year Seminar.
- Kaisa implements collaborative learning in 100-student gen ed courses.
- Erick teaches gen ed composition as well as upper-level writing and rhetoric courses.

Equity & Underserved Student Success:

- Melinda’s research interests include fear of crime and issues of inequality related to underrepresented populations.

Where We Are: 3-Year Plan

2017-18 – Create a Vision for Gen Ed and Identify Core Competencies

2018-19 – Define Core Competencies:

- Draft Student Learning Objectives & Rubrics

2019-20 – Program Structure,

Communication, & Pilot Assessment:

- Develop program structure
- Provide resources for faculty
- Re-evaluate core curriculum courses
- Pilot SLOs & rubrics in select courses

2020-21 – Implementation and Feedback:

- Roll out new core curriculum and assessment processes
- Continued improvement based on assessment and feedback

Proposed Structure

Faculty use Core Competency Rubrics to assess course-embedded assignments.

A single gen ed course would assess only two Competencies, one per year, on a rolling cycle.

Breadth of Knowledge Disciplines	Assigned Competency	Second Competency (faculty choose one)
6 hrs English Composition	Communication	Info/Tech, Crit/Innov
6 hrs Mathematics	Quant Reas	Comm, Info/Tech, Crit/Innov
3 hrs Fine Arts	Crit/Innov Think	Comm, Info/Tech, Crit/Innov
9 hrs Humanities	Communication	Ethical R, Crit/Innov, or Info/Tech
9 hrs Natural Sciences	Crit/Innov Think	Quant R, Comm, or Info/Tech
6 hrs Social/Behavioral Sciences	Ethical Reas	Comm, Info/Tech, Crit/Inn, or Quant R