PART 1: Unit Annual Plan Objectives linked to Strategic Goals

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<th>NICHOLLS STATE UNIVERSITY'S</th>
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<td>University College Annual Plan 2012</td>
<td>Nicholls State University will be the institution of choice for students in the service region and beyond as a result of the quality of programs, the dedication to individual student needs, and the national recognition of unique programs and services.</td>
<td>Nicholls State University is a student-centered regional institution dedicated to the education of a diverse student body in a culturally rich and engaging learning environment through quality teaching, research, and service. Nicholls supports the educational, cultural, and economic needs of its service region and cultivates productive, responsible, and engaged citizens.</td>
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<tr>
<td>Department of Interdisciplinary Studies Dr. R. Allen Alexander, Head</td>
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<td>The Chef John Folse Culinary Institute, Department of Culinary Arts Chef John Kozar, Head</td>
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<td>University College Academic Services Mr. David Zerangue, Director</td>
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# I. Increase the level of educational attainment for students.

Each discipline will develop at least one mechanism for working smarter in the classroom setting that will enhance retention and educational attainment of students at all levels.

- **Goal**: IDST faculty will include significant dates for classes (such as assignment due dates) on Moodle calendar.

  **Measure**: All IDST faculty will employ Moodle calendar for courses beginning in fall 2012.

- **Goal 1**: At least one JFCI faculty member will earn Certified Food Service Educator through the Foodservice Educators Learning Community.

  **Measure 1**: Faculty member(s) earning certification will be recognized during UC meeting in January, 2013.

- **Goal 2**: JFCI will utilize 5-S tools to create a Visual Workplace in the kitchen labs.

  **Measure 2**: Discussions regarding progress to be recorded in faculty meeting minutes.

- **Goal**: UNIV 101 course will be redesigned for the fall 2012 semester and through this redesign faculty will identify at least one mechanism for working smarter in the classroom setting to enhance retention and educational attainment of students.

- **Goal**: IDST faculty will continue to use calendars (with Moodle 2.3) to assist students with staying on task.

- **Goal 1**: CJFCI instructor A. Benoit earned CFSE in summer 2012.

- **Goal 2**: CULA 431 course redesigned by J. Kozar to implement 5-S during Spring 2013.

CJFCI Goal 1:

Effective fall 2012 UNIV 101 courses were redesigned to include 12-13 modules that were more conducive to the once-a-week meeting format of this course. Career/Personality profile is now
**Evidence:** Summary of plan and minutes from faculty meetings.

completed using one assessment (MBTI) instead of two separate online programs. The MBTI offers a more applicable relationship between personality and career than previous products.

Meeting agendas and documentation of development of new modules for UNIV 101 on file in course coordinators office.

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<tr>
<th>Each academic discipline will have at least one faculty member using the QEP rubric for critical thinking in a course</th>
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<tr>
<td><strong>Goal:</strong> IDST faculty teaching IDST 410 will continue to use QEP rubric to assess at least one assignment.</td>
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<td><strong>Measure:</strong> IDST 410 instructors will present results of using QEP rubric at spring college meeting for University College.</td>
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<tr>
<td>IDST 410 instructors will present results of using QEP rubric at UC meeting during spring or fall semester.</td>
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<td><strong>Goal:</strong> Marcelle Bienvenu will begin using the QEP Rubric for one assignment in in the CULA 401 class in Fall 2012</td>
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<td><strong>Measure:</strong> Chef Bienvenu will present results of applying QEP rubric at spring college meeting for University College.</td>
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<td>See Appendix 2 for Rubric results from Chef Marcelle's CULA 401 assignment.</td>
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<td>UNIV 101 instructors will continue to align Career Action Plans (CAP), career research and</td>
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<tr>
<td>Career Action Plan outline was evaluated by GEAC</td>
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Via department meetings before the end of the Spring semester, 2012, UCAS, Interdisciplinary Studies, and Culinary Arts will select a faculty member who will devise a method for using the QEP rubric for evaluating an assignment in the teacher’s course or courses.

Suggested Minimum Evidence: Department minutes will show results of selection process. Faculty member will prepare summary report by the end of fall semester 2012. Reports will be presented at college meetings, spring 2013 following Faculty Institute.
II. Cultivate research that engages faculty and students seeking knowledge in areas of common interest.

