

# **Louisiana State University at Eunice**



## **Compliance Certification for the 2024 SACSCOC Reaffirmation**

**Office of Institutional Effectiveness and Accreditation**

**Dr. Paul Fowler, Executive Director**

**March 1, 2023**

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## Contents

2.1 Institutional Mission .....	4
4.1 Governing Board Characteristics .....	6
4.2.d Conflict of Interest .....	19
4.2.f External influence .....	24
4.2.g Board Self-Evaluation .....	29
4.3 Multi-level Governance .....	36
5.1 Chief Executive Officer .....	37
5.2.a CEO Control .....	39
5.2.b Control of Intercollegiate Athletics.....	42
5.2.c Control of Fund-raising Activities .....	44
5.4 Qualified Administrative/Academic Officers .....	46
6.1 Full-time Faculty .....	50
6.2.a Faculty Qualifications.....	64
6.2.b Program Faculty .....	128
6.2.c Program Coordination .....	142
7.1 Institutional Planning .....	147
7.2 Quality Enhancement Plan .....	155
8.1 Student Achievement .....	156
8.2.a Student Outcomes: Educational Programs .....	173
9.1 Program Content .....	198
9.2 Program Length.....	206
9.3 General Education Requirements .....	210
10.2 Public Information.....	217
10.5 Admissions Policies and Practices .....	221
10.6a Distance and Correspondence Education .....	229
10.6b Distance and Correspondence Education .....	231
10.6c Distance and Correspondence Education.....	233
10.7 Policies for Awarding Credit .....	235
11.1 Library and Learning/Information Resources .....	240
12.1 Student Support Services.....	244
12.4 Student Complaints.....	264
12.6 Student Debt.....	270
13.1 Financial Resources .....	273
13.2 Financial Documents .....	276
13.3 Financial Responsibility .....	279
13.6 Federal and State Responsibilities .....	282
13.7 Physical Resources .....	285
14.1 Publication of Accreditation Status .....	292
14.3 Comprehensive Institutional Reviews.....	295
14.4 Representation to Other Agencies .....	303
14.5 Policy Compliance .....	317

## 2.1 Institutional Mission

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

The purpose of Louisiana State University at Eunice is to serve the needs of its constituency in keeping with the mission of the [Louisiana State University System](#). Specifically, LSU Eunice seeks to provide programs and services normally associated with a comprehensive two-year college. Accordingly, the role, scope, and mission statement for LSU Eunice, reaffirmed by the LSU Board of Supervisors on [December 9, 2022](#) follows:

#### Mission of Louisiana State University Eunice

Louisiana State University Eunice, a campus of Louisiana State University, is a comprehensive, open admissions institution of higher education. LSU Eunice is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University Eunice offers associate degrees, technical diplomas, certificates, and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional, and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice.

In fulfillment of this mission, Louisiana State University Eunice strives to achieve the following:

1. Encourage traditional and nontraditional populations to take advantage of educational opportunities.
2. Create a learning environment which facilitates the integration of knowledge and the development of the whole person.
3. Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.
4. Provide programs which parallel four-year college and university courses which are directly transferrable.
5. Prepare students to meet employment opportunities as determined by regional needs.
6. Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.
7. Provide the necessary support services to help students realize their maximum potential.
8. Create and offer programs of Continuing/Adult Education and community service which respond to the area's needs.

LSU Eunice will continue to serve the educational and cultural needs of its service area by offering necessary certificate and associate degree programs. Since high quality technical programs are crucial to economic development, LSU Eunice will continue to expand its relationship with local business and industry to identify area workforce needs. The institution will also work closely with four-year colleges in the area to further increase matriculation opportunities for its students. Public service activities will be undertaken to meet the needs of the service area and to raise the level of education and improve the quality of life for area citizens.

Beginning in fall 2016, the following strategic goals were added to complement the mission statement.

Strategic Goal 1: To serve the citizens of Louisiana, LSU Eunice seeks to ensure affordable student access.

Strategic Goal 2: To serve the citizens of Louisiana, LSU Eunice seeks to strengthen student success.

Strategic Goal 3: To serve the citizens of Louisiana, LSU Eunice seeks to expand partnerships.

Strategic Goal 4: To serve the citizens of Louisiana, LSU Eunice seeks to demonstrate a culture of continuous improvement.

The mission and strategic goals are both appropriate and comprehensive for a two-year institution of higher education addressing the commitment for access and academic excellence in its education programs, including certificates, associate degrees, and transfer degrees, regardless of delivery method. Public-private partnerships and public service activities are also undertaken to meet the service area's needs, raise the level of education, and improve the quality of life for area citizens. In addition, LSU Eunice seeks to continually improve its services to better meet the needs of its constituencies. Each goal and objective in the LSU Eunice planning system must be linked to at least one strategic goal. Examples follow:

- Academic Affairs [Goal 3](#) showing the related items up to three strategic goals and downward to three objectives including [Objective 3.2](#) from AY 2021-2022 related to graduation.
- Arts and Sciences [General Education Objective 2.23](#) on student learning for MATH 1425: Statistics linked to General Education [Objective 2: Computation](#) held at Academic Affairs related up to all four strategic goals.
- LSU Eunice Police and Campus Security [Goal 2](#) showing the related items up to two strategic goals downward to two objectives including [Objective 2.2](#) on student satisfaction with parking.

Its mission statement is published in the [2022-2023 University Catalog](#) and the [Employee Handbook](#) revised February 2023, both of which are available on the University's Web page.

Finally, please note that as a result of the ongoing [strategic planning process](#), LSU Eunice's mission and strategic goals are under review. In addition, the new President of LSU initiated a strategic planning process for all LSU institutions (see [attached PDF](#) as of October 3, 2022). While the current LSU Eunice mission statement and goals have been in review for a period of time, the Chancellor's Cabinet acknowledged that the mission of LSU Eunice must, at least in part, align with the LSU mission and goals. Therefore, the decision was made to slow LSU Eunice's Strategic Planning process to allow the LSU process to move forward. LSU Eunice personnel will then decide on an appropriate mission statement and strategic goals in the context of the LSU mission and goals in order to properly reflect the agenda for all of LSU.

## Sources

- [1-12-21-Cabinet-Meeting-Minutes-Strategic-Planning](#)
- [AY 2022-2023 Catalog Section 3 Institutional Mission \(Page 1\)](#)
- [BOS Reaffirm the LSUE Mission 12-9-22](#)
- [LSU-Eunice-Employee-Handbook \(Page 8\)](#)
- [LSU-Strategic-Planning-Process](#)
- [Mission Statement of LSU](#)

## 4.1 Governing Board Characteristics

The institution has a governing board of at least five members that:

- a. is the legal body with specific authority over the institution.
- b. exercises fiduciary oversight of the institution.
- c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
- d. is not controlled by a minority of board members or by organizations or institutions separate from it.
- e. is not presided over by the chief executive officer of the institution.

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

#### SECTION 1: PART A - GOVERNING BOARD

##### 1.1 Establishment with the Legal Authority

Louisiana State University at Eunice, as a member of the Louisiana State University and Agriculture and Mechanical College, is governed by the Louisiana State University Board of Supervisors. The [Louisiana Constitution of 1974 Article VIII, Section 7-A](#) identifies the Board of Supervisors as the management board of the Louisiana State University and Agriculture and Mechanical College with LSU Eunice being established in 1964 by the Louisiana Legislature through [Louisiana R.S. 17:1521](#). Since its establishment in 1964, the LSU Board of Supervisors has had the legal authority over LSU Eunice as indicated by the [Board of Supervisors Bylaws Article 1](#) - University (see number 3). In addition, the [LSU Organizational Chart](#) indicates that the Chancellor of LSU Eunice reports directly to the President of LSU who reports to the LSU Board of Supervisors.

The [Louisiana Constitution of 1974 Article VIII, section 7-B \(1\)](#) provides for the membership of the LSU Board of Supervisors as amended in 2012. Board membership consists of 15 members with two members from each of the six Congressional Districts for a total of 12, and three members at large appointed by the Governor with the approval of the Senate. Each member serves overlapping terms of six years. In addition, one student elected by the student body presidents serves a one-year term on the Board pursuant to the [Louisiana Constitution Article VIII section 8-B](#) and [Louisiana R.S. 17:1806](#). The student member has the same rights and privileges as the other Board members. While the student member of the Board is term limited to one year by Article VIII Section 8-B, other Board members may not serve more than two and one-half terms out of three consecutive terms (see [Article VIII, Section 7-B \(2\)](#)). The [Louisiana Constitution of 1974 Article VIII section 8-C](#) states that Board members serve without pay. However, members may receive a per diem and reimbursement for expenses as provided by law.

##### 1.2 Organization of the Board and its Committees

Pursuant to [Louisiana R.S. 17:1456](#) as amended, [Article II, Section 1 of the Board of Supervisors Bylaws](#) defines the "Chair of the Board" along with responsibilities including presiding over all meetings in paragraph two. Paragraph three notes that the Chair-Elect shall perform the duties in the absence of the Chair, and the Immediate Past Chair shall perform the duties in the absence of both the Chair and Chair-Elect. Paragraph four provides for a temporary Chair to be elected in the absence of the Chair-Elect, the Chair, and the Immediate Past Chair. [Article II, Section 1 of the Board of Supervisors Bylaws](#) further stipulates that the Supervisors are to nominate a Chair-Elect in the third quarter to serve a maximum of one term who has expressed interest as serving as an

officer of the Board and has served for at least two complete "Chair Terms" (see paragraph five). Other candidates may also be nominated from the floor, and a majority of the Supervisors, present and voting, are required for the election. The Chair-Elect succeeds to the office of Chair for a one-year term. At the end of the year, the Chair becomes the Immediate Past Chair for one year. Procedures for vacancies in either the office of the Chair or the Chair-Elect are stated in paragraph six and removal from office are stated in paragraph seven.

Consistent with [Article II, Section 1 of the Board of Supervisors Bylaws](#), the Chair of the Board has the authority to "name the appointive members of all standing and special committees" and "fill vacancies in the membership of such committees..." (see paragraph two). In addition, [Article V, Sections 5 and 6](#) establishes the authority of and defines each of the Standing Committees of the Board and its authority. The committees are

- A. Executive Committee
- B. Academic Committee
- C. Athletic Committee
- D. Diversity and Inclusion Committee
- E. External Affairs Committee
- F. Finance Committee with a Sub-Committee on Partners and Affiliates
- G. Healthcare and Medical Education Committee
- H. Property and Facilities Committee
- I. Research & Agriculture Extension Committee
- J. Risk Management Committee with Sub-Committees on Legal Affairs and Audit
- K. Title IX and Access Compliance Committee
- L. Nominating Committee

The Chair of the Board may also create Special Committees as needed and will appoint a Supervisor to represent LSU as a Representative on Standing Committees of the Louisiana Board of Regents (see [Sections 7 and 8](#)).

Pursuant to [Louisiana R.S. 17:3302](#) as amended, [Article II, Section 2 of the Board of Supervisors Bylaws](#) indicates that the "President of LSU shall be the Secretary to the Board, its Executive Committee, and other standing and special committees". Article II, Section 2 also provides for a support staff for the Board.

### **1.3 Meetings**

Pursuant to [Louisiana R.S. 17:1455, paragraph A](#) as amended, the Board of Supervisors is to meet once per quarter; however, [Article III, Sections 1 and 2 of the Board of Supervisors Bylaws](#) requires that a minimum of six regular meetings are to be held each calendar year with one regular meeting being held in each quarter. Other meetings may be held as adopted by the Board. Special meetings may also be called by the Chair of the Board or the Secretary by written request signed by nine Supervisors specifying the purpose of the meeting by giving at least one calendar day's notice. Consistent with [Louisiana R.S. 17:1455, paragraph B](#) as amended, [Article III, Section 4 of the Board of Supervisors Bylaws](#) specifies a quorum as being ten Supervisors needed to conduct official business while Section 5 defines that at least seven favorable votes are required for a favorable vote and that proxy voting is prohibited.

Agenda items from the President or University officials for any regular Board of Supervisors meeting shall be submitted to the President no less than 15 business days prior to the meeting and sent to the Board members at least ten business days prior to the meeting (see [Article III, Section 6 of the Board of Supervisors Bylaws](#)). All items, including reports, proposals, and agenda items, are to be received by the Supervisors five business days prior to the scheduled meeting date. Proposals from the Supervisors themselves may be added to the agenda with approval of the Chair five business days prior to a regular meeting. Article III, Section 6 also provides for later submission of agenda

items two or more days prior to a regular meeting with the authorization of the Chair after consulting with the Chair-Elect and the President. Further, [Article IV Section 3](#) states that

In cases where feasible and desirable, before taking action, the Board shall refer any subject or measure to the standing or special committee in whose purview the matter falls. The committee to which the matter is referred should submit to the Board its recommendations, together with any resolutions necessary to facilitate such recommendations (p.6).

Next, items not on a meeting's agenda may be considered only by unanimous vote consent of the Supervisors according to [Article III, Section 6 of the Board of Supervisors Bylaws](#) (see paragraph 3 at the top of page 7). This language is consistent with [Louisiana R.S. 42:19 Section A-\(1\)-\(b\)-\(ii\)-\(cc\)](#).

Under the open meetings law in the State of Louisiana, the Board of Supervisors must advertise upcoming meetings, hold them in a public forum, and record votes in meeting minutes ([Louisiana R.S. 42:12](#) and [Louisiana R.S. 42:14, Sections A-C](#)). Further, no votes may be conducted in executive session ([Louisiana R.S. 42:16](#)) and proxy voting is prohibited (see [Louisiana RS 42:14, Section B](#)). Each of these requirements are affirmed in the Board of Supervisors Bylaws.

- Public forum ([Article IV, Section 4](#)),
- Meeting minutes record votes ([Article IV, Section 5](#)),
- No votes in executive session ([Article IV, Section 4](#)), and
- Voting by proxy is prohibited ([Article III, Section 5](#))

Finally, Meeting dates, agendas, minutes, and actions of the Board of Supervisors are available on its website.

- Upcoming Meeting ([website](#)-internet connection required) ([PDF](#) of January 25, 2023).
- Past Agendas and Meeting Minutes for 2022 ([website](#)-internet connection required) ([PDF](#) of 2022).

Evidence of Board of Supervisor actions for LSU Eunice:

- Established the Madeleine Montelaro Memorial Scholarship [December 9-10, 2021](#).
- Renamed the Division of Health Sciences & Business Technology to the Division of Health Sciences, Business Technology, and Public Protection & Safety on [December 9-10, 2021](#).
- Established the Acadian Medical Center Pink Ladies, Charles Richard "Dickey" Bier Memorial, and Fritz Lange Scholarships on [October 28-29, 2021](#).
- Congratulated the LSU Eunice Bengals Baseball Team for winning the National Junior College Athletic Association 2021 Division II National Championship on [June 18, 2021](#).
- Renamed the Acadian Center to the Dr. Anthony Mumphrey Center on [December 4, 2020](#).
- Established Spring 2021 Commencement Exercises on or after the given dates on [December 4, 2020](#).
- Established the Mayci Breaux, Super1 Foods, and Fritz Lang Scholarships on [December 4, 2020](#).
- Recommended to approve an Affiliation Agreement with the LSU at Eunice Foundation on [October 23, 2020](#).
- Established the Associate of Science in Health Sciences on [May 22, 2020](#).
- Announced Nancee Sorenson as the new Chancellor of LSU Eunice on [May 31, 2019](#).
- Approved a flat-rate charge for dual enrollment tuition on [March 20, 2019](#).
- Approved an increase in the athletic and student excellence fees on [June 29, 2018](#).
- Transferred student housing from the Eunice Student Housing Foundation, Inc. to the LSU Real Estate and Facilities Foundation on [June 29, 2018](#).
- Approved employment contracts with Head Coaches at LSU Eunice on [May 4, 2018](#).



### **1.4 Responsibilities**

The broad responsibilities of the LSU Board of Supervisors are articulated in the Board of Supervisors Bylaws and in the Rules and Regulations. For example, the Board has the responsibility for

- following the Rules of the Board of Supervisors ([Rules and Regulations](#) first section),
- establishing procedures for the selection and appointment of major administrative officers within the University ([Bylaws Article IX, Section 1](#)),
- acting as the Chair for Standing Committees (see Section 1.2 above items A-L) including calling and presiding over meetings ([Bylaws Article V, Sections 1-2](#)),
- acting in the best interest of the University in matters referred to all Standing Committees ([Bylaws Article V, Section 6-A-L](#) on pages 9-12),
- organizing the University as necessary to achieve the mission ([Bylaws Article I](#) defined under "University"),
- reviewing the mission of the institutions ([Bylaws Article VII, Section 6](#)),
- the following through the President ([Bylaws Article IX, Section 2-C Items 1-5](#)),
  - allocating functions and programs to each campus,
  - establishing administrative policies and procedures,
  - implementing educational policies,
  - coordinating the activities among the various campuses,
  - preparing and presenting a consolidated budget,
- complying with the Louisiana Code of Governmental Ethics ([Bylaws Article VII, Section 7](#)), and
- other matters as defined in the Board of Supervisors [Bylaws Article VII, Section 1 Items A-O](#). This list includes, but is not limited to academic programs and organization, conferral of degrees and certificates, matters relating to immovable property, capital projects and designs, major contracts, certain matters related to personnel, and student charges.

Board of Supervisors learn of their responsibilities through training by the Executive Committee on a regular basis (see the [Board of Supervisors Bylaws Article V, Section 6-A](#) - text is the third paragraph of the section at the top of the next page). Further training...and training for new members.

### **1.5 Members of the Board of Supervisors**

#### **Effective July 1, 2022**

The names and the Congressional District they represent is provided on the [Board of Supervisors webpage](#).

- Ms. Valencia Sarpy Jones, Chair [Biography](#)
- Mr. Jimmie M. Woods, Chair Elect [Biography](#)
- Mr. Remy Voisin Starns, Past Chair [Biography](#)
- Laurie Lipsey Aronson [Biography](#)
- Mr. Lee Mallett [Biography](#)
- Mr. Richard E. Zuschlag [Biography](#)
- Mr. Jack A. "Jay" Blossman Jr. [Biography](#)
- Mr. James M. Williams [Biography](#)
- Mr. Glenn J. Armentor [Biography](#)
- Ms. Mary Leach Werner [Biography](#)
- Mr. B. Wayne Brown [Biography](#)
- Mr. Patrick C. Morrow [Biography](#)
- Mr. Raymond R. "Randy" Morris [Biography](#)
- Mr. Robert S. Dampf [Biography](#)

- Mr. Collis B. Temple Jr. [Biography](#)
- Ms. Lauren "Lizzie" Shaw [Biography](#)

## **SECTION 2: PART B - FIDUCIARY OVERSIGHT**

The primary statute authorizing the LSU Board of Supervisor's scope of authority is [Louisiana R.S. 17:3351](#). Within the parameters provided by law, the LSU Board of Supervisors has a fiduciary responsibility to administer the university consistent with the current understanding of such a duty. The Board of Supervisors exercises their fiduciary authority through the establishment of bylaws, rules, and regulations, and by resolution. The Board's fiduciary responsibility is to operate the University with moral, ethical, and financial prudence is stated in the [Rules of the Board of Supervisors Article I](#). Budgetary requests from University, including LSU Eunice, are presented to the Board of Supervisors for final approval prior to any presentation to any state agencies. After the initial operating budget is approved by the Board, revisions may be made as required due to legislative action. After approval by the Board, a detailed operating budget is then prepared and distributed to the Board (see the [Board of Supervisors Regulations Article V, Section 1](#)).

In addition, as a general rule, "any matter having a significant or long-term impact, directly or indirectly, on the finances or the academic, educational, research, and service missions of the University or any of its campuses" is considered as a matter that requires approval by the Board (see the [Board of Supervisors Bylaws Article VII, Section 1-A](#)). This includes the

- academic programs and organization (Section 1-B)
- transfer of title to immovable property (Section 1-D),
- lease of immovable property (Section 1-E),
- granting of mineral rights ([Section 1-F](#)),
- capital improvements and designs (Sections 1-G-H)
- bonds and indebtedness (Section 1-I)
- major contracts (Section 1-J)
- non-academic affiliation agreements (Section 1-K)
- matters related to personnel ([Section 1-L](#))
- student charges (Section 1-M)
- amendments and variations to agreements and projects (Section 1-O),
- approval of capital outlay requests and operating budgets do not constitute Board authority to proceed (Section 2), and
- review of the mission of the institution ([Article VII, Section 6](#)). The Board of Supervisors [recently reaffirmed](#) LSU Eunice's Mission Statement.

The following require approval of the Board or the Board to be informed per the Board of Supervisors Regulations:

- execution of some contracts ([Article V, Section 3](#)),
- summary of budget adjustments (Article V, Section 2 - see footnote at the bottom),
- declaration of financial exigency ([Article V, Section 14](#))
- commercialization of LSU Intellectual Property ([Article VII, Section 6-B](#)), and
- internal audits as they are reported through the Board's Audit Committee ([Article IX, Sections 1-10](#))

The daily operations of the LSU System are entrusted to the President. The [Board of Supervisors Bylaws Article IX, Section 2-A](#) states that "the President shall be responsible to the Board for the conduct of the University in all of its affairs, and shall execute and enforce all of the decisions,

orders, rules, and regulations of the Board with respect to conduct of the University." In addition, related to LSU Eunice, section 4-B states,

As the administrative head of a campus, the Chancellor shall be responsible to the Board through the President for the effective execution of all laws relating to Louisiana State University; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the University and for the governance of all of its campuses; and all policies, rules, regulations, directives, and memoranda issued by the President ([Board of Supervisors Bylaws Article IX section 4-B](#)).

Documentation Related to exercising fiduciary responsibility:

- Approve the fiscal year 2021-2022 operating budget on [September 10, 2021](#).
- Approve the fiscal year 2020-2021 operating budget on [September 11, 2020](#).
- Approve the fiscal year 2019-2020 operating budget on [September 13, 2019](#).
- Approve the fiscal year 2018-2019 operating budget on [September 7, 2018](#).

### **SECTION 3: PART C - BOARD MEMBERS FREE OF CONTRACTUAL, EMPLOYMENT, PERSONAL, OR FAMILIAL FINANCIAL INTEREST.**

The Louisiana State University Board of Supervisors Bylaws states that the Supervisors will comply with the [Louisiana Code of Governmental Ethics](#) and any applicable state statutes and federal regulations. Supervisors serve as public servants and have an obligation for all decisions to be made solely on the basis and desire to promote the best interest of the University and protect the University from undue influence by external persons or bodies (see [Article VII, Section 7](#), p. 17).

The Bylaws further state that the Executive Committee, a standing committee of the Board, engages in matters related to the training and professional development of Supervisors for the improvement of the body in governing the university... This committee shall also monitor legal, ethical, Bylaw, and Regulation compliance of Supervisors and adjudicate allegations against Supervisors and recommend sanctions (see [Section 6-A](#) (p. 8) second paragraph at the top of the next page). Every new Board member takes an oath of office acknowledging the Code of Governmental Ethics per [Louisiana R.S. 42:1162](#).

New Board of Supervisor members acknowledge receipt of a [copy of the Code of Ethics](#). In addition, the orientation for new Board of Supervisor members includes a presentation with information on

- the Constitutional Authority of the Board (see [pages 60-63](#)),
- open meetings laws (see [page 64](#)),
- open records (see [page 65](#)),
- the Louisiana Code of Governmental Ethics (see [page 66](#)),
- and the Board Bylaws, Regulations, Policies, and Roles (see [pages 69-74](#)).

The integrity of the University is protected by complying with the Code of Governmental Ethics prohibiting business and political arrangements benefiting Board of Supervisor members. In addition to receiving information on the Code of Governmental Ethics when signing the oath of office, Board members and employees are familiarized with the Code of Governmental Ethics through mandated annual ethics training according to [Louisiana R.S. 42:1170](#) [see Sections A-(1-2)]. Documents related to [annual ethics training](#) along with [party related disclosures](#) for all 16 Board members are provided as evidence.

Board of Supervisors members are prohibited from the following according to the Code of Governmental Ethics:

- Nepotism per [Louisiana R.S. 42:1102](#) [see Section 2a-agency; 3-agency head; 13-immediate family; and 18-public employee] and [Louisiana R.S. 42:1119](#) [see Section B-1]). The Board of Supervisors Regulations echoes this mandate in [Article II, Section 13, A-F](#).
- Receiving a "thing of economic value" or an economic interest for the performance of a service substantially related to public duties or which draws on non-public information per [Louisiana R.S. 42:1111, Section A-1-\(a\)](#). Immediate family members are also prohibited from economic interest per [Louisiana R.S. 42:1112, Section B-\(1\)](#). The exception in Louisiana R.S. 42:1112 referring to [Louisiana R.S. 42:1120](#) specifically deals with elected officials.
- Receipt of a thing of economic value for assisting someone with a transaction with the agency of the public servant per [Louisiana R.S. 42:1111 Section E](#) (see page 3).
- "Bidding on, entering into, or being in any way interested in any contract, subcontract or other transaction under the supervision or jurisdiction of the public servant's agency" per [Louisiana R.S. 42:1113, Section A](#).
- Participation by a public servant in a transaction involving the governmental entity in which the public servant or any member of his immediate family have a substantial economic interest per [Louisiana R.S. 42:1113, Section B](#). Board members must recuse themselves and not participate in the debate or discussion of any matter to avoid a violation of this provision.
- During the two-year period following the termination of public service as a board or commission member, these individuals may not contract with, be employed in any capacity by, or be appointed to any position by that board or commission per [Louisiana R.S. 42:1121 Section A-2](#).
- Finally, the LSU Board of Supervisors Rules and Regulations provides guidelines protecting the institution from influence and conflicts of interest with regard to grant administration, the management of distributable royalties, and a corporation in which LSU holds and/or acquires stock (see the [Board of Supervisors Rules and Regulations Article VII, Section 4-C-3-a](#)).

In addition, the Louisiana Code of Governmental Ethics states that "members and designees of boards and commissions which have the authority to expend, disburse or invest \$10,000 or more in funds in a fiscal year" must file a Financial Disclosure Statement to the Board of Ethics according to [Louisiana R.S. 42:1124.2.1 Section A-1](#) that includes any or all of the following:

- income from state or political subdivision (Section C-5-[a]).
- services performed or in connection with gaming interests (Section C-5-[b]), and
- income from businesses for both the Board member and spouse (Section C-3-5).

The President must also file a financial disclosure according to Section A-5 of [Louisiana R.S. 42:1124](#). In addition, both the President and members of the Board must disclose if they have contributed more than \$1,000 to the campaign of the person who appointed them according to [Louisiana R.S. 42:1124.6](#). Penalties for not complying with state policy are discussed in the [Louisiana Code of Governmental Ethics, Section VI-A & D](#). Finally, under the Open Meetings law, the Board must advertise upcoming meetings and hold those meetings in a public forum according to [Louisiana R.S. 42:12](#) and [Louisiana R.S. 42:14](#), and no votes can be conducted in executive session according to [Louisiana R.S. 42:16](#).

Evidence of Recusals from Board of Supervisors Meeting Minutes:

- There were no recusals in the meeting minutes from calendar year 2022.
- Mr. Starns on [December 10, 2021](#).
- Mr. Woods on [September 11, 2020](#).
- Mr. Yarborough on May 22, 2020 (see PDF [page 6](#) and [page 11](#)).
- Mr. Starns on April 23, 2020 (see page PDF [page 6](#) and [page 10](#)).
- Mr. Starns on January 10, 2020 (see PDF [page 5](#) and [page 11](#)).

- Mr. Yarborough on [January 10, 2020](#).
- Mr. Starns on [December 5, 2019](#).
- Mr. Yarborough on [March 20, 2019](#).
- Mr. Yarborough on [November 2, 2018](#).

Financial Disclosures for Select Members of the 2022-2023 Board of Supervisors:

- Ms. [Valencia Sarpy-Jones](#), Chair
- Mr. [Jimmy Woods](#), Chair Elect
- Mr. [Rémy Voisin Starns](#), Past Chair
- Mr. [Glenn Armentor](#)
- Mr. [Jack A. "Jay" Blossman Jr.](#)
- Mr. [Richard Zuschlag](#)
- Ms. [Mary Leach Werner](#)

Financial Disclosures for Select Members of the 2021-2022 Board of Supervisors:

- Mr. [Rémy Voisin Starns](#), Chair
- Mr. [Robert S. Dampf](#), Past Chair
- Mr. [Lee Mallett](#)
- Mr. [Jack A. "Jay" Blossman Jr.](#)
- Mr. [Jimmie M. Woods](#)
- Mr. [Patrick C. Morrow](#)

Financial Disclosure for LSU A & M [President William F. Tate, IV](#).

#### **SECTION 4: PART D - BOARD OF SUPERVISOR CONTROL.**

As noted in Section 1.1 above, the [Louisiana Constitution of 1974 Article VIII, section 7-B \(1\)](#) provides for the membership of the LSU Board of Supervisors as amended in 2012. Board membership consists of fifteen members, with two members from each of the six Congressional Districts for a total of twelve, and three members at large appointed by the Governor with the approval of the Senate. In addition, one student elected by the student body presidents serves a one-year term on the Board pursuant to the [Louisiana Constitution Article VIII section 8-B](#) and has the same rights and privileges as the other Board members.

The Board of Supervisors is not controlled by a minority of board members or by organizations or interests separate from it. The following Louisiana Revised Statutes and/or LSU Board of Supervisors Bylaws apply:

- The Louisiana Public Records Laws require almost every document produced by a public servant related to the business of government to be a public record. This liberal construction is meant to ensure transparency in governmental action. These statutes ensure that any written documents pertaining to public business are inspected, including communication between LSU Board members on matters of the University ([Louisiana R.S. 44:1 et seq.](#)).
- LSU Board of Supervisor meetings are open to the public ([Bylaws Article IV, Section 4](#) and [Louisiana R.S. 42:14, Section A](#)).
- The law requires the posting of an agenda in advance of the meeting, along with meeting location and time ([Louisiana R.S. 42:19, Paragraph A-B](#)).
- Pursuant to [Louisiana R.S. 42:17](#), Executive Sessions are permitted under specific circumstances; however, no final or binding votes are permitted ([Louisiana R.S. 42:16](#)).
- A quorum is ten Supervisors needed to conduct official business ([Bylaws Article III, Section 4](#)).

- A majority or at least seven favorable votes are required for a motion to be passed ([Bylaws Article III, Section 5](#)).
- Proxy voting is prohibited ([Bylaws Article III, Section 5](#) and [Louisiana R.S. 42:14, Section B](#)).
- Votes are recorded in the minutes ([Bylaws Article IV, Section 5](#) and [Louisiana R.S. 42:14, Section C](#)).
- "Supervisors serve as public servants and have an obligation for all decisions to be made solely on the basis and desire to promote the best interest of the University and protect the University from undue influence by external persons or bodies" ([Bylaws Article VII, Section 7](#)).

#### **SECTION 5: PART E - NOT PRESIDED OVER BY THE CHIEF EXECUTIVE OFFICER**

In accordance with [Louisiana R.S. 17:1456](#), the LSU Board of Supervisors must have a chair and a vice-chair who also serves as the chair-elect to preside over Board activities. In addition, [Louisiana R.S. 17:3302](#) establishes that the president of each public postsecondary education system shall be the executive officer of the postsecondary system and shall serve as secretary to the system's governing board and its executive committee as well as standing and special committees.

The authority of the Board of Supervisors to employ personnel is specified [Louisiana R.S. 17:3301, Section B](#) and is outlined through the [Board of Supervisors Bylaws Article VII](#). In addition, [Article I](#) defines the President referring

to the duly appointed President or acting President of LSU, who shall be the chief executive officer of both the University and the LSU campus, and shall also be Secretary to the Board of Supervisors.

[Article VIII, Section 1](#) defines the authority of the President granted by the Board of Supervisors, while [Article VIII, Section 2](#) details matters requiring approval by the President, including

- A. Servitudes,
- B. Timber and Crop Sales,
- C. Lease of Immovable Property,
- D. Capital Improvements,
- E. Design Contracts,
- F. Schematic Designs,
- G. Major Donations of Movable Property,
- H. Use Agreements,
- I. Restricted Accounts,
- J. Debt Write-Off, and
- K. Predial Servitudes, Rights of Use or Passage, and Rights to Immovable Property.

Next, the [Board of Supervisors Bylaws Article IX, Section 2](#) defines the rights, duties, and responsibilities of the President of LSU

The President shall be the chief executive officer of the University in all its divisions and campuses, shall serve as Secretary to the Board, and shall exercise complete executive authority for the LSU campus, subject to the direction and control of the Board...

In addition, Bylaws, [Article VII, Section 1L\(1\)](#) establishes that the board is responsible for the hiring, evaluation, and other actions pertaining to the President.

Furthermore, [Article IX, Section 4](#) states that

There shall be a Chancellor for each campus or major administrative subdivision of the University, other than LSU, who shall be appointed by the Board upon the recommendation by the President, and who shall hold office at the pleasure of the Board. The Chancellor shall administer the division for which the Chancellor is appointed and shall exercise complete

executive authority therein, subject to the direction and control of the President and the Board.

Finally, [Louisiana R.S. 42:64](#) prohibits “incompatible offices,” which occurs when a person holds two positions in which one position is in a supervisory role of a second position. The law clearly prohibits the holding of positions as President and as an LSU Board member.



The current president of Louisiana State University is William F. Tate IV. His contract was approved on [June 18, 2021](#). The current Chancellor of LSU Eunice is Nancee Sorenson announced [May 31, 2019](#).

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-  [Board Biographies \(Page 13\)](#)
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-  [Board Biographies \(Page 15\)](#)
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-  [Board Biographies \(Page 18\)](#)
-  [Board Biographies \(Page 19\)](#)
-  [Board Biographies \(Page 2\)](#)
-  [Board Biographies \(Page 21\)](#)
-  [Board Biographies \(Page 3\)](#)
-  [Board Biographies \(Page 4\)](#)
-  [Board Biographies \(Page 5\)](#)
-  [Board Biographies \(Page 6\)](#)
-  [Board Biographies \(Page 7\)](#)
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## 4.2.d Conflict of Interest

The governing board:

- d. defines and addresses potential conflict of interest for its members.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION TO CONFLICTS OF INTEREST

Louisiana State University at Eunice, as a member of the Louisiana State University and Agriculture and Mechanical College, is governed by the Louisiana State University Board of Supervisors. The LSU Board members are appointed officials of a state board and are subject to the Louisiana Code of Governmental Ethics. The Code of Governmental Ethics is a statutory set of laws dictating conduct of public servants and authorizing a monitoring unit known as the Louisiana Board of Ethics ([Louisiana R.S. 42:1101 et seq.](#)). The Louisiana Board of Ethics is empowered to rule on conflicts and give advisory opinion to help public servants avoid conflicts. The Board of Ethics also can assess penalties on those who transgress against code. As provided, Louisiana's Code of Governmental Ethics is constructed to ensure that members of boards and commissions, such as the LSU Board of Supervisors, are not profiting from their service on the Board. To further ensure compliance, the Code mandates all LSU Board of Supervisors members must participate in an annual web-based training provided by the Louisiana Board of Ethics and submit financial disclosure statements each year.