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<th>Each discipline will be successful in attaining at least one grant</th>
<th>During Spring, 2012, department meetings, UCAS, Interdisciplinary Studies, and Culinary Arts will address issue of the feasibility of attaining one grant by the end of 2012.</th>
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| **Suggested Minimum Evidence:**  
Discussion will be posted in department meeting agenda and will be reflected in meeting minutes.  
Before the end of spring 2012 semester, departments will conduct study to see what grants are available and feasible. The grant selected must be named in meeting minutes; evidence of grant application must be submitted to the dean before the end of the fall semester. | **Goal:** IDST head has been designated as PI for BOR Enhancement Grant to develop Bayou Studies Resource Center.  
**Measure:** Grant awarded.  
**Funding to become effective June 1, 2012.** |

- a. Administration will seek and support faculty engagement in research.
- b. Invest in research through matching funds, supported travel and publishing support.
- c. Engage industry and business relationships in partnership to secure diverse research opportunities.
- d. Recognize and Encourage faculty, graduate and undergraduate students who have contributed significantly throughout the year.
ACC staff will apply to receive funds from the student technology fee grant. Other grant opportunities will be explored.

Evidence: Copy of grant proposal(s).

Currently being conducted as the sustainable/garden to table movement is a hot grant topic at this time. Further grant discovery and attempts will be noted.

2012 Technology Fee grant awarded. Projectors and computers bought for two classrooms in Peltier hall.

Copy of grant proposal in UC office.

| Each college will have at least one student representative to present during the ULS Research week | The Department of Culinary Arts will expand its use of the poster program conducted by the Office of Research and Sponsored Programs. Suggested Minimum Evidence: Names of students and summary of activities will be presented in 2012 APA. Student(s) will be presented to department and staff at department meetings and minutes will reflect this activity. | Goal: CULA 485 – Product Development coursework will be altered to require poster presentations by the students. Faculty will select from presentations to be entered in Research Week. Measure: CULA 485 Faculty Member will announce student selections at first department meeting in January, 2013. | Results: All CULA 485 students completed a poster presentation during finals week of the Fall 2012 semester. Amelia Constanza was chosen to present during NSU Research Week. |
| III. Achieve greater accountability, efficiency, and effectiveness across campus. | Develop guidelines to award grants for teaching similar to that for research for implementation Fall 2012. |  |  |
| a. Enhance opportunities for distance learning.  
| b. Increase student awareness of and exposure to the global environment.  
| c. Support excellence in teaching and service  
| d. Develop unique niches in primary programs  
| e. Offer master’s level programs in nursing and English. |
|---|---|---|---|---|
| **Proceed with process to obtain master’s level program in nursing for implementation by Fall 2013** |
| **Proceed with process to obtain approval for master’s level program in English for implementation by Fall 2013.** |
| **Develop and implement activities to increase student awareness of and exposure to the global environment in each college and/or department** |
| The degree-granting departments in University College—Department of Interdisciplinary Studies and the Department of Culinary Arts—will develop a new strategy or enhance an existing strategy to increase student awareness of an individual student’s place in the global community.  
Suggested Minimum Evidence: Lesson plan with global strategies highlighted will be presented to dean and will be mentioned in the 2012 APA. Modified syllabus will be presented at a scheduled department meeting and minutes will reflect presentation.  
**Goal:** CMPS faculty are developing a Global Impact of Computing course, to be offered initially as an IDST 420 course.  
**Measure:** Course syllabus to be presented in early fall 2012 to department head for consideration for spring or summer 2013 scheduling.  
**Goal:** JFCI Faculty members teaching CULA 101 – Culinary History and Development – will form a committee to codify lesson plans with this goal in mind.  
**Course syllabus developed and course to be offered in summer or fall 2013** |
| **Results:** Lesson Plan added to the end of this document. Appendix 1. |
| Each college will develop implement at least one process that will improve management and efficiencies of class schedules | All three departments in UC will enhance existing methods or will devise new methods of making classes as accessible as possible to students. Focus on on-line offerings should be encouraged.  
Suggested Minimum Evidence: Early results and/or details of initiatives will be a part of minutes and the 2012 APA. | Goal: IDST will continue to offer at least 50% of its courses online. And all IDST faculty will complete the Quality Matters course.  
Measure: Percentage of courses offered online and percentage of faculty completing Quality Matters.  
Goal: JFCI faculty will undergo training to use Banner effectively to advise students and become intimate with the new, 5-concentration curriculum.  
Measure: Faculty meeting minutes to reflect availability of Banner training and completion rate of faculty members. | Majority of IDST courses now offered online and all IDST faculty are now teaching at least one online course.  
CJFCI faculty completed Banner training at a rate of 50%. In addition, staff member and Dept. Head trained in Grades First to assist with student advising.  
AAC will continue to offer UNIV 101 courses online.  
Fall 2012 – One evening section |
In addition, on-campus evening sections of the course will be offered fall 2012.

Evidence: List of UNIV 101 online and evening sections offered and 5 online sections offered.