In terms of any possible conflict of interest, the Louisiana State University Board of Supervisors Bylaws states that

the Supervisors will comply with the [Louisiana Code of Governmental Ethics](#) and any applicable state statutes and federal regulations. Members of the LSU Board of Supervisors serve as public servants and have an obligation for all decisions to be made solely on the basis and desire to promote the best interest of the University and protect the University from undue influence by external persons or bodies (see [Article VII, Section 7](#)).

The Bylaws further state that the Executive Committee, a standing committee of the Board, engages in matters related to the training and professional development of Supervisors for the improvement of the body in governing the university... This committee shall also monitor legal, ethical, Bylaw, and Regulation compliance of Supervisors and adjudicate allegations against Supervisors and recommend sanctions (see [Section 6-A](#) second paragraph at the top of the next page). Every new Board member takes an oath of office acknowledging the [Code of Governmental Ethics](#) per [Louisiana R.S. 42:1162](#).

New Board of Supervisor members attend an orientation, part of which is on the

- Board's Constitutional authority (see [pages 60-63](#)),
- open meeting laws (see [page 64](#)),
- open records laws (see [page 65](#)),
- Louisiana Code of Governmental Ethics (see [page 66](#)), and
- Board's Bylaws, Regulations, and other regulatory policies (see [pages 69-74](#)).

Each Board of Supervisor member is also required to sign an [oath of office](#) that includes acknowledging that they have received a copy of the Code of Governmental Ethics.

The integrity of the University is protected by complying with the Code of Governmental Ethics that prohibits business and political arrangements benefiting Board of Supervisor members. In addition to receiving information on the Code of Governmental Ethics when signing the oath of office, Board members and employees are familiarized with the Code of Governmental Ethics through mandated annual ethics training according to [Louisiana R.S. 42:1170](#) [see Sections A-(1-2)]. Documents related to [annual ethics training](#), along with [party related disclosures](#) for all sixteen Board members, are provided as evidence.

## **SECTION 2: CONFLICTS OF INTEREST - LOUISIANA CODE OF GOVERNMENTAL ETHICS**

The numerous safeguards against conflicts of interest are found in both the Code of Governmental Ethics and in the Board of Supervisors Regulations. For example, the Board of Supervisors Regulations specifically prohibits nepotism in [Article II, Section 13, A-F: Nepotism](#). The language parallels the state's statutory definition (see [Louisiana R.S. 42:1102](#) [see Section 2a-agency; 3-agency head; 13-immediate family; and 18-public employee] and [Louisiana R.S. 42:1119](#) [see Section B-1]). Other possible conflicts of interest are prohibited in the following statutes. Board members, University employees, and their immediate family members are barred from accepting gifts of economic value in Section A-1-(a) of [Louisiana R.S. 42:1111](#). In addition, members of the Board may not enter into contracts or other business arrangements with any part of the LSU System per Section A-1-(a) of [Louisiana R.S. 42:1113](#). Participation by a public servant in a transaction involving the governmental entity in which the public servant or any member of his immediate family have a substantial economic interest is also prohibited per [Louisiana R.S. 42:1113, Section B](#). Board members must recuse themselves and not participate in the debate or discussion of any matter to avoid a violation of this provision. Finally, the LSU Board of Supervisors Rules and Regulations provides guidelines protecting the institution from influence and conflicts of interest with regard to grant administration, the management of distributable royalties, and a corporation in which LSU holds and/or acquires stock (see the Board of Supervisors [Rules and Regulations Article VII, Section 4-C-3-a](#)).

To further protect the University, the President is required to annually submit a financial disclosure statement to the Board of Ethics according to [Louisiana R.S. 42:1124](#) [see Section A-(5)], as are the Board of Supervisors members (see [Louisiana R.S. 42:1124.2.1](#) [see Section A-(1) for disclosure requirements; Section B-(1-2) for deadlines; and Section C (1-7) for required information]. Board members must also disclose any political contributions given to the appointing authority--in this case, the governor, according to Section A-(1) of [Louisiana R.S. 42:1124.6](#).

Evidence of Compliance (repeated from [Standard 4.1](#), Section 3) - Financial Disclosures for Select Members of the 2022-2023 Board of Supervisors:

- Ms. [Valencia Sarpy-Jones](#), Chair
- Mr. [Jimmy Woods](#), Chair Elect
- Mr. [Rémy Voisin Starns](#), Past Chair
- Mr. [Glenn Armentor](#)
- Mr. [Jack A. "Jay" Blossman Jr.](#)
- Mr. [Richard Zuschlag](#)
- Ms. [Mary Werner](#)

Evidence of Compliance (repeated from [Standard 4.1](#), Section 3) - Financial Disclosures for Select Members 2021-2022 Board of Supervisors:

- Mr. Rémy Voisin Starns, Chair
- Mr. Robert S. Dampf, Past Chair
- Mr. Lee Mallett
- Mr. Jack A. "Jay" Blossman Jr.
- Mr. Jimmie M. Woods
- Mr. Patrick C. Morrow

Financial Disclosure for LSU A & M [President William F. Tate, IV](#).

Evidence of Recusals from Board of Supervisors Meeting Minutes (repeated from [Standard 4.1, Section 3](#)):

- There were no recusals in the meeting minutes from calendar year 2022.
- Mr. Starns on [December 10, 2021](#).
- Mr. Woods on [September 11, 2020](#).
- Mr. Yarborough on May 22, 2020 (see PDF [page 6](#) and [page 11](#)).
- Mr. Starns on April 23, 2020 (see page PDF [page 6](#) and [page 10](#)).
- Mr. Starns on January 10, 2020 (see PDF [page 5](#) and [page 11](#)).
- Mr. Yarborough on [January 10, 2020](#).
- Mr. Starns on [December 5, 2019](#).
- Mr. Yarborough on [March 20, 2019](#).
- Mr. Yarborough on [November 2, 2018](#).

### **SECTION 3: REQUIREMENTS FOR LSU BOARD OF SUPERVISOR MEETINGS**

As indicated in Section 1.3 of Standard 4.1 (repeated here for convenience), the Board of Supervisors must advertise upcoming meetings, hold them in a public forum, and record votes in meeting minutes in accordance with the Louisiana's open meetings laws ([Louisiana R.S. 42:12](#) and [Louisiana R.S. 42:14, Sections A-C](#)). Further, no votes may be conducted in executive session ([Louisiana R.S. 42:16](#)) and proxy voting is prohibited (see [Louisiana RS 42:14, Section B](#)). Each of these requirements are affirmed in the Board of Supervisors Bylaws.

- Public forum ([Article IV, Section 4](#)),
- Meeting minutes record votes ([Article IV, Section 5](#)),
- No votes in executive session ([Article IV, Section 4](#)), and
- Voting by proxy is prohibited ([Article III, Section 5](#))

Finally, Meeting dates, agendas, minutes, and actions of the Board of Supervisors are available on its website.

- Upcoming Meeting ([website](#)-Internet connection required) ([PDF](#) of January 25, 2023).
- Past Agendas and Meeting Minutes for 2022 ([website](#)-internet connection required) ([PDF](#) of 2022).

### **SECTION 4: TERM LIMITS AND REMOVAL OF BOARD MEMBERS**




































In terms of limits, the student member of the Board is term-limited to one year by the [Louisiana Constitution of 1974 Article VIII Section 8-B](#), and other members may not serve more than two and one-half terms out of three consecutive terms (see [Article VIII, Section 7-B \(2\)](#)).

The Board of Supervisors Bylaws (see [Article VII, Section 8](#)) also addresses the Removal of Board members by referring to [Article X, Section 24](#) of the Louisiana Constitution. Article X, Section 24

permits the impeachment of a Board member for misconduct. Official Misconduct and Corrupt Practices are defined in [Louisiana R.S. 14:134](#) [see Sections A-(1-3)] with possible penalties stated in Section C-(1). In the event of non-compliance, the Legal Affairs Subcommittee of the Risk Management Committee addresses all matters relating to the university's legal and regulatory issues (see the [Board of Supervisors Bylaws Article V, Section 6-J-1](#)).

In the past ten years, there have been no cases of conflict of interest that the Executive Committee had to address. In addition, there have been no Board members dismissed (see highlighted questions 5 and 6 from the Associate Vice Provost's email from [January 29, 2023 email](#)).

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-  [2020-09-11-lsu-bos-minutes \(Page 5\)](#)
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-  [2021 LSU BOS Financial Disclosures \(Page 39\)](#)
-  [2021 LSU BOS Financial Disclosures \(Page 69\)](#)
-  [2021 LSU BOS Financial Disclosures \(Page 76\)](#)
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## 4.2.f External influence

The governing board:

- f. protects the institution from undue influence by external persons or bodies

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: UNDUE INFLUENCE - INTRODUCTION

Louisiana State University at Eunice, as a member of the Louisiana State University and Agriculture and Mechanical College, is governed by the Louisiana State University Board of Supervisors. The Board memberships is provided by [Article VIII section 7-B of the Louisiana Constitution of 1974](#). The Board is made up of fifteen members, with two members from each congressional district for a total of twelve, and three members-at-large appointed by the governor and approved by the state Senate. Each member serves overlapping terms of six years. In addition, one student, elected by the student body presidents, serves a one-year term on the Board pursuant to the [Louisiana Constitution of 1974 Article VIII section 8-B](#) and has the same rights and privileges as the other Board members. The influence of the governor is muted by the requirement that the appointees must be confirmed by the Louisiana Senate, and by the fact that members are limited in the number of terms they can serve. In addition, the governor holds the office for four years and is not eligible to serve more than eight years in any twelve-year period.

Prior to taking their seat, each new LSU Board member must take an [oath to uphold the laws](#), board regulations, and attest to receiving a copy of the [Code of Governmental Ethics](#), as required by [Louisiana R.S. 42:1162](#). The Code of Governmental Ethics is imbedded in Louisiana statutes and is structured to prevent members of the LSU Board from engaging in activities that could be construed as conflicts of interest and to prevent undue influence. Members of the Board are prevented from using their positions to enrich themselves, promote external causes by using system resources, or to force system institutions or personnel to conduct illegal actions. The State of Louisiana Code of Governmental Ethics also prohibits board members from using their positions to coerce political action by employees. The conduct of Board members, as public servants of the State of Louisiana, as set forth in the Louisiana Code of Governmental Ethics is affirmed in the [Board of Supervisors Bylaws Article VII, Section 7](#). The Executive Committee, a standing committee of the Board of Supervisors, is charged with professional development and training of Board members.

This committee engages in matters related to the training and professional development of Supervisors for the improvement of the body in governing the university. Tasks shall include oversight of the annual Board evaluation, presidential evaluation, professional development programs, and Board office operations. This committee shall also monitor legal, ethical, Bylaw, and Regulation compliance of Supervisors and adjudicate allegations against Supervisors and recommend sanctions ([Board of Supervisor Bylaws Article V, Section 6-A](#) [The actual text is at the top of the next page and is the third paragraph in Section 6-A]).

In addition, the orientation for new Board of Supervisor members includes a presentation with information on

- the Constitutional Authority of the Board (see [pages 60-63](#)),
- open meetings laws (see [page 64](#)),
- open records (see [page 65](#)),
- the Louisiana Code of Governmental Ethics (see [page 66](#)),



- and the Board Bylaws, Regulations, Policies, and Roles (see [pages 69-74](#)).

Furthermore, in addition to receiving information on the Code of Governmental Ethics when signing the oath of office, Board members and employees are familiarized with the Code of Governmental Ethics through mandated annual ethics training according to [Louisiana R.S. 42:1170](#) [see Sections A-(1-2)]. Documents related to [annual ethics training](#) along with [party related disclosures](#) for all 16 Board members are provided as evidence.

## **SECTION 2: UNDUE INFLUENCE - LOUISIANA CODE OF GOVERNMENTAL ETHICS**

The Code of Governmental Ethics prevents Board members from using their position to enrich themselves, to promote external causes by using System resources, or to force System institutions or personnel to conduct illegal actions. Board members and University employees are also barred from accepting gifts of economic value in Section A-(1) of [Louisiana R.S. 42:1111](#). Likewise, [Louisiana R.S. 42:1116](#) prohibits the abuse of office by prohibiting Board members from using their position to provide obtain a "thing of economic value" (see Section A) or to coerce political action by employees (see Section B). The [Louisiana Constitution Article of 1974 VII, section 14-A](#) bars the use of state resources for personal or private-party use, which also limits the motivation and ability to assist outside interests. Further, the [Board of Supervisors Regulations Article VII, Section 4-C-3](#) states that the University shall not attempt to influence "the management or operation of any such business entity in which the University owns equity". Exceptions to this section are stated as well. Further, participation by a public servant (Board member), the Board member's immediate family, or any legal entity in which the member has a substantial economic interest in a transaction involving the governmental entity in which the public servant supervises is prohibited pursuant to [Louisiana R.S. 42:1113, Section B](#). Board members must recuse themselves and not participate in the debate or discussion of any matter to avoid a violation of this provision.

Evidence of Recusals from Board of Supervisors Meeting Minutes (repeated from [Standard 4.1, Section 3](#)):

- There were no recusals in the meeting minutes from calendar year 2022.
- Mr. Starns on [December 10, 2021](#).
- Mr. Woods on [September 11, 2020](#).
- Mr. Yarborough on May 22, 2020 (see PDF [page 6](#) and [page 11](#)).
- Mr. Starns on April 23, 2020 (see page PDF [page 6](#) and [page 10](#)).
- Mr. Starns on January 10, 2020 (see PDF [page 5](#) and [page 11](#)).
- Mr. Yarborough on [January 10, 2020](#).
- Mr. Starns on [December 5, 2019](#).
- Mr. Yarborough on [March 20, 2019](#).
- Mr. Yarborough on [November 2, 2018](#).

To further protect from undue influence, the President is required to submit a financial disclosure statement to the Board of Ethics annually ([Louisiana R.S. 42:1124](#)), as are the Board members according to Section A-(1) of [Louisiana R.S. 42:1124.2.1](#) [see Section A-(1) for disclosure requirements; Section B-(1-2) for deadlines; and Section C (1-7) for required information]. Board members must also disclose any political contributions given to the appointing authority, in this case, the governor per Section A-(1) of [Louisiana R.S. 42:1124.6](#).

Evidence of Compliance (repeated from [Standard 4.1, Section 3](#)) - Financial Disclosures for the 2022-2023 Board of Supervisors:

- Ms. [Valencia Sarpy-Jones](#), Chair
- Mr. [Jimmy Woods](#), Chair Elect

- Mr. Rémy Voisin Starns, Past Chair
- Mr. Glenn Armentor
- Mr. Jack A. "Jay" Blossman Jr.
- Mr. Richard Zuschlag
- Ms. Mary Werner

Evidence of Compliance (repeated from [Standard 4.1](#), Section 3) - Financial Disclosures for Select Members 2021-2022 Board of Supervisors:

- Mr. Rémy Voisin Starns, Chair
- Mr. Robert S. Dampf, Past Chair
- Mr. Lee Mallett
- Mr. Jack A. "Jay" Blossman Jr.
- Mr. Jimmie M. Woods
- Mr. Patrick C. Morrow

Financial Disclosure for LSU A & M President [William F. Tate, IV](#).

The Board of Supervisors Bylaws (see [Article VII, Section 8](#)) also addresses the Removal of Board members by referring to [Article X, Section 24](#) of the Louisiana Constitution of 1974. Article X, Section 24 permits the impeachment of a Board member for misconduct. Official Misconduct and Corrupt Practices are defined in [Louisiana R.S. 14:134](#) [see Sections A-(1-3)], with possible penalties stated in Section C-(1). In the event of non-compliance, the Legal Affairs Subcommittee of the Risk Management Committee addresses all matters relating to the university's legal and regulatory issues (see the [Board of Supervisors Bylaws Article V, Section 6-J-1](#) at the bottom of the page).

In the past ten years, there have been no cases of undue Board influence (see highlighted question 7 from the Associate Vice Provost's email on [January 29, 2023 email](#)).

### **SECTION 3: REQUIREMENTS FOR LSU BOARD OF SUPERVISOR MEETINGS**

As indicated in Section 1.3 of [Standard 4.1](#), (repeated here for convenience), the Board of Supervisors must advertise upcoming meetings, hold them in a public forum, and record votes in meeting minutes in accordance with Louisiana's open meeting laws ([Louisiana R.S. 42:12](#) and [Louisiana R.S. 42:14, Sections A-C](#)). Further, no votes may be conducted in executive session ([Louisiana R.S. 42:16](#)) and proxy voting is prohibited (see [Louisiana R.S. 42:14, Section B](#)). Each of these requirements are affirmed in the Board of Supervisors Bylaws.











































- Public forum ([Article IV, Section 4](#)),
- Meeting minutes record votes ([Article IV, Section 5](#)),
- No votes in executive session ([Article IV, Section 4](#)), and
- Voting by proxy is prohibited ([Article III, Section 5](#)).










Finally, Meeting dates, agendas, minutes, and actions of the Board of Supervisors are available on its website.

- Upcoming Meeting ([website](#)-Internet connection required) ([PDF](#) from January 25, 2023).
- Past Agendas and Meeting Minutes for 2022 ([website](#)-internet connection required) ([PDF](#) of 2022).

These open meeting laws of Louisiana prohibit LSU Board of Supervisors decisions from being made covertly, thus complicating the influence of external forces.

## Sources

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-  2019-03-20-lsu-bos-minutes (Page 7)
-  2019-12-05-lsu-bos-minutes (Page 9)
-  2020 Jack Blossman Jr Personal Financial Disclosure
-  2020 Jimmy M Woods Personal Financial Disclosure
-  2020 Lee Mallett Personal Financial Disclosure
-  2020 Patrick C Morrow Personal Financial Disclosure
-  2020 Remy V Starns Personal Financial Disclosure
-  2020 Robert Dampf Personal Financial Disclosure
-  2020-01-10-lsu-bos-minutes (Page 11)
-  2020-01-10-lsu-bos-minutes (Page 5)
-  2020-04-23-lsu-bos-minutes (Page 10)
-  2020-04-23-lsu-bos-minutes (Page 6)
-  2020-05-22-lsu-bos-minutes (Page 11)
-  2020-05-22-lsu-bos-minutes (Page 6)
-  2020-09-11-lsu-bos-minutes (Page 5)
-  2021 LSU BOS Financial Disclosures (Page 1)
-  2021 LSU BOS Financial Disclosures (Page 25)
-  2021 LSU BOS Financial Disclosures (Page 39)
-  2021 LSU BOS Financial Disclosures (Page 69)
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-  [LSU BOS Rules Regulations September 2021 \(Page 44\)](#)
-  [LSU-BOS-Oath-Ethics \(Page 1\)](#)
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-  [RS 1124-2-1](#)
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-  [RS 42 12](#)
-  [RS 42 14](#)
-  [RS 42 16](#)
-  [Standard 4.1](#)

## 4.2.g Board Self-Evaluation

The governing board:

- g. defines and regularly evaluates its responsibilities and expectations.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: SELF EVALUATION

##### 1.1 Orientation

Louisiana State University at Eunice, as a member of the Louisiana State University and Agriculture and Mechanical College, is governed by the Louisiana State University Board of Supervisors. The Board of Supervisors has a process of educating new Board members about the responsibilities and expectations of members, points of most frequent consideration, how they receive information to assist them in their oversight responsibilities, and their ethical and legal obligations. The content of the presentation includes the LSU Board Bylaws and LSU Rules and Regulations outlining the structure and duties of officers.

The orientation session is facilitated by the Board staff, and the participants include the LSU Board Chair and any Board members choosing to participate as well as the University officers, such as the President, both Executive Vice Presidents, the General Counsel, the Chief Internal Auditor, and the appropriate employees to provide summaries. Board members are oriented on the finances, enrollment and student demographics, capital construction and deferred maintenance, auditing, governmental relations, fundraising and endowment, police and security, information technology, and research. An orientation is conducted annually for the new student member and as-needed when appointees are made by the governor, usually in June or July of even-numbered years.

The 2022 Board Orientation included the following items:

- Overview of the System as described above, including finances, peer funding comparisons, medical insurance, capital projects, facilities and real estate, master plan, public/private partnerships, academics, research (see [pages 2-58](#)),
- Constitutional Authority (see [page 60](#)),
- Open Meetings Laws (see [page 64](#)),
- Open Records (see [page 65](#)),
- Louisiana Code of Governmental Ethics (see [page 66](#)), and
- LSU A & M Bylaws, Regulations, Policies, and Roles (see [pages 69-74](#)).

##### 1.2 Evaluation

The LSU Board of Supervisors revised Article II, Section 1 of the LSU Board Bylaws to state that it is the duty of the Chair and the Executive Committee (see [Article V, Section 6-A](#) - the second full paragraph) to conduct an annual Board Self-Evaluation:

The Chair of the Board shall preside over all meetings of the board, serve as an ex officio member of all committees, name the appointive members of all standing and special committees of the Board, fill all vacancies in the membership of such committees, and conduct an annual self-evaluation of the Board in accordance with the provisions of these Bylaws (see the second paragraph of [Article II, Section 1](#)).

On June 28, 2019, the Board adopted its [Self-Evaluation Policy](#) outlining the rationale for the policy, the process, the outcomes, and a set of evaluative questions. The nine evaluative questions guide the Board members' thinking along the broad policy lines, such as academic operations, financial operations, research, and students. Due to COVID-19 in 2020, the Board did not conduct an in-person self-evaluation, rather they replied to the responses to the policy's questions and a summary was provided to the Board chair. The same process was followed in 2021. An in-person self-evaluation was conducted for 2022. The results are summarized and forwarded by the Chair and by the Board's Executive Director. See the results for

- 2020 transmitted to the Chair on [December 1, 2020](#) (acknowledged in the meeting minutes of [December 4, 2020](#)),
- 2021 transmitted to the Chair on [March 1, 2022](#), and
- 2022 transmitted to the Chair on [December 22, 2022](#).

Note to the Reviewer: This author found a conflict in the responsibility for the annual Board Evaluation. The first paragraph of this section cites the Board of Supervisor Bylaws stating that it is the responsibility of the Board Chair and Executive Committee to complete the evaluation. However, the Self Evaluation Policy identifies the Affiliation Organization Oversight Committee as being responsible. LSU personnel acknowledged that the conflict existed and noted that the intent was to have the Chair and the Executive Committee conduct the evaluation, thus indicating that the language in the Bylaws was correct. LSU personnel also noted that it was impossible to have the Self Evaluation Policy corrected by submission of this Compliance Certification because of the timing of the Board of Supervisors meeting and the requirements with open meeting laws (see the highlighted passages in the [February 3, 2023](#) email on pages 1, 3, and 4).

## **SECTION 2: LEGAL OBLIGATIONS AND RESPONSIBILITIES OF THE BOARD OF SUPERVISORS**

### **2.1 Legal Obligations**

The [Louisiana Constitution of 1974 Article VIII, Section 7-A](#) identifies the Board of Supervisors as the management board of the Louisiana State University and Agriculture and Mechanical College providing the legal context

Subject to powers vested by this Article in the Board of Regents, each shall supervise and manage the institutions, statewide agricultural programs, and other programs administered through its system.

This includes LSU Eunice since its establishment in 1964 by [Louisiana R.S. 17:1521](#) and as indicated by the [Board of Supervisors Bylaws Article I - University](#) (see number 3). Further, the organization of the system and each institution within the system shall be determined by the Board according to [Louisiana R.S. 17:3301](#), Section A. Section B indicates that the Board shall appoint administrative officers and other employees as the Board deems necessary and that the Board give consideration to the President or Chief Administrative Officer. Section C further indicates that the compensation of the officers and employees shall be fixed by the board and that the officers serve at the pleasure of the Board.

### **2.2 Responsibilities**

As noted in Section 1.4 of [Standard 4.1](#) (repeated here for convenience), the responsibilities of the LSU Board of Supervisors are articulated in the Board of Supervisors Bylaws and in the Rules and Regulations. For example, the Board has the responsibility for

- following the Rules of the Board of Supervisors ([Rules and Regulations](#) first section),
- establishing procedures for the selection and appointment of major administrative officers within the University ([Bylaws Article IX, Section 1](#)),

- acting as the Chair for Standing Committees including calling and presiding over meetings ([Bylaws Article V, Sections 1-2](#)),
- acting in the best interest of the University in matters referred to all Standing Committees as they are defined ([Bylaws Article V, Section 6-A-L](#) on pages 9-12),
- organizing the University as necessary to achieve the mission ([Bylaws Article I](#) defined under "University"),
- reviewing the mission of the institutions ([Bylaws Article VII, Section 6](#)),
- the following through the President ([Bylaws Article IX, Section 2-C Items 1-5](#)),
  - allocating functions and programs to each campus,
  - establishing administrative policies and procedures,
  - implementing educational policies,
  - coordinating the activities among the various campuses,
  - preparing and presenting a consolidated budget,
- complying with the Louisiana Code of Governmental Ethics ([Bylaws Article VII, Section 7](#)), and
- other matters as defined in the Board of Supervisors [Bylaws Article VII, Section 1 Items A-O](#). This list includes, but is not limited to academic programs and organization, conferral of degrees and certificates, matters relating to immovable property, capital projects and designs, major contracts, certain matters related to personnel, and student charges.

As noted in Section 2 of [Standard 4.1](#) (repeated here for convenience), the Board of Supervisors' fiduciary responsibility for the LSU System operating the University with moral, ethical, and financial prudence is stated in the [Rules of the Board of Supervisors Article I](#). Budgetary requests from University, including LSU Eunice, shall be presented to the Board of Supervisors for final approval prior to any presentation to any state agencies. After the initial operating budget is approved by the Board, revisions may be made as required due to legislative action. After approval by the Board, a detailed operating budget is then prepared and distributed to the Board (see the [Board of Supervisors Regulations Article V, Section 1](#)).

In addition, as a general rule, "any matter having a significant or long-term impact, directly or indirectly, on the finances or the academic, educational, research, and service missions of the University or any of its campuses" is considered as a matter that requires approval by the Board (see the [Board of Supervisors Bylaws Article VII, Section 1-A](#)). This includes the

- academic programs and organization (Section 1-B)
- transfer of title to immovable property (Section 1-D),
- lease of immovable property (Section 1-E),
- granting of mineral rights ([Section 1-F](#)),
- capital improvements and designs (Sections 1-G-H)
- bonds and indebtedness (Section 1-I)
- major contracts (Section 1-J)
- non-academic affiliation agreements (Section 1-K)
- matters related to personnel ([Section 1-L](#))
- student charges (Section 1-M)
- amendments and variations to agreements and projects (Section 1-O), and that
- approval of capital outlay requests and operating budgets do not constitute Board authority to proceed,

The following require approval of the Board or the Board to be informed per the Board of Supervisors Regulations

- execution of some contracts ([Article V, Section 3](#)),

- summary of budget adjustments (Article V, Section 2 - see footnote at the bottom),
- declaration of financial exigency ([Article V, Section 14](#))
- commercialization of LSU Intellectual Property ([Article VII, Section 6-B](#)), and
- internal audits as they are reported through the Board's Audit Committee ([Article IX, Sections 1-10](#)).

Further, according to the Board of Supervisors Regulations "Quarterly reports will be developed and provided to the Board providing necessary information required to fulfill the Board's fiduciary and oversight responsibilities" (see [Article II, Section 5-C](#)). In addition, the Chief Auditor reports internal audit activities quarterly to the Board of Supervisors Audit Committee (see [Article IX, Section 9](#)).

The LSU Board of Supervisors are also informed of LSU Eunice's financial health through semi-annual reports (see [Article V, Section 12-B-a](#))

- [December 31, 2020](#),
- [June 30, 2021](#),
- [December 31, 2021](#),
- [June 30, 2022](#), and
- [December 31, 2022](#).

Finally, the LSU Board of Supervisors reaffirmed LSU Eunice's [mission statement](#) at the [December 9, 2022](#) Board meeting.

### **2.3 Board of Supervisor Control**

(repeated, in part, from [Standard 4.1](#) and [Standard 4.2.f](#))

The LSU Board of Supervisors is not controlled by a minority of board members or by organizations or interests separate from it. The following Louisiana Revised Statutes and/or LSU Board of Supervisors Bylaws apply

- LSU Board of Supervisor meetings are open to the public ([Bylaws Article IV, Section 4](#) and [Louisiana R.S. 42:14, Section A](#)).
- A quorum is ten Supervisors needed to conduct official business ([Bylaws Article III, Section 4](#)).
- A majority or at least seven favorable votes are required for a motion to pass ([Bylaws Article III, Section 5](#)).
- Proxy voting is prohibited ([Bylaws Article III, Section 5](#) and [Louisiana R.S. 42:14, Section B](#)).
- Votes are recorded in the minutes ([Bylaws Article IV, Section 5](#) and [Louisiana R.S. 42:14, Section C](#)).
- "Supervisors serve as public servants and have an obligation for all decisions to be made solely on the basis and desire to promote the best interest of the University and protect the University from undue influence by external persons or bodies" ([Bylaws Article VII, Section 7](#)).

### **2.4 Conflict of Interest**

(repeated, in part, from [Standard 4.1](#), Section 3 and [Standard 4.2.d](#))

The Louisiana State University Board of Supervisors Bylaws states that

the Supervisors will comply with the [Louisiana Code of Governmental Ethics](#) and any applicable state statutes and federal regulations pursuant to [Louisiana R.S. 42:1101](#). Supervisors serve as public servants and have an obligation for all decisions to be made solely on the basis and desire to promote the best interest of the University and protect the University from undue influence by external persons or bodies (see [Article VII, Section 7](#), p. 17).



New Board of Supervisor members acknowledge receipt of a [copy of the Code of Ethics](#). In addition, the orientation for new Board of Supervisor members includes a presentation with information on

The integrity of the University is protected by complying with the Code of Governmental Ethics prohibiting business and political arrangements benefiting Board of Supervisor members. In addition to receiving information on the Code of Governmental Ethics when signing the oath of office, Board members and employees are familiarized with the Code of Governmental Ethics through mandated annual ethics training according to [Louisiana R.S. 42:1170](#) [see Sections A-(1-2)]. Documents related to [annual ethics training](#) along with [party related disclosures](#) for all 16 Board members are provided as evidence.

### **SECTION 3: PRESIDENT AND CHANCELLOR RESPONSIBILITIES**

As noted in [Standard 4.1](#), Section 5 (repeated here for convenience), the authority of the Board of Supervisors to employ personnel is specified [Louisiana R.S. 17:3301, Section B](#) and is outlined through the [Board of Supervisors Bylaws Article VII](#). In addition [Article I](#) defines the President referring

to the duly appointed President or acting President of LSU, who shall be the chief executive officer of both the University and the LSU campus, and shall also be Secretary to the Board of Supervisors.

Given that, the daily operations of the LSU System are entrusted to the President. The [Board of Supervisors Bylaws Article IX, Section 2-A](#) states that "the President shall be responsible to the Board for the conduct of the University in all of its affairs, and shall execute and enforce all of the decisions, orders, rules, and regulations of the Board with respect to conduct of the University." To accomplish this, the [Board of Supervisors Bylaws Article VIII, Section 1](#) defines the authority of the President granted by the Board of Supervisors while [Article VIII, Section 2](#) details matters requiring approval by the President including

- A. Servitudes,
- B. Timber and Crop Sales,
- C. Lease of Immovable Property,
- D. Capital Improvements,
- E. Design Contracts,
- F. Schematic Designs,
- G. Major Donations of Movable Property,
- H. Use Agreements,
- I. Restricted Accounts,
- J. Debt Write-Off, and
- K. Predial Servitudes, Rights of Use or Passage, and Rights to Immovable Property

Next, the [Board of Supervisors Bylaws Article IX, Section 2](#) defines the rights, duties, and responsibilities of the President of LSU

The President shall be the chief executive officer of the University in all its divisions and campuses, shall serve as Secretary to the Board, and shall exercise complete executive authority for the LSU campus, subject to the direction and control of the Board...

For LSU Eunice, the [Board of Supervisors Bylaws Article IX, Section 4-A](#) states that





































There shall be a Chancellor for each campus (including LSU Eunice) or major administrative subdivision of the University, other than LSU, who shall be appointed by the Board upon the recommendation by the President, and who shall hold office at the pleasure of the Board. The Chancellor shall administer the division for which the Chancellor is appointed and shall exercise complete executive authority therein, subject to the direction and control of the President and the Board.

In addition, [Article IX, Section 4-B](#) states that

As the administrative head of a campus, the Chancellor shall be responsible to the Board through the President for the effective execution of all laws relating to Louisiana State University; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the University and for the governance of all its campuses; and all policies, rules, regulations, directives, and memoranda issued by the President.

Article IX, Section 4-D-E spells out additional responsibilities of the Chancellor to the President and the LSU Board of Supervisors.

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-  [AY 2022-2023 Catalog Section 3 Institutional Mission \(Page 1\)](#)
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-  [LSU BOS Orientation 2022 \(Page 2\)](#)
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### 4.3 Multi-level Governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

#### Judgment

Compliant  Non-Compliant  Not Applicable

#### Narrative

This Standard does not apply as the LSU Board of Supervisors retains the sole legal authority and operating control for LSU Eunice (see [Louisiana Constitution Article VIII, Section 7](#) and the [Board of Supervisors Bylaws Article I](#), Definitions of University - LSU Eunice is number 3).

#### Sources

-  [Const 8 7](#)
-  [LSU BOS Bylaws March 2022 \(Page 3\)](#)

## 5.1 Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

The authority of the Louisiana State University Board of Supervisors to employ personnel is specified by of [Louisiana R.S. 17:3351 Part B \(1\)](#) (see highlighted on page 4) and is outlined through the LSU Board of Supervisors Bylaws, [Article I: Definitions](#) (see the sections on the President of LSU and Chancellor):

The term "President of LSU" or "President," as used in these Bylaws, shall refer to the duly appointed President or acting President of LSU, who shall be the chief executive officer of both the University and the LSU campus, and shall also be Secretary to the Board of Supervisors, and

The term "Chancellor," as used in these Bylaws, shall refer to the chief administrative officer of a campus or major administrative subdivision of the University, other than LSU, as designated by the Board, regardless of the actual title held by the individual serving the campus in that capacity.