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<th>IV. Continue the university’s collaboration with business, education, and service entities to meet regional workforce needs and to provide cultural enrichment and service to the community.</th>
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<td>Each discipline will meet with its advisory group at least once during the academic year to discuss workforce needs. <strong>Recommendations will be recorded and acted upon as appropriate</strong></td>
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<td>Interdisciplinary Studies and JFCI will post the results of Advisory Board meetings on the M-drive. (Interdisciplinary Studies: posting will be completed before the end of fall 2012 academic semester. Prior to Board selection, department meeting minutes should reflect a selection process for Board representation based on prominence of B.G.S. degree in representative workforce areas.)</td>
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<td>Goal: IDST Advisory Board will be formed during summer and fall 2012, with focus on selecting members with BGS degree and prominence in representative workforce areas. Members will also be sought with qualifications and background in other IDST connected areas, such as computer science and bayou studies.</td>
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<td>Measure: IDST departmental minutes during fall 2012 will reflect Advisory Board selection process and progress toward formation of Board.</td>
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<tr>
<td>Advisory Board still being formed, with plans for a meeting either late spring or early fall 2013.</td>
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<tr>
<td>a. Enhance collaboration with community and technical colleges</td>
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<td>b. Enhance relationships with advisory groups across disciplines to better meet workforce needs</td>
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<td>c. Continue collaboration with local school districts to improve college-going rate</td>
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<td>d. Continue existing and build new relationships with regional service institutes, such as South Louisiana Economic Council, Barataria-Terrebonne National Estuary, etc.</td>
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<td>(JFCI: posting of minutes on M-Drive will be completed before the end of spring 2012.) Suggested Evidence: Minutes for both departments will reflect a presentation of existing curricula to the Board as well as the Board’s recommendation for how the curricula fit or can be adjusted to workforce needs.)</td>
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<tr>
<td>Goal: CJFCI Advisory Board will meet during summer 2012, with focus being the presentation of current curricula for developing recommendation for adjustments to more closely meet workforce needs.</td>
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<tr>
<td>Measure: CJFCI departmental minutes during fall 2012 will contain results of the Advisory Board meeting.</td>
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<tr>
<td>CJFCI Advisory Board met in December, 2012. Minutes of meeting are available in Dean’s office.</td>
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e. Encourage continued service-learning and community service projects.

Faculty in each discipline will meet to discuss workforce projections published by the Louisiana Workforce Commission and LA Economic Development Council and develop and implement plans based on these projections (ex: change curriculum, work with Career Services for recruitment, work more closely with Advisory Council, etc.)

All academic disciplines in UC (including UCAS) will research and post a current list of existing university minors that will be available to freshmen or senior students. All disciplines will employ the use of Career Services to show students how the choice of a minor is directly related to a transcript’s “salability.”

Suggested Minimum Evidence: the 2012 APA will be used to post the selection of a minors/career system of connection that involves the Office of Career Services. (Culinary Arts may use the freshman seminar as a vehicle for this system.)

Goal: IDST advisors will post a list of existing university minors to Moodle BGS advising page. IDST faculty will also investigate how minors housed within department may supplement professional preparation for BGS candidates.

Measure: List of existing university minors will be posted to Moodle BGS advising page during fall 2012. Departmental minutes during fall 2012 will reflect investigation of how minors within IDST may address professional preparation for BGS candidates.

Goal: JFCI Faculty will research the additional 31 minors at Nicholls and the feasibility of earning each with a BS in Culinary Arts.

JFCI will encourage UNIV 101 embedded advisor to utilize Career Services to show students the benefits of earning a minor.

Measure: Results will be recorded in department minutes.

CJFCI created an Excel spreadsheet of all NSU minors available. The Business Admin Minor requires just 2 courses above our curriculum and is suggested during advising. Students currently pursue minors in Marketing, Mass Communications, Government, and Film Studies.

Career Action Plan assignment involves analysis of possible
| Each discipline will integrate at least one service learning project in its curriculum for its academic majors | By way of the 2012 APA, all academic disciplines in UC (including UCAS) will present evidence of the establishment of at least one new service learning project OR the enhancement of an existing and successful service learning project. | UNIV 101 courses. AAC will partner with Career Services for at least one project/assignment involving the selection of a minor and its value as it relates to employment. Evidence: Summary of assignment and assessmentrubric. Posting of minors on UC website. | Due to staff cuts in summer 2012, development of service learning initiative will be | UNIV 101 faculty will develop at least one service learning initiative to introduce into the course during the 2012-2013 | | Goal: IDST 410 instructors will work with IDST head to connect Making Waves on the Bayou service-learning project to the development of the Bayou Studies Resource Center. | | Measure: Fall 2012 IDST 410 will include a writing assignment that requires students to reflect upon their service-learning work as it is connected to work of Bayou Studies Resource Center. | | Goal: JFCI will require students to provide written analysis aimed toward improving performance and functionality of service learning events. | | Measure: Faculty will present results of student analysis at department meetings. | | See Appendix 3 for report on Southdown Plantation Brunch from 2012. |
V. Invest strategically in university employees to enhance customer service and sense of pride in the university.