In addition the Board of Supervisors Bylaws, Article IX, Rights, Duties, and Responsibilities of Principal Administrative Officers of the University further defines the Chancellor as the Principal Administrative Officer of LSU Eunice in [section 4, paragraph A](#):





There shall be a Chancellor for each campus or major administrative subdivision of the University, other than LSU, who shall be appointed by the Board upon the recommendation by the President, and who shall hold office at the pleasure of the Board. The Chancellor shall administer the division for which the Chancellor is appointed and shall exercise complete executive authority therein, subject to the direction and control of the President and the Board.




Further, the Board of Supervisors Bylaws, [Article IX, Section 4, Paragraphs B-F](#) provide specific responsibilities and prerogatives for the Chancellor of LSU Eunice. The language from the Bylaws is include in [LSU Eunice Policy Statement 3: Responsibilities and Concerns of University Personnel](#).

Nancee J. Sorenson, Ed.D., is the Chancellor of LSU Eunice (Meeting Minutes of the LSU Board of Supervisors, [May 31, 2019](#)), while the President of the LSU System is Dr. William F. Tate, IV (Meeting Minutes of the LSU Board of Supervisors, [June 18, 2021](#)).

A biography as of [September 19, 2022](#), is provided as additional evidence.

### Sources

-  [2019-05-31-lsu-bos-minutes \(Page 7\)](#)
-  [2021-06-18-lsu-bos-minutes \(Page 10\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 24\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 3\)](#)

-  Louisiana Revised Statute 17-3351 (Page 4)
-  NO03 Responsibilities and Concerns of University Personnel (Page 3)
-  Nancee Sorenson Bio

## 5.2.a CEO Control

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- a. the institution's educational, administrative, and fiscal programs and services

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

Louisiana State University at Eunice is an institution of Louisiana State University with governance by The LSU Board of Supervisors [Bylaws Article I](#), Definitions - University (see item 3). Additional evidence of the relationship between LSU and LSU Eunice is detailed in [LSU's Organizational Chart](#) (with LSU Eunice highlighted). The [LSU Board of Supervisors Bylaws Article IX: Rights, Duties, and Responsibilities of Principal Administrative Officers of the University, Section 2, Paragraph A](#), also identifies the President of LSU as

the chief executive officer of the University in all its divisions and campuses, shall serve as Secretary to the Board, and shall exercise complete executive authority for the LSU campus, subject to the direction and control of the Board.

In addition, the Board of Supervisors [Bylaws, Article IX, Section 2](#), Paragraphs B-J provides a description of the President's authority and control over the institution's educational, administrative, and fiscal programs and services.

The LSU Board of Supervisors [Bylaws Article IX, Section 4](#), Chancellors, Paragraph A establishes the Chancellor of LSU Eunice.

There shall be a Chancellor for each campus or major administrative subdivision of the University, other than LSU, who shall be appointed by the Board upon the recommendation by the President, and who shall hold office at the pleasure of the Board. The Chancellor shall administer the division for which the Chancellor is appointed and shall exercise complete executive authority therein, subject to the direction and control of the President and the Board.

[Article IX, Section 4](#), Paragraph B indicates that

As the administrative head of a campus, the Chancellor shall be responsible to the Board through the President for the effective execution of: all laws relating to Louisiana State University; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the University, and for the governance of all of its campuses; and all policies, rules, regulations, directives, and memoranda issued by the President...

[Article IX, Section 4](#), Paragraphs C-F state other executive duties and responsibilities of the Chancellor, including paragraphs stating that the Chancellor

- attends Board of Supervisor Meetings (Paragraph C),
- is a member of the faculty (Paragraph D),
- is responsible for the educational and administrative policies for the campus (Paragraph E), and

- is responsible to the President for the budget (Paragraph F).

LSU Eunice's [Organizational Chart](#) shows that the Chancellor of LSU Eunice reports to the President of LSU, who then reports to the LSU Board of Supervisors. The Organizational Chart also indicates that administrators responsible for the educational, administrative, and fiscal programs and services report directly to the Chancellor. This includes but is not limited to the Vice Chancellor for Academic and Provost and the Vice Chancellor of Business Affairs. Other mission critical programs and services including but not limited to Athletics, Accreditation, Information Technology, Public Affairs, Police and Title IX Coordination, Affirmative Action/Equal Opportunity, University Advancement, and the LSUE Foundation report directly to the Chancellor as well.

The administrative organizational structure and the authority for administrative decisions are further stated in LSU Eunice Policy Statement Number 3: Responsibilities and Concerns of University Personnel. As stated in Policy Statement Number 3, the purpose of the Policy is

To provide an organizational structure that depicts the LSU Eunice's administrative structure and to define the role and function of the mutually supportive components comprising the faculty, the students, the administrative structure, and the support structure ([see lines 13-16](#)). This policy includes duties and responsibilities for major areas including the

- Chancellor ([see lines 62-92](#)),
- Vice Chancellor for Academic Affairs and Provost ([see lines 93-117](#)),
- Vice Chancellor of Business Affairs ([see lines 118-138](#)),
- Dean of Student Affairs ([see lines 139-174](#)),
- Academic Deans ([see lines 175-225](#)),
- Academic Program Directors ([see lines 226-264](#)), and
- faculty ([see lines 17-41](#)).

Selected Cabinet Meeting Minutes are provided to show the Chancellor's role:

- [October 13, 2020](#),
- [September 21, 2021](#),
- [November 23, 2021](#),
- [May 19, 2022](#), and
- [June 14, 2022](#).

Selected memos from the Chancellor:

- [June 6, 2022](#) sent due to a flight cancellation resulting in all personnel need to book an extra night's stay at the hotel.
- [August 8, 2022](#) sent as a reminder to comply with a policy on outside employment.
- [December 6, 2022](#) sent to notify personnel of an event.
- [December 12, 2022](#) thank you note on the Board of Supervisors meeting going smoothly.

The current president of Louisiana State University is William F. Tate IV. His contract was approved on [June 18, 2021](#). The current Chancellor of LSU Eunice is Nancee Sorenson announced [May 31, 2019](#).

## Sources

-  [12-12-22 Email Board Meeting Thank You](#)



-  12-6-22 Email Notification of an Event
-  2019-05-31-lsu-bos-minutes (Page 7)
-  20201013 cabinet minutes 10\_13\_20
-  2021-06-18-lsu-bos-minutes (Page 10)
-  20210921 cabinet minutes 9\_21\_21
-  20211123 cabinet minutes 11\_23\_21
-  20220519 cabinet minutes 5\_19\_22
-  20220614 cabinet minutes 6\_14\_22
-  6-6-22 Memo Amarillo Trip Hotel Memo
-  8-8-22 Memo Fall PM 11 Notification
-  LSU BOS Bylaws March 2022 (Page 23)
-  LSU BOS Bylaws March 2022 (Page 24)
-  LSU BOS Bylaws March 2022 (Page 25)
-  LSU BOS Bylaws March 2022 (Page 3)
-  LSU Eunice Organizational Chart
-  LSU Org Chart Feb 2022
-  NO03 Responsibilities and Concerns of University Personnel (Page 1)
-  NO03 Responsibilities and Concerns of University Personnel (Page 3)
-  NO03 Responsibilities and Concerns of University Personnel (Page 4)
-  NO03 Responsibilities and Concerns of University Personnel (Page 5)
-  NO03 Responsibilities and Concerns of University Personnel (Page 6)
-  NO03 Responsibilities and Concerns of University Personnel (Page 7)

## 5.2.b Control of Intercollegiate Athletics

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- b. the institution's intercollegiate athletics program.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

Louisiana State University at Eunice established an NJCAA (National Junior College Athletic Association) affiliated intercollegiate athletic program in 1999, with competition in women's basketball and men's baseball. Women's softball was added in AY 2005-2006. In AY 2017-2018, athletic teams were expanded to include men and women's soccer and men's basketball, with competition beginning in AY 2018-2019. As is indicated in the [organizational chart](#), the Athletic Director reports directly to the Chancellor. As is the case with all other programs and activities under this office, the Chancellor has ultimate responsibility for the intercollegiate athletic program and exercises appropriate administrative and fiscal control over the program according to the [LSU Board of Supervisors Bylaws](#), Article IX, Section 4, Paragraphs A-F. The athletic program is funded primarily through a self-imposed student fee, currently \$18 per credit hour (maximum \$216 per semester). Other funding is generated through the LSUE Foundation and affiliated fund-raising activities.

The intercollegiate athletic program is subject to regular audit, as required by the NJCAA, to ensure compliance in all facets of student recruitment, eligibility, and competition. In addition, the landscape of intercollegiate athletics has undergone significant change since the reaffirmation of 2014. Title IX has been strengthened, and Name, Image and Likeness (NIL) is embedded in daily operations of this division. LSU Eunice student athletes have a dedicated advisor, which is an enhancement since the previous reaffirmation cycle (see Victoria Throop in the list of Council members below).

Although not required by the NJCAA, the Chancellor has reconstituted a campus Athletic Council. The Council is comprised of the voting and non-voting members and is scheduled to meet once each semester (meeting minutes from [February 23, 2023](#)):

Angela Greaud, M.S., Faculty Senate President or designee and Associate Professor of Education and University Studies

Ray Zorn, A.S., Staff Senate President or designee and Manager of LSU Eunice Bookstore

Bettina Trumps, Student Government President

LSUE Female Student Athlete (TBD)

LSUE Male Student Athlete (TBD)

Rachel Andrus, M.S., Instructor of Computer Studies, Health, Physical and Recreation Education and Mathematics

Maura Cavell, Ph.D., Professor of English

Victoria Throop, M.A., Director of Student Housing and Residence Education and Student Athlete Advisor

Cassie Jobe-Ganucheau, MLIS, Executive Director of Library and Student Support Services

Todd Dozier, M.A., M.B.A., Dean of Arts, Sciences and Mathematics

Dotty McDonald, M.A., Dean of Health Sciences, Business Technology, and Public Protection and Safety  
 Jacqueline Lachapelle, B.S., Interim Dean of Student Affairs and Title IX Coordinator  
 Travis Webb, B.S., Director of Strategic Communication  
 Carey Lawson, MPA, CRFE, Director of Advancement and Executive Director of LSUE Foundation  
 April Fontenot, Administrative Coordinator 2  
 Jeff Willis, M.S., Athletic Director; Instructor in Health, Physical and Recreation Education, and Head Baseball Coach, non voting member  
 Amy Greagoff, C.P.A., Vice Chancellor of Business Affairs, non voting member  
 John Hamlin, Ph.D., Vice Chancellor of Academic Affairs and Provost, and Professor of Biology, non voting member  
 Nancee Sorenson, Ed.D., Chancellor and Professor of Social Sciences, non voting member

### **Additional Evidence of Compliance**

Communication from Athletic Director to Chancellor ([May 5, 2022 email](#))  
 Spend Authorization Approved for Athletic Director to Attend NJCAA Annual Convention ([approval by Chancellor on third page highlighted](#))  
 Completed NJCAA Roster for Baseball ([spring 2022-2023](#))  
 Completed NJCAA Roster for Softball ([spring 2022-2023](#))  
 Completed NJCAA Roster for Men's Basketball ([fall 2022-2023](#) and [spring 2022-2023](#))  
 Completed NJCAA Roster for Women's Basketball ([fall 2022-2023](#) and [spring 2022-2023](#))  
 Completed NJCAA Roster for Men's Soccer ([fall 2022-2023](#))  
 Completed NJCAA Roster for Women's Soccer ([fall 2022-2023](#))  
 Policy on [Student-Athlete Name Image Likeness](#) (NIL)  
 Title IX policy (all LSU Institutions are required to use [LSU Permanent Memorandum 73](#))  
 Equity In Athletics Disclosure Act Survey [2022 Report](#)  
 Letter of Intent for a student signed by the Chancellor (highlighted) dated [May and June 2022](#)  
[NJCAA Audit](#) February 2023

### **Sources**

-  [EADA 2022 Report - Final](#)
-  [Email on Soccer Approval](#)
-  [LSU BOS Bylaws March 2022 \(Page 24\)](#)
-  [LSU Eunice Organizational Chart \(Page 1\)](#)
-  [LSU-pm-73](#)
-  [LSUE Athletic Committee minutes 2\\_23\\_23](#)
-  [LSUE Men's Baseball 2023](#)
-  [LSUE Men's Basketball Fall 2022](#)
-  [LSUE Men's Basketball Spring 2023](#)
-  [LSUE Men's Soccer Fall 2022](#)
-  [LSUE Women's Basketball Fall 2022](#)
-  [LSUE Women's Basketball Spring 2023](#)
-  [LSUE Women's Soccer 2022](#)
-  [LSUE Women's Softball 2023](#)
-  [Letter of Intent 5-22-22](#)
-  [NJCAA-Audit-Emails-2-20-23](#)
-  [Name Image and Likeness Policy](#)
-  [Spend Authorization](#)

## 5.2.c Control of Fund-raising Activities

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- c. the institution's fund-raising activities.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

In order to assist in fulfilling its [mission](#), Louisiana State University at Eunice seeks donations and grants within the laws of the state of Louisiana, Louisiana State University Board of Supervisors Bylaws and Regulations, and LSU Eunice Policies. For example, Louisiana R.S. 17:3351 [Section A-\(2\)](#) enumerates the authority of the LSU Board of Supervisors to "seek and accept donations, bequests, or other forms of financial assistance for educational purposes...". In addition, Louisiana R.S. 17:3351 [Section B-\(2\)-\(d\)](#) states that

It shall be the duty of the board to employ the proceeds of all donations, grants, subscriptions, and bequests to a university...so as to effectuate the purposes and accord with the terms and conditions of such donations, grants, subscriptions, and bequests.

Next, according to the LSU Board of Supervisors Regulations [Article VI, Section 1](#), the Board of Supervisors and its employed officers are empowered to accept gifts and grants based on the conditions noted. Further, the Board of Supervisors Bylaws, [Article IX, Section 4-A](#) indicates that the Chancellor is the chief executive officer of LSU Eunice. The Board of Supervisors Bylaws [Article IX, Section 4-B](#) vests the Chancellor with the authority over all operations, including fund-raising, along with being responsible to the Board of Supervisors through the President.

At LSU Eunice, all fundraising is coordinated by the LSUE Foundation, and the control of fund-raising activities is delineated in LSU Eunice [Policy Statement Number 60](#): Fundraising.

The Foundation shall act as an umbrella organization for processing all gifts to the campus and its constituent parts, including organizations or groups established to support various campus units or functions. All such funds received by the Foundation are subject to all Foundation rules and procedures--including approvals for disbursement--as contained in the [Foundation's Bylaws and Procedures](#) ([see lines 35-39](#)).

The Executive Director of the LSUE Foundation is an LSU Eunice employee, who reports to the Foundation Board of Directors and to the Chancellor ([see LSU Eunice Organizational Chart](#)). This individual is responsible for coordinating all fundraising efforts, which include (but are not limited to) fundraising activities conducted by the LSUE Foundation (annual fund drives, scholarships, endowments, capital campaigns, unrestricted gifts); individual academic divisions and programs; the LeDoux Library; the Athletic Department; and the Alumni Association ([see lines 40-45](#)).

Anyone employed by or associated with LSU Eunice who solicits funds, goods, or services from any individual, organization, company, or federal, state, or local governmental agency on behalf of the LSUE Foundation needs prior approval from the Executive Director, the Chancellor, and the LSUE Foundation Board ([see lines 46-50](#)).

Thus, no fund-raising activity is permitted without the approval of the Chancellor.












The [Bylaws of the LSUE Foundation](#) establish additional procedures for fundraising activities. The Chancellor serves as an ex officio member of the Foundation's Board of Directors and of the Foundation's Executive Committee (see LSU Eunice Policy Statement Number 60 [lines 31-32](#)).

The LSUE Foundation has a [uniform affiliated agreement](#) with LSU.

### **Additional Evidence of Compliance**

Two requests for [Approval of Fundraising Event or Activity forms](#).

### **Sources**

-  [AY 2022-2023 Catalog Section 3 Institutional Mission](#)
-  [LSU BOS Bylaws March 2022 \(Page 24\)](#)
-  [LSU BOS Rules Regulations September 2021 \(Page 36\)](#)
-  [LSU Eunice Organizational Chart](#)
-  [LSUE Foundation By laws 2021](#)
-  [LSUE Foundation UAA approved December 2020](#)
-  [Louisiana Revised Statute 17-3351 \(Page 1\)](#)
-  [Louisiana Revised Statute 17-3351 \(Page 5\)](#)
-  [NO60 Fundraising](#)
-  [NO60 Fundraising \(Page 2\)](#)
-  [Request for Approval for Fundraising](#)

## 5.4 Qualified Administrative/Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: ADMINISTRATIVE STRUCTURE

In accordance with its [mission](#), Louisiana State University at Eunice employs administration and academic officers with quality work experience and educational credentials that align with the position descriptions and institutional needs. Personnel in those positions are regularly evaluated in accordance with published procedures. According to LSU Eunice Policy Statement Number 3,

Administrative officers of the University exist primarily to execute the broad administrative and educational policies determined by the Board of Supervisors so as to utilize public funds to maximal advantage and to facilitate the educational and scholarly work of the faculty. For administrative purposes, the University is divided into inter-related structures, each headed by a Vice Chancellor, Dean, or Director (see [lines 57-61](#)).

The AY 2022-2023 LSUE Eunice Catalog lists the administrative and academic officers considered for this Standard. The executive level officers and directors of major academic units are a subset of the Administrative Council ([Administration](#)). Dr. Nancee Sorenson, chief executive officer and Chancellor of LSU Eunice, updated the administrative structure of LSU Eunice, as reflected in the [May 2022 Organizational Chart](#).

#### SECTION 2: ADMINISTRATIVE AND ACADEMIC OFFICER QUALIFICATIONS

LSU Eunice employs qualified individuals to fulfill the duties outlined in Policy Statement Number 3: Responsibilities and Concerns of University Personnel, which details the position descriptions for the Vice Chancellor for Academic Affairs and Provost (see [lines 93-117](#)), the Vice Chancellor of Business Affairs (see [lines 118-138](#)), the Dean of Student Affairs (see [lines 139-174](#)), and the Academic Deans (see [lines 175-225](#)). Academic deans provide vision, direction, and leadership over two academic divisions: the division of Arts and Sciences and the division of Health Sciences, Business Technology, and Public Protection and Safety.

Attached below are the updated resumes of the executive-level administrative and academic officers that detail their education, professional experiences, and other qualifications that align closely with the published position descriptions detailed above.

- [Dr. John Hamlin](#), Vice Chancellor for Academic Affairs and Provost
- [Ms. Amy Greagoff](#), Vice Chancellor of Business Affairs
- [Ms. Jacqueline Lachapelle](#), Interim Dean of Student Affairs
- [Mr. Todd Dozier](#), Dean of Arts and Sciences
- [Ms. Dotty McDonald](#), Dean of Health Sciences, Business Technology, and Public Protection and Safety
- [Ms. Cassie Jobe-Ganuchau](#), Executive Director of Library & Student Support Services

### SECTION 3: ADMINISTRATIVE OFFICER EVALUATIONS

The performance of administrators and academic officers is monitored on an annual basis using established procedures. [LSU Eunice Policy Statement Number 9: Performance Evaluation of Professional and Administrative Personnel](#), establishes procedures by which immediate supervisors annually evaluate administrators, including academic officers and other professional and non-teaching academic personnel. Examples of evaluations of the Dean of Student Affairs and Vice Chancellor for Business Affairs are attached as evidence that these evaluations are completed.

- [Vice Chancellor of Business Affairs](#) for AY 2021-2022
- [Dean of Student Affairs](#) for AY 2021-2022 (note that Dr. Smith left LSU Eunice to take another position in February 2023)








Table 5.4-1 summarizes the education and the experience of each administrative and academic officer.

**Table 5.4-1. Administrative Structure Qualifications Summary**












Name	Title	Summary of Responsibilities	Educational Qualifications	Professional Experience
John Hamlin	Vice Chancellor for Academic Affairs and Provost	Serves as the chief academic officer of the University and, in the absence of the Chancellor, acts on his/her behalf.	Ph.D. in Biology, Tufts University  B.S. in Zoology, Louisiana State University	Over ten years of experience in college administration, and over fifteen years of higher education teaching experience. More than twenty-five years of scientific research.
Amy Greagoff	Vice Chancellor of Business Affairs	Serves as the chief financial officer of the University and is responsible to the Chancellor for all fiscal and business affairs of the University.	B.S. in Business Administration (Accounting and Finance), University of Louisiana Lafayette  Certified Public Accountant	Director of accounting for two and one-half years at LSU Eunice; over eleven years of experience in financial administration in private industry.
Jacqueline Lachapelle	Interim Dean of Student Affairs	Provides vision, direction, and leadership over the functional areas of housing & residence life, student conduct, student activities, student government, orientation, financial aid, and recruiting.	B.S. in Business Administration and Management	Nine years of experience as a financial aid counselor; twenty-two years as a Director of Financial Aid (at LSU Eunice). Also seven years as the Student Conduct Officer and two years as the Title IX Coordinator. Named interim in February 2023.
Todd Dozier	Academic Dean, Arts and Sciences	Responsible to the Chancellor through the Vice Chancellor for	M.B.A., Louisiana State University-Shreveport	Over ten years of experience in college administration, and

		Academic Affairs and Provost for the successful operations for all aspects of the division.	M.A. in History, Louisiana State University  B.A. in History & B.A. in Mass Communications, Louisiana State University	over twenty years of higher education teaching experience.
Dotty McDonald	Academic Dean, Health Sciences, Business Technology, and Public Protection and Safety	Responsible to the Chancellor through the Vice Chancellor for Academic Affairs and Provost for the successful operations for all aspects of the division.	M.A. in Organizational Management, University of Phoenix  B.A. in Health Care Administration, Ottawa University  A.S. in Respiratory Care Technology, Delgado Community College	Over thirty years of experience in healthcare management, respiratory therapy, and higher education, including ten years of experience as a dean; eight years of experience as an Assistant Professor at Delgado Community College and Nicholls State University; and ten years of experience as Associate Professor at LSU Eunice.
Cassie Jobe-Ganucheau	Executive Director of Library & Student Support Services	Responsible to the Chancellor through the Vice Chancellor for Academic Affairs and Provost for the successful operations for all aspects of Library & Student Support Services	MLIS in Library and Information Science, Louisiana State University  B.S. in Biology, University of Louisiana at Lafayette.	Accepted the position of Executive Director of Library and Student Support Services in 2022.  Over five years of experience as Director of Library.  Over ten years of experience as a librarian

## Sources

-  [AY 2022-2023 Catalog Section 2 Administration](#)
-  [AY 2022-2023 Catalog Section 3 Institutional Mission](#)
-  [Amy Greagoff eval 22](#)
-  [Amy Greagoff, CPA - Resume - 2023](#)
-  [CassieJobeGanucheau 2022 Resume](#)
-  [Dotty McDonald CV 2022](#)
-  [Jacqueline\\_Lachapelle\\_Resume 022023](#)



-  John A. Hamlin, Ph.D. CV
-  Kyle Smith eval 21-22
-  LSU Eunice Organizational Chart
-  NO03 Responsibilities and Concerns of University Personnel (Page 2)
-  NO03 Responsibilities and Concerns of University Personnel (Page 3)
-  NO03 Responsibilities and Concerns of University Personnel (Page 4)
-  NO03 Responsibilities and Concerns of University Personnel (Page 5)
-  NO03 Responsibilities and Concerns of University Personnel (Page 6)
-  NO09 Performance Evaluation of Professional and Administrative Personnel
-  On campus agenda Todd Dozier
-  Todd Dozier Curriculum Vitae 2022

## 6.1 Full-time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

The response to this Standard is organized in the following manner:

- Section 1: [Mission and the Number of Faculty Positions](#)
- Section 2: [Definitions of Faculty](#)
- Section 3: [Responsibilities of Faculty Members](#)
  - [3.1 Full-Time Faculty](#)
  - [3.2 Part-Time Faculty](#)
  - [3.3 Faculty Performing Traditional Functions in Non-Traditional Ways](#)
  - [3.4 High School Dual Enrollment and the LSU Eunice Academy Faculty](#)
- Section 4: [Selected Institutional Data](#)
  - [4.1 Descriptive Data](#)
  - [4.2 Comparative Data](#)
  - [4.3 Faculty Workloads](#)
  - [4.4 Number of Sections Taught by Full-Time and Part-Time Faculty](#)
  - [4.5 Credit Hour Production](#)
- Section 5: [Summary](#)

#### SECTION 1: MISSION AND THE NUMBER OF FACULTY POSITIONS

In fulfillment of its [mission](#), Louisiana State University at Eunice, as a comprehensive, open admissions institution of higher education, strives to:

- "encourage [the] population to take advantage of educational opportunities" (goal 1);
- provide a general education program that "prepares students to master the skills and competencies necessary for lifelong learning" (goal 3);
- "provide programs that parallel four-year college and university courses which are directly transferable" (goal 4);
- "prepare students to meet employment opportunities as determined by regional needs" (goal 5); and
- "Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience: (goal 6).

Strategically, "To service the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. ensure student access;
2. strengthen student success;
3. expand partnerships; and
4. demonstrate a culture of continuous improvement."

The number of full-time faculty members at LSU Eunice is adequate to provide instruction, direction, and oversight of the academic programs defined by LSU Eunice's [mission](#), institutional goals, and

strategic goals. The number of full-time faculty members is, in part, determined by the LSU Board of Supervisors Bylaws and Regulations, LSU Eunice Policy Statement Number 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members, and requirements of professional accrediting agencies. In support of the mission, the LSU Board of Supervisors has charged the faculty with determining the educational policy of the University (LSU Board of Supervisors Bylaws Article X, [Section 1: Duties of the Academic Staff](#)). In addition, LSU Eunice's Policy Statement Number 12 provides that an appropriate number of full-time faculty members be employed in order to provide programs of instruction, research, and service of the highest order for the people of Louisiana (see [lines 20-23](#)). Given this, faculty are not only charged with instruction, but are also charged with providing direction and oversight of all academic programs in order to maintain excellence and integrity. Finally, the number of faculty at LSU Eunice is often specified by professional accrediting agencies based on student to faculty ratio. For example, LSU Eunice's Nursing and Allied Health program accreditation specifies the maximum number of students per faculty for laboratory and clinical work in each of the programs.

In support of the mission, to oversee academic programs, and to meet the needs of students, the number of full-time and part-time faculty may be increased or decreased, depending on the higher education environment in a given year. As enrollment increases, so does the number of faculty--both full-time and part-time. For example, from fall 2016 to fall 2022, enrollment increased 4.5% with a corresponding increase of 62 (14.1%) course sections while full-time faculty decreased 5.7% and part-time faculty increased 18.8%. A subset of the data indicates that as enrollment increased 1.6% from fall 2019 to fall 2022, the number of course sections increased 6.3%. At the same time, there was a 10.8% decrease in full-time teaching faculty and a 4.1% increase in adjunct faculty (see [Table 6.1-1](#)). However, it should be noted that LSU Eunice has active searches for eight full-time positions as the response to this Standard is being written (see highlighted positions from the [Human Resources Careers Webpage](#)). Filling these eight budgeted full-time faculty positions will result in 74 full-time faculty--equivalent to the number of full-time teaching faculty in 2019.

Program growth or closure also supports LSU Eunice's mission in meeting the needs of the citizens of Louisiana. In fall 2021, LSU Eunice began offering the Associate of Science in Agriculture and the Associate of Science in Health Sciences as a response to regional demand. Both programs were a mixture of existing course offerings, and neither required additional new faculty. In addition, LSU Eunice plans to expand the existing Associate of Applied Science in Surgical Technology to a new Off-Campus Instructional Site beginning fall 2023. This expansion will require the addition of one full-time faculty member to coordinate the new site (see the bottom of the [Human Resources Careers Webpage](#)).

## **SECTION 2: DEFINITIONS OF FACULTY**

According to the current [LSU Eunice Organizational Chart](#), faculty at LSU Eunice are grouped into two Divisions:

- The Division of Arts and Sciences and
- The Division of Health Sciences, Business, Technology, and Public Protection and Safety.

Within each division, the faculty report to a full-time academic dean. The deans report to the chief academic officer--the Vice Chancellor for Academic Affairs and Provost who reports to the Chancellor.

The LSU Board of Supervisors' Regulations, the LSU Eunice Employee Handbook, LSU Eunice Policy Statement Number 3: Responsibilities and Concerns of University Personnel, and LSU Eunice Policy Statement 46: Guidelines for Faculty Workloads define full-time faculty, membership, and workloads:

- Full-time faculty are members of the academic staff on the various campuses with the rank of instructor or above and equivalent ranks as defined by
  - LSU [Board of Supervisors Regulations Article I](#), Section 2-A Faculty of the University;
  - LSU [Board of Supervisors Regulations Article II](#), Section 1-A (1a); and
  - LSU [Eunice Employee Handbook](#): The Faculties of the Several Campuses, Section 1. Membership.
- Departmental faculty membership consists of all members of the academic staff of a department having the rank of instructor or higher (or equivalent), who are appointed full-time for at least a one-year period, and a part or all of whose work for the current year is in that particular department
  - LSU [Board of Supervisors Regulations Article I](#), Section 2-D (1);
  - LSU [Eunice Policy Statement Number 3](#): Responsibilities and Concerns of University Personnel lines 18-19;
  - LSU [Eunice Employee Handbook](#): The Departmental Faculty Section 1. Membership;
- Full-time faculty may be appointed for a "term appointment" or "indefinitely" (see the [LSU Board of Supervisors Regulations Article II](#), Section 7 Tenured and Term Appointment, Academic Staff - Faculty Ranks).
- Workloads for a full-time faculty member are stated in LSU Eunice Policy Statement 46: Guidelines for Faculty Workloads:
  - Minimum workload for a full-time faculty member is 12 credit hours (lecture hours) or 16 contact hours (combined lecture and laboratory/studio hours) per semester ([lines 14-16](#));
  - A maximum workload (without extra compensation) for a full-time faculty member is generally considered to be 15 credit hours or 21 contact hours per semester ([lines 17-23](#));
  - Nationally accepted practices and other variables are considered ([lines 24-33](#)); and
  - In the summer, a full-time faculty load is considered to be nine credit hours ([lines 34-39](#)).

#### Definitions for Other Academic:

- Part-time members of the academic staff are members of the academic staff below the rank of instructor or equivalent, and other personnel with academic responsibilities not holding faculty rank.
  - LSU [Board of Supervisors Regulations Article II](#), Section 1-A (1b); and
  - LSU [Eunice Employee Handbook](#): Classification of Employees, General, Section A-2
- Part-time members of the academic staff are given term appointments that may not exceed one academic or fiscal year (see the [LSU Board of Supervisors Regulations Article II](#), Section 8).

### **SECTION 3: RESPONSIBILITIES OF FACULTY MEMBERS**

#### **3.1 Full-Time Faculty**

Beyond instruction, LSU Eunice faculty have jurisdiction over matters concerning its educational policies insofar as the policies do not conflict with other departments, the campus, or the University [see the [LSU Board of Supervisors Regulations Article 1](#), Section 2-D (2) and the [LSU Eunice Employee Handbook](#) (The Departmental Faculty--Duties)]. In addition, the faculty "determines [the] educational policy of the University," according to [LSU Eunice Policy Statement Number 3](#): Responsibilities and Concerns of University Personnel (lines 17-42). This includes the following (but is subject to the authority of the Board of Supervisors):

1. Criteria for the membership on the faculty itself
2. Criteria for the admission of students

3. Degree requirements
4. Courses and curricula
5. Student honors
6. Standards of instruction and grading
7. Faculty meetings (at division and department meetings)

As a result, full-time faculty members serve on divisional, Faculty Senate, and University committees as part of their service to the University. At the division level, service typically includes search committees

- Division of Arts and Sciences--mathematics and chemistry during fall 2022. In both committees, all members are full-time faculty members made up of a majority from their respective areas. One additional member on the chemistry committee is from education ([highlighted](#)) and one member on the mathematics search is from English ([highlighted](#)).
- Division of Health Sciences, Business, Technology, and Public Protection and Safety during fall 2022 for a faculty member in the [Computer Information Technology Program](#). The only member that is not a faculty member is Mr. Jones. Dr. John Hamlin is the Vice Chancellor for Academic Affairs and Provost.
- Division of Health Sciences, Business, Technology, and Public Protection and Safety during fall 2022 for a faculty member in the [Surgical Technology Program](#). All members are faculty, with some having administrative duties.

In addition, the LSU Eunice Faculty Senate has two standing committees of faculty members for AY 2022-2023 (full-time faculty members highlighted with Deans highlighted and the Vice Chancellor for Academic Affairs and Provost not highlighted):

- Courses and Curriculum Committee ([page 1](#))
- Academic Policies Committee (page 1)

Full-time faculty also serving on the following University-wide committees for AY 2022-2023 (full-time faculty highlighted):

- Faculty Professional Development Committee ([page 1](#))
- Institutional Review Board (page 1)
- Promotion and Tenure Committee (page 1)
- Endowed Professorship Committee ([page 2](#))
- Information Technology Governance Committee (page 2)
- Title IX Taskforce ([page 3](#))
- Student Conduct (page 3)

New first-time students are assigned to full-time staff advisers in the LeDoux Library and Learning Commons until they complete 12 credit hours. After the completion of 12 credit hours, full-time faculty members serve as academic advisers through graduation. Full-time faculty are designated as advisers in specific areas within the two divisions, usually based upon academic discipline or associate degree program. They assist students with the registration process, degree plans, special permission forms, questions relating to academic regulations, and transfer requirements. The mean advisee load for full-time faculty members:

- 23.1 in fall 2019
- 29.2 in fall 2020
- 26.1 in fall 2021
- 26.2 in fall 2022

### **3.2 Part-Time Faculty**

Responsibilities of the part-time faculty follow language from the LSU Board of Supervisors Regulations and the LSU Eunice Employee Handbook. These documents note that members of the faculty appointed as part-time faculty holding the rank below instructor in the department may be enfranchised to the degree deemed appropriate by the full-time faculty of the department (see the [LSU Board of Supervisors Regulations Article I](#), Section 2-B (1) Membership and the [LSU Eunice Employee Handbook](#) under The Departmental Faculty--Membership). The LSU Eunice administration and academic divisions seek to include part-time faculty participation in all functions of the University. Examples of communication to all employees or to all faculty are provided below.

- [Invitation to Convocation](#) week to all employees,
- [Agenda for Convocation](#) week to all employees,
- [Online training](#) sent to all faculty, and
- [A reminder](#) for required training.