Each college will develop and implement at least one initiative to address the morale and respect of university employees in the college.

a. Focus resources on recruitment and retention of quality personnel in all areas.

b. Begin a customer service initiative, with emphasis placed on treatment of all constituents, both fellow employees and students.

The Dean of University College will construct an anonymous survey to be taken by all employees of University College. The survey will ask respondents to estimate their overall level of well-being toward the job as well as the employee’s estimation of the UC workplace environment. The results of the survey, which will be given before the end of the spring semester, will be discussed at Faculty Institute meetings at the beginning of the fall semester 2012. Respondents will also be asked for suggestions about improving the overall work environment.

Suggested Minimum Evidence: The dean will present drafts of the survey to department heads and the survey and discussion will be posted in college minutes. If needed, a college committee will be appointed to recommend action if action is needed. Coffee with Ray in CAFÉ should be encouraged for anyone who is chopfallen.

Goal: IDST faculty and staff will participate in the development and administration of the workplace morale survey.

Measure: Fall 2012 departmental minutes will reflect IDST faculty and staff participation in development and administration of survey. IDST faculty will also demonstrate efforts to boost UC morale by hosting a daily kaffeeklatsch in the CAFÉ.

IDST head will share and discuss results of survey with individual faculty members during evaluations.
APPENDIX 1.
Culinary History and Development – CULA 101
Lesson Plan- Chapters 13 &14

Subject: West Africa, Northern Africa; South and East Africa

TIME:

Topics:

- Historical Influences shaping Food Patterns
- Geographical Influences
  - Religious Influences
  - Agricultural Influences
  - Modern Food Patterns
- Similarities/Differences between Regions
- Relation to Food Patterns of the United States
- Relation to Food Patterns of Louisiana
- Relation to Food Patterns of Lafourche Parish

Objectives: Upon completion of this segment the student will be able to do the following:

1. Discuss the historical influences shaping the Food Patterns of all four African regions.
2. Discuss the geographical influences shaping the Food Patterns of all four African regions.
3. Discuss the religious influences shaping the Food Patterns of all four African regions.
4. Discuss the agricultural influences shaping the Food Patterns of all four African regions.
5. Identify the modern food patterns of all four African regions.
6. Explain the similarities/differences between the regions.
7. Identify connections between the food patterns of all four African regions and the United States.
8. Identify connections between the food patterns of all four African regions and Louisiana.
9. Identify connections between the food patterns of all four African regions and Lafourche Parish.

Procedure:

1. Lecture with PowerPoint presentation for all regions.
2. Divide class into groups, each representing a region, in class report assigned.
3. Watch video
4. Add food patterns of African regions to semester “Food Patterns Journal”

Materials:

Resource Books:
1. *Food Around the World: A Culinary Perspective*
2. *International Cooking: A Culinary Journey*

Handouts:
1. Map of Africa with fill in the blank to identify food patterns
2. Guidelines for Group In Class report

Audio-Visuals:
1. Three Power Points
2. You Tube video: http://www.youtube.com/watch?v=r2N2SJAnMk
   Evaluation:
   1. Written test using items from objectives
   2. Use grading rubric to evaluate In Class Report
   3. Provide grades to students
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APPENDIX 3

Yvette Barbier

Service Learning Project

Southdown Plantation Jazz Brunch

The Southdown Plantation Jazz Brunch was the designated service learning project for the spring 2012 semester. This event was held on Sunday, April 29, 2012 at 12:00pm. My involvement in this event was due to my commitment as a lab assistant for the spring 2012 bistro class. For the event, my role was middle management; as it was every other bistro event. I helped to supervise the students, aided in transportation of supplies, and served as an extra set of hands during the event.

My perception of this event was that it was seemingly identical to every other extracurricular event required by the bistro class. As a middle manager, I was not involved in the planning and communication with the plantation staff for the event. The students as well as the other lab assistants were given little information about the purpose of the event, other than the times and places to report. The class and I were required to come in on a Sunday morning to transport all the food and remaining supplies to the location of the plantation in Houma. Once we arrived at the location, we began to remove our equipment from the storage area and set up the stations. There were no representatives from the plantation staff to direct our efforts. Once the staff for the event arrived, they were a bit frazzled and did not have a clear idea of what they wanted us to do as far as the set up and our roles for service. The lack of preparedness by the event staff and lack of information given to the students made the experience a less than desirable catering function.

In the future, to reiterate the significance of service learning to the students, they should be given more information about the event other than time and place. I think the class and I would have been much more willing to give up a Sunday to complete the service project if we were more involved and informed. I agree with the importance of instilling our students with an understanding that service work is necessary. I would like, in the future, for the entire bistro class and lab assistants to have a little more explanation of the event and the positive difference our efforts made for the plantation. The brunch turned out to be a success in my eyes and it would have been very rewarding to know exactly who and how much our hard work benefited.