### **3.3 Faculty Performing Traditional Functions in Non-Traditional Ways**

LSU Eunice faculty perform many of their traditional functions in nontraditional ways. For example, the standard 16-week traditional face-to-face course meeting for fifteen weeks, plus a week for finals, has been adapted to multiple formats:

- Traditional 16-week face-to-face format ([spring 2022](#) and [fall 2022](#)),
- High School Dual Enrollment for the 16-week semester ([spring 2022](#) and [fall 2022](#)),
- Online for the 16-week semester ([spring 2022](#) and [fall 2022](#)),
- Accelerated online format for eight-weeks ([spring 2022](#) and [fall 2022](#)),
- Accelerated face-to-face or online format for three-weeks ([fall 2021 intersession](#)), and
- Summer in a four-week or eight-week format (summer 2022 [face-to-face courses](#) and [online courses](#) with L1 sections taking place in the first half of the summer and sections with 35 in the second half of the summer).

Faculty perform several aspects of their traditional responsibilities using nontraditional methods; however, many of the "nontraditional methods" have been used at LSU Eunice since prior to the pandemic. For example, websites with information on available [campus wide software](#) and [classroom technology](#) are hosted and maintained by the Office of Information Technology. For advising, faculty members may have student [create academic advising appointments using Calendly](#) and conduct advising through email, provided the students use their LSU Eunice email account (see email example from [spring 2021](#) and example from [spring 2022](#)). Faculty members have also conducted meetings online when necessary (see the [Academic Council Meeting Invitation](#) from April 8, 2020 and [Faculty Senate Meeting Invitation](#) from November 28, 2022).

Further, faculty were trained and have experimented with [iclicker technology](#) to create an interactive classroom or take attendance. Some faculty also use [QR Codes](#) to take attendance. Another example of nontraditional may be course specific technology similar to what the mathematics faculty using [TI-Smartview Software](#) to demonstrate the use of the calculators. Another example is the [use of "Kahoot,"](#) which is a tool for using technology to administer quizzes, discussions, or surveys in some Business Technology courses. It is a game-based classroom response system played by the whole class in real time. Multiple-choice questions are projected onscreen, allowing students to answer questions with their smartphone, tablet, or computer. Nontraditional methods may also mean that specialized simulation software is used for coursework if faculty decide that using it is pedagogically sound. One example is LSU Eunice's [Medical Billing and Coding program](#) using simulation software to practice coding in a professional setting. In addition, the program uses the American Health Information Management Association's Virtual Laboratory (AHIMA VLAB) to allow students to use patient records to code charts.

LSU Eunice's nursing program uses a variety of active learning strategies such as Kahoot, Jeopardy, debates, and various group activities in the classroom at both the Eunice and Lafayette sites. The nursing program also uses a variety of high-fidelity mannequins that come with their own brains and abilities. They are used for skills preparation, [basic and complex assessment](#), cardiac arrest, decompensation scenarios, and communication scenarios (they blink, talk, scream, cry and breathe). Elsevier, LSU Eunice's electronic resource provider has a variety of prepared [simulations](#) that can be used depending on coursework and program needs for each semester. Elsevier also has videos that instruct on skills performance.

The Surgical Technology program utilizes many nontraditional methods in the classroom and throughout the program. Program faculty utilize KaHoot (described below) throughout the program to review content for unit exams, as well as for the National Board of Surgical Technologist credentialing exam. This adds a bit of fun and competition to reviewing previously taught course content. The program also uses [Periop Sim](#) which is a simulation learning tool for Operating Room Educators to incorporate into their curricula for new and continuing education of nurses and surgical technologists. It is an application that the students are granted access to and assigned modules from based on the curriculum. Students are responsible for selecting the instruments and supplies that are requested during a surgical procedure and they pass it to the surgeon completed by a drag and drop on the computer screen. The Surgical Technology faculty are able to log in and view the students results and course trends, as well as receive weekly updates on the students' progress via email. Once accepted into the program the surgical technology students have access to the [Journal of Medical Insight](#) (JOMI), JOMI.com. This is a peer-reviewed surgical video journal/virtual operating theatre. JOMI films and publishes surgical procedures performed by top teaching physicians in an effort to make it possible for residents, attendings, medical students, clinical staff, surgical technologists, and patients to have a rich high-quality didactic experience in being walked through procedures from incision to closure.

The Surgical Technology program also utilizes [Trajecsys](#) which is a reporting system that hosts hundreds of educational programs in dozens of modalities, including nursing, radiography, sonography, radiation therapy, information management, speech therapy, medical assisting, nuclear medicine technology, dosimetry, medical lab sciences, respiratory therapy, and many more. It is a cloud-based system that is used to maintain program and clinical course records. In the clinical courses this software is used for scheduling, activity reports of the surgeries that a student participates in at the clinical sites (case logs), time keeping with a GPS time stamp (the students clock in and out at each specific clinical site), maintain skills check off attempts and results, as well as maintain clinical case studies.

The Surgical Technology program's newest simulator is by [Surgical Science, the LapSim](#), a virtual reality laparoscopic (minimal invasive surgery, MIS) simulator. It provides a realistic laparoscopic view and environment, and students are able to master the counter-intuitive camera & instrument movements and develop working space awareness prior to attending clinic. In doing so, students gain knowledge of key procedure steps in MIS because the simulator provides instant objective performance feedback and outcome-based programs to achieve student competencies allowing students to train safely away from the patient to gain confidence before going into the operating room.

### **3.4 High School Dual Enrollment and the LSU Eunice Academy Faculty**

Next, while LSU Eunice has been involved with dual enrollment courses at the local high schools for several years, the LSU Eunice Academy was implemented in the fall of 2017. This program encouraged high school sophomores and juniors to enroll at the LSU Eunice site to earn an associate degree by the end of their high school career. The LSU Eunice Academy began as a Department of Education Experimental Sites Initiative--Dual Enrollment Experiment allowing qualifying high school

students to use Pell grants before graduating high school. Although the original initiative is no longer in effect the Academy program has continued to see a growth in enrollment. LSU Eunice Academy students may register for courses taught by adjunct professors at their own high school campus, online courses, or courses in the traditional face-to-face formats. Students are grouped, when possible, as a cohort for their general education coursework.

At the conclusion of the first two-year cohort in spring 2019, 11 (17.2%) out of 74 in the original fall 2017 cohort graduated with an associate degree. Out of the original 99 high school juniors that enrolled in the program for the fall 2020 semester nine graduated with an associate degree. Spring 2022 had a graduation rate of approximately 10%. Currently LSU Eunice has 124 students enrolled in the Academy program, 510 students enrolled in dual enrollment coursework (see Memorandum of Understanding (MOU) with [Avoyelles Parish](#), MOU with [Jefferson Davis Parish](#), an MOU with [St. Charles Parish](#)), and more than 80 additional students have applied to begin dual enrollment courses for the spring 2023 semester.

#### **SECTION 4: SELECTED INSTITUTIONAL DATA**

The information presented in this section represents a mixture of data from the Integrated Postsecondary Education Data System (IPEDS) final release data from fall semesters 2016 through 2020. No fall 2021 IPEDS data is available at the time the reply to the Standard is being written. Additional data presented in this section is from LSU Eunice's Office of Institutional Research for fall semesters 2016 through 2022. Both sets of data are provided to further support the case that LSU Eunice employs "an adequate number of full-time faculty members to support the mission and goals of the institution".

##### **4.1 Descriptive Data**

[Table 6.1-1](#) presents data from LSU Eunice's Institutional Research detailing the unduplicated student headcount based on census day information, total enrollment in all courses, the total number of sections offered, the mean section size, and the total number of instructional faculty members before, during, and after COVID-19. The data indicates that student headcount increased by 132 (4.5%) from 2,906 in fall 2016 to 3,038 in fall 2022. As expected, course taking also increased by 2,009 (20.7%) during the same time period resulting in an increase of 62 (14.1%) sections being offered to maintain flexibility and a reasonable section size. During this same time period, the number of students per section increased by just over one student (1.3%) from 22.0 students to 23.3 students, averaging 22.8 students per section over the seven fall semesters.

[Table 6.1-1](#) also indicates that the number of full-time faculty decreased by four (5.7%) from 70 to 66, while the number of part-time faculty increased 18.8% from 64 to 76. Overall, there was a 6.0% increase in total number of faculty members from 134 in fall 2016 to 142 in fall 2022. The data indicates that the student headcount increased 4.5% while the total number of faculty members increased 6.0%. The numbers in [Table 6.1-1](#) do not include the [eight full-time faculty searches](#) being conducted as the response to this Standard was written. Once hired, the number of full-time faculty will have a net gain of four from 70 in fall 2016 to 74 representing an increase of two (5.7%).

##### **4.2 Comparative Data**

The data in the next two tables compare the number of full-time and part-time faculty from peer institutions chosen for the SACSCOC 2017-2018 Student Completion Indicator study using data from IPEDS. As noted above, only final release data was used for the comparisons and neither provisional or final data was available for fall 2021 or fall 2022. The comparison institutions were:

- Coastal Alabama Community College, Bay Minette, AL,
- Hill College, Hillsboro, TX,
- Hopkinsville Community College, Hopkinsville, KY,



- Jefferson Davis Community College, Brewton, AL (merged with Coastal Alabama Community College),
- Ogeechee Technical College, Statesboro, GA,
- Panola College, Carthage, TX,
- Paul D Camp Community College, Franklin, VA,
- Richmond Community College, Hamlet, NC,
- South Central Louisiana Technical College, Morgan City, LA (merged with South Louisiana Community College),
- South Louisiana Community College, Lafayette, LA,
- SOWELA Technical Community College, Lake Charles, LA,
- Technical College of the Lowcountry, Beaufort, SC, and
- University of South Carolina-Lancaster, Lancaster, SC.

Table 6.1-2 depicts the final release faculty data reported to IPEDS for LSU Eunice's peer institutions. The Institutional Research data depicted in Table 6.1-1 includes all full-time faculty teaching during the semesters examined, whereas the IPEDS report includes all personnel having faculty rank, including those not actually in the classroom in a given semester. The data shown in Table 6.1-2 does not include faculty acting as administrators whereas Table 6.1-1 counts them if they taught in a given semester.

The data in Table 6.1-2 indicates that the number of full-time faculty at LSU Eunice was equivalent to the mean of its peers for fall 2016, surpassed the mean in 2017 as enrollment increased, and then fell below the mean in the final three years. At the enrollment peak shown in 2018 shown in Table 6.1-1, some full-time faculty were lost due to resignations and retirements and were supplemented with eight additional part-time faculty for an overall increase of two faculty members from 133 in fall 2017 to 135 in fall 2018 as shown in Table 6.1-2. Then, as enrollment fluctuated in fall 2019 and fall 2020, the number of overall faculty was reduced and remained the same at 125.

Next, Table 6.1-3 presents the same data as Table 6.1-2 based on the IPEDS final release data for all peer institutions; however, LSU Eunice's IPEDS data on the number of faculty was replaced with Institutional Research data from Academic Affairs using actual faculty loads for the five fall semesters. The Institutional Research data depicted in Table 6.1-3 includes all full-time faculty teaching during the semesters examined, whereas the IPEDS report includes all personnel having faculty rank, including those not actually in the classroom in a given semester. In addition, as noted above, the LSU Eunice data in Table 6.1-3 includes administrators with rank teaching in a given semester, whereas Table 6.1-2 does not.

For part-time faculty, differences between IPEDS and the Institutional Research report focuses on dual enrollment faculty whose primary employment is at the high school. These faculty members are paid a "stipend" by LSU Eunice and do not receive a "salary," per se. This subtle difference in classification results in high school dual enrollment faculty receiving a "stipend" not being reported to IPEDS as part-time faculty. Regardless of how LSU Eunice defines part-time faculty, Table 6.1-3 represents all full-time and part-time faculty teaching at least one course for fall 2016, 2017, 2018, 2019, and 2020.

As Table 6.1-3 denotes, the number of full-time faculty fluctuates slightly each fall semester compared to Table 6.1-2 because some individuals holding academic rank were not used in the classroom in a given semester. Regardless of the slight changes, the number of full-time faculty at LSU Eunice was slightly below the mean in 2016, outpaced the mean in fall 2017 as enrollment increased, and then began falling in fall 2018 due to resignations and retirements, even as enrollment increased to 3,232 students, thus requiring an increase in part-time faculty members. In fall 2019, both full-time and part-time numbers decreased compared to fall 2018 due to an enrollment decrease from 3,232 in fall 2018 to 2,989 in fall 2019. Enrollment increased again in fall

2020 requiring an increase in part-time faculty members; however, the number of full-time faculty members had not yet increased. Taken together, [Table 6.1-1](#), [Table 6.1-2](#), and [Table 6.1-3](#) indicate LSU Eunice adding part-time faculty in response to enrollment fluctuations when full-time faculty were not available. The three tables also indicate that LSU Eunice chooses to hire fewer part-time faculty, on average, than peer institutions.

Another way to examine the adequacy of the number of faculty is to return to the IPEDS data and focus on student to faculty ratio as depicted in [Table 6.1-4](#). The data from [Table 6.1-4](#) generates an overall five-year mean for all institutions equal to 18.2 students per faculty member; LSU Eunice's mean for the time period is slightly higher at 21.2 students per faculty member. [Table 6.1-4](#) also indicates that LSU Eunice has a faculty to student ratio that is slightly higher than its peers for each year; however, the difference in the ratios only exceeds one standard deviation for 2020. Having a difference of 5.5 students, this being the result of the enrollment increase of 154 students from 2,989 in fall 2019 to 3,143 in fall 2020. In all other years, the difference between LSU Eunice and its peers is less than one standard deviation, with the difference of one to three students.

#### **4.3 Faculty Workloads**

The next series of tables is based on Institutional Research data and represents conditions as they were for fall 2019, 2020, 2021, and 2022. The tables represent the actual workload for faculty, the number of assigned sections, and total credit hour production without duplication. First, [Table 6.1-5](#) details the full-time faculty workload by credit hours taught for fall 2019, 2020, 2021, or 2022. [Table 6.1-5](#) includes administrators with faculty rank teaching during the four fall semesters. Their names are in red along with the semesters that they taught while being an administrator. The averages at the bottom of [Table 6.1-5](#) indicate that full-time faculty taught an average of:

- 13.5 credit hours for fall 2019;
- 14.2 credit hours for fall 2020;
- 13.6 credit hours for fall 2021;
- 14.9 credit hours for fall 2022; and
- 14.0 credit hours for all faculty if all data is captured over the four semesters.

[Table 6.1-6](#) examines the same data for part-time faculty workloads. The averages indicate that part-time faculty taught an average of:

- 5.6 credit hours for fall 2019;
- 5.4 credit hours for fall 2020;
- 6.7 credit hours for fall 2021;
- 6.3 credit hours for fall 2022; and
- 6.0 credit hours for all faculty if all data is captured over the four semesters.

Empty cells in [Table 6.1-5](#) and [Table 6.1-6](#) indicate that the faculty member did not teach that semester.

Finally, [Table 6.1-7](#) summarizes the data in the previous two tables by division. [Table 6.1-7](#) shows that the Division of Health Sciences, Business Technology, and Public Protection and Safety had the lowest full-time faculty load by credit hour, on average, while the Division of Arts and Sciences had the highest. The data was further broken out by major program areas indicating that full-time faculty in Health Sciences had the lowest load at 10.79 credit hours per fall semester while Liberal Arts Faculty had the highest at 16.58 credit hours per fall semester. Note that the Division of Health Sciences and Business Technology having the lowest full-time faculty load is largely dependent on student to faculty ratio requirements for the Nursing and Allied Health programs. The average faculty load for all full-time faculty was 14.03 credit hours per fall semester.

Part-time faculty in the two academic divisions had nearly the same load, with only 0.07 of a credit between them. Generally, part-time faculty taught an average of 5.60 to 6.24 credit hours per fall semester in the two divisions as [Table 6.1-7](#) indicates. The average faculty load for all part-time faculty was 6.03 credits per fall semester.

#### **4.4 Number of Sections Taught by Full-Time and Part-Time Faculty**

The next section examines the number of sections taught by faculty members during fall 2019, 2020, 2021, and 2022 without duplication, keeping in mind that a faculty member may teach at more than one site. First, [Table 6.1-8](#) summarizes the number of sections taught by full-time and part-time faculty by each of the fall semesters. According to institutional data, the number of sections increased as enrollment increased from fall 2019 through fall 2022. [Table 6.1-8](#) indicates that full-time faculty taught a range from 62.3% to 70.5% of all course sections, averaging over two-thirds (67.1%) of all courses, including any administrators teaching in a given semester. The total number of sections taught by part-time faculty ranged 29.5% in fall 2019 rising to 37.7% in fall 2021 and then falling to 33.9% in fall 2022. Overall, part-time faculty taught 32.9% of the courses offered.

As disclosed on the Institutional Summary Form, LSU Eunice offers 50% or more of a program at the following locations:

- LSU Eunice
- Online
- LSU Alexandria
- Ochsner Lafayette General Orthopedic Hospital

LSU Eunice also has several high school dual enrollment with six offering between 25% and 49% of a program. All high school dual enrollment sites are grouped together and summarized as one site in the institutional effectiveness data. Note that any online courses offered to the high school dual enrollment sites are included in the online category. [Table 6.1-9](#) represents the number of sections taught at each site each fall from 2019 to 2022, indicating the number and proportion of sections taught by full-time and part-time faculty, even if faculty taught at more than one site. The summary data at the right indicates that over two-thirds (67.1%) of the 1,960 courses offered were taught by full-time faculty indicated by green highlighting, with the remaining 32.9% being taught by part-time faculty across all LSU Eunice sites as shown by the yellow highlighting.

In addition, beginning on the left of [Table 6.1-9](#), the summary data indicates that 873.7 (83.3%) of the 1,049 face-to-face courses at the LSU Eunice site were taught by full-time faculty over the four fall semesters (see blue highlighting). Faculty teaching online courses were split nearly evenly with part-time faculty teaching 387 (51.2%) of the 756 online courses offered (see orange highlighting) and full-time faculty teaching 369 (48.8%) of the online courses (see pink highlighting). Full-time faculty surpassed part-time faculty at the LSU Alexandria site by teaching 15 (51.7%) of the 29 face-to-face courses (see red highlighting). Next, 55.7 (83.1%) of the 67 courses at the Ochsner Lafayette General Orthopedic Hospital Site were taught by full-time faculty (see shading). Note that the fraction of a section is generated by faculty team teaching nursing and surgical technology courses. Finally, the vast majority of the high school dual enrollment sections were taught by part-time faculty as denoted by the turquoise highlighting.

[Table 6.1-10](#) through [Table 6.1-13](#) summarizes the section data for each of the fall semesters being discussed.

- [Table 6.1-10](#) further breaks down the data for fall 2019, indicating that 334 (70.5%) of the 474 courses were taught by full-time faculty (see green highlighting). The 70.5% for fall 2019 was the largest proportion of courses taught by full-time faculty in any of the semesters examined.
- [Table 6.1-11](#) details the number of sections from fall 2020, indicating that 335 (69.6%) of the 481 courses were taught by full-time faculty (see green highlighting).
- [Table 6.1-12](#) indicates that 312.7 (62.3%) of the 502 courses were taught by full-time faculty in fall 2021 (see green highlighting). The 62.3% in fall 2021 is the lowest proportion of courses taught by full-time faculty in any year examined.
- Finally, [Table 6.1-13](#) details the fall 2022 data, indicating that 332.7 (66.1%) of the 503 courses offered were taught by full-time faculty (see green highlighting).

#### **4.5 Credit Hour Production**

This final section examines the credit hour production for fall 2019, 2020, 2021, and 2022. The data indicates that 89,195.3 (72.0%) of the 123,920 credit hours were produced by full-time faculty (see [Table 6.1-14](#)). In addition, [Table 6.1-14](#) indicates that over three-fourths (76.5%) of the credit hours produced in fall 2019 and fall 2020 were by full-time faculty. This slipped to two-thirds (66.5%) in fall 2021 and then rebounded to 68.0% in fall 2022. As was done above, administrators teaching in a given semester were included in the full-time faculty credit hour production numbers and that faculty may teach at multiple sites or online.

Similar to the number of courses from above, [Table 6.1-15](#) details the credit hour production data shown in [Table 6.1-14](#) by site for fall 2019, 2020, 2021, and 2022, with the overall totals on the right side. The data indicates that 72.0% of all credit hours produced during the time period studied were generated by full-time faculty (see green highlighting) and that 28.0% of the credits were produced by part-time faculty (see yellow highlighting). Full-time faculty at the LSU Eunice face-to-face site generated 60,634 (90.7%) of the 66,833 credit hours (see blue highlighting). For online, the credit hour production was nearly equal in the proportion produced with full-time generating 25,642 (51.7%) of the 49,615 credits (see pink highlighting). The situation was similar at the LSU Alexandria face-to-face site with full-time faculty producing 601 (51.2%) of the 1,174 credits (see red highlighting). The proportion of credit hours produced at the Ochsner Lafayette Hospital approximated the LSU Eunice face-to-face site in that the vast majority (87.7%) were produced by full-time faculty (see shading). High school dual enrollment sites were the opposite with part-time faculty producing 3,674 (96.5%) of the 3,809 credits (see turquoise highlighting). [Table 6.1-16](#) through [Table 6.1-19](#) examines the data by each of the fall semesters.

- [Table 6.1-16](#) shows that 76.5% of the 30,890 credit hours were produced by full-time in fall 2019 (see green highlighting).
- For fall 2020, [Table 6.1-17](#) shows that full-time faculty produced 24,562 (76.5%) of the 32,102 credit hours overall, with the vast majority produced at the LSU Eunice site or online (see green highlighting). [Table 6.1-17](#) also shows that nearly two-thirds (63.9%) of the online credits were produced by full-time faculty (see pink highlighting).
- [Table 6.1-18](#) shows that 20,318 (66.5%) of the 30,536 credit hours were produced by full-time faculty in fall 2021 (see green highlighting). As with previous years, full-time faculty produced the largest proportion (90.2%) of the credits at the LSU Eunice face-to-face site (see blue highlighting).
- Finally, [Table 6.1-19](#) indicates that 20,676.3 (68.0%) of the credits were produced by full-time faculty out 30,392 offered in fall 2022.

## SECTION 5: SUMMARY

This response to Standard 6.1 has examined the definitions for full-time faculty and part-time faculty, membership, responsibilities, and how traditional functions are carried out in nontraditional ways. In addition, data supplied compared LSU Eunice to its peers with regard to the number of faculty and the student to faculty ratio. Additional institutional research data was supplied on teaching loads, the number and proportion of the sections taught by site, and the number and proportion of credit hour production by site. As indicated in [Table 6.1-3](#), LSU Eunice had a lower number of full-time faculty than peer institutions; however, the SACSCOC Leadership Team believes that two issues need to be mentioned. First, the choices for peer institutions were made in 2018, and some of the institutions have added substantially more full-time faculty than LSU Eunice, suggesting that these institutions may no longer be peers (see Coastal Alabama Community College and South Louisiana Community College in [Table 6.1-3](#)). Very simply, the current SACSCOC Leadership Team is unsure of the former Chancellor's rationale for choosing some of the institutions, especially given the fact that many of the institutions are not located in rural areas. The second point is that the difference in the student to faculty ratio for peers and LSU Eunice averaged just three students over the five years, as noted in [Table 6.1-4](#).



















In addition, the data suggested that the teaching loads for the full-time faculty were appropriate averaging 14.0 credit hours per fall for the semesters examined (see Section 4.2 and [Table 6.1-5](#)). The load for part-time faculty was 6.0 credit hours per fall semester (see Section 4.2 and [Table 6.1-6](#)). Additional data provided by [Table 6.1-7](#) in Section 4.2 indicated that full-time faculty loading in the liberal arts was the highest at 16.58 credit hours while health sciences had the lowest at 10.79 credit hours over the four fall semesters. Further, the number of sections taught by full-time faculty in fall 2019, fall 2020, fall 2021, and fall 2022 was just over two-thirds (67.1%) and varied between 62.3% in fall 2021 and 70.5% in fall 2019 (see [Table 6.1-9](#), [Table 6.1-10](#), and [Table 6.1-12](#)). Credit hour production varied between 66.5% in fall 2021 and 76.5% in fall 2019 and was 72.0% overall (see [Table 6.1-15](#), [Table 6.1-17](#), and [Table 6.1-18](#)). Finally, in fall 2022, 66.1% of all courses were being taught by full-time faculty generating 68.0% of the credit hours (see [Table 6.1-13](#) and [Table 6.1-19](#)).

This wealth of information is presented to establish the case for compliance that the number of full-time faculty is adequate "provide direction and oversight of all academic programs", to support the mission, meet the needs of students, and maintain excellence and integrity.

## Sources

-  [10-18-22 Reminder of Training](#)
-  [11-26-22 Fall Intersession Class Lists 2021 \(Page 1\)](#)
-  [11-26-22 Summer Sessions 2022 Class List \(Page 2\)](#)
-  [11-26-22 Summer Sessions 2022 Class List \(Page 3\)](#)
-  [11-28-22 Faculty Senate Meeting through Zoom](#)
-  [2-7-22 Selected Spring 2022 Class List Report \(Page 11\)](#)
-  [2-7-22 Selected Spring 2022 Class List Report \(Page 12\)](#)
-  [2-7-22 Selected Spring 2022 Class List Report \(Page 14\)](#)
-  [2-7-22 Selected Spring 2022 Class List Report \(Page 9\)](#)
-  [4-8-20 Academic Council Meeting via Zoom](#)
-  [8-8-22 Online Training Sent to all Faculty](#)
-  [8-9-22 Invitation to All Employees on Convocation Week](#)
-  [9-9-22 Selected Fall 2022 Class List Report \(Page 12\)](#)
-  [9-9-22 Selected Fall 2022 Class List Report \(Page 2\)](#)

-  9-9-22 Selected Fall 2022 Class List Report (Page 3)
-  9-9-22 Selected Fall 2022 Class List Report (Page 8)
-  AY 2022-2023 Catalog Section 3 Institutional Mission
-  AY 22-23 Committee Membership (Page 1)
-  AY 22-23 Committee Membership (Page 2)
-  AY 22-23 Committee Membership (Page 3)
-  Advising Using Calendly
-  Advising via Email SP21
-  Advising via Email SP22
-  Attendance MATH 1020 Spring 2022 QR Code
-  Chemistry and Mathematics Searches 11-23-22
-  Classroom Technology Overview
-  Computer Information Technology Search Committee as of 11-28-22
-  Faculty Technology Hub
-  Fall 2022 LSUE Convocation Agenda
-  Kahoot Global Trade
-  LSU BOS Bylaws March 2022 (Page 26)
-  LSU BOS Rules Regulations September 2021 (Page 10)
-  LSU BOS Rules Regulations September 2021 (Page 13)
-  LSU BOS Rules Regulations September 2021 (Page 18)
-  LSU BOS Rules Regulations September 2021 (Page 20)
-  LSU BOS Rules Regulations September 2021 (Page 8)
-  LSU-Eunice-Employee-Handbook (Page 15)
-  LSU-Eunice-Employee-Handbook (Page 51)
-  LSU-Eunice-Employee-Handbook (Page 52)
-  Louisiana State University - Careers - Workday as of 11-23-22
-  MBC Simulation Softwares AHIMA VLAB and Buck Simulation
-  MOU Avoyelles Parish School Board
-  MOU Jefferson Parish School Board
-  MOU St Charles Parish School Board
-  NO03 Responsibilities and Concerns of University Personnel (Page 1)
-  NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members
-  NO46 Guidelines for Faculty Workloads (Page 1)
-  NO46 Guidelines for Faculty Workloads (Page 2)
-  Nursing Assessment Simulations
-  Nursing Scenario Finder
-  Nursing Sim Lab Pictures Lafayette
-  Organizational Chart Academics Highlighted
-  SURT Journal of Medical Insight
-  SURT LapSim-Surgical Science
-  SURT Medical Simulation Training
-  SURT Trajecsyst Report System
-  Surgical Technology Search Committee as of 11-28-22
-  TI Smartview
-  Table 6.1-1
-  Table 6.1-10

-  Table 6.1-11
-  Table 6.1-12
-  Table 6.1-13
-  Table 6.1-14
-  Table 6.1-15
-  Table 6.1-16
-  Table 6.1-17
-  Table 6.1-18
-  Table 6.1-19
-  Table 6.1-2
-  Table 6.1-3
-  Table 6.1-4
-  Table 6.1-5
-  Table 6.1-6
-  Table 6.1-7
-  Table 6.1-8
-  Table 6.1-9
-  iClicker Start-up Guide

## 6.2.a Faculty Qualifications

For each of its educational programs, the institution:

- a. justifies and documents the qualifications of its faculty members.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

Consistent with its [mission](#) to provide high quality education, regardless of delivery method, LSU Eunice employs faculty who meet the standards established by the Southern Association of Colleges and Schools Commission on Colleges for faculty teaching general education courses, associate degree courses designed for transfer to a baccalaureate degree, associate degree courses as part of a degree not designed for transfer but designed to enter the workforce, and developmental courses meant to prepare students for college-level work. LSU Eunice views the recruitment of qualified faculty as one of its most serious responsibilities. The procedures and guiding principles to recruit, identify, interview, hire, and evaluate the most qualified faculty to fulfill the mission and goals of the University are found in LSU Eunice Policy Statement Number 11: Equal Opportunity (see [lines 13-44](#)); LSU Eunice Policy Statement Number 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members (see [lines 19-64](#)), and [LSU System Permanent Memorandum 23](#): Ranks, Promotions, and Policies Governing Appointments and Promotions of Academic Staff. Criteria for judging the suitability of an applicant for a position on the faculty include

1. appropriate academic training;
2. teaching or instructional effectiveness as judged by qualified colleagues in prior association and, where possible, by an applicant's performance during an interview and teaching demonstration;
3. scholarly and creative capability, as evidenced by publications and the estimates of qualified colleagues; and
4. cooperativeness and dedication, as assessed by prior colleagues and other persons qualified to make such judgments.

For the academic programs disclosed on the [Institutional Summary Form](#), the Faculty Roster Form (below) details the academic training, courses taught, and additional qualifications such as diplomas or certificates earned; related work or professional experience; licensure and certifications; continuous documented excellence in teaching; honors and awards; and other demonstrated competencies and achievements that contribute to effective teaching and the achievement of student learning outcomes regardless of the mode of delivery of the course. Faculty records are maintained in the Office of Academic Affairs and the Office of Human Resources.

The [Faculty from Prior Review Form](#) is also included for the 15 faculty teaching the same material from the last SACSCOC Reaffirmation.



**Faculty Roster Form****Qualifications of Full-Time and Part-Time Faculty****Name of Institution: LSU Eunice****Name of Primary Department, Academic Program, or Discipline: Biological Sciences****Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Al-Dujaili, Jameel S. (F)	<b>Spring 2022</b> BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Lab, 1 (UT) NUTR 2010 Nutrition in Health 3 (UT) <b>Fall 2022</b> BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Lab, 1 (UT)	Ph.D. (Environmental Microbiology) West Virginia Univ. including the following coursework:  BIOL 216 Cell and Molecular Biology Methods (G, 3) BIOL 414 Enzymes (G, 3) BIOL 415 Adv. Biochemistry Lab (G, 2) BIOL 215 Cytology (G, 4)	
Barton, Lori (P)	<b>Spring 2022</b> BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) (dual) <b>Fall 2022</b> BIOL 1001 General Biology, 3 (UT) (dual)	M.S. (Biological Sciences) University of Louisiana	
Beshera, Kebede (F)	<b>Spring 2022</b> BIOL 1001 General Biology, 3 (UT) BIOL 1160 Human Anatomy, 3 (UT) BIOL 1161 Human Anatomy Lab, 1 (UT) BIOL 2161 Human Physiology Lab, 1 (UT) <b>Fall 2022</b> None	Ph.D. Biology University of Alabama	
Cordes, James E. (F)	<b>Spring 2022</b> BIOL 1001 General Biology, 3 (UT)	Ph.D. (Zoology) University of Arkansas	

	<p>BIOL 1161 Human Anatomy Lab, 1 (UT)  BIOL 1202 Biology for Science Majors II, 3 (UT)  BIOL 1209 Biology Lab for Science Majors II, 1 (UT)</p> <p><b>Fall 2022</b>  BIOL 1001 General Biology, 3 (UT)  BIOL 1002 General Biology, 3 (UT)  BIOL 1161 Human Anatomy Lab, 1 (UT)  BIOL 1202 Biology for Science Majors II, 3 (UT)  BIOL 1209 Biology Lab for Science Majors II, 1 (UT)</p>	<p>M.S. (Biology)  Southwest Texas State University</p>	
Dalfrey, Karen E. (F)	<p><b>Spring 2022</b>  None</p> <p><b>Fall 2022</b>  BIOL 1001 General Biology, 3 (UT)  BIOL 1002 General Biology, 3 (UT)  BIOL 1161 Human Anatomy Lab, 1 (UT)  BIOL 2160 Human Physiology, 3 (UT)</p>	<p>Ph.D. (Biodefence)  George Mason University</p>	
Figuro, Aaron P. (F)	<p><b>Spring 2022</b>  None</p> <p><b>Fall 2022</b>  BIOL 1160 Human Anatomy, 3 (UT)  BIOL 1161 Human Anatomy Lab, 1 (UT)  BIOL 1208 Biology Lab for Science Majors, 1 (UT)</p>	<p>M.S. (Biology)  Tarleton State University</p> <p>B.S. (Biology)  McNeese State University</p>	
Fontenot, Jessica L. (P)	<p><b>Spring 2022</b>  BIOL 1001 General Biology, 3 (UT)  BIOL 1002 General Biology, 3 (UT)</p> <p><b>Fall 2022</b>  BIOL 1001 General Biology, 3 (UT)</p>	<p>M.S. (Environmental Science)  McNeese State University</p>	
Jariel, Domingo M. (F)	<p><b>Spring 2022</b>  AGRO 2051 Soil Science, 4 (UT)  BIOL 1001 General Biology, 3 (UT)</p>	<p>Ph.D. (Agronomy/Plant Physiology)  Clemson University</p>	

	<p>BIOL 1002 General Biology, 3 (UT)  BIOL 1201 Biology for Science Majors, 3 (UT)  BIOL 1208 Biology Lab for Science Majors, 1 (UT)  ENVS 1126 Introduction to Environmental Sciences, 3 (UT)</p> <p><b>Fall 2022</b>  AGRI 1001 Introduction to Agriculture, 1 (UT)  ANSC 1048 Introduction to Dairy Science, 3 (UT)  BIOL 1001 General Biology, 3 (UT)  BIOL 1002 General Biology, 3 (UT)  BIOL 1201 Biology for Science Majors, 3 (UT)  ENVS 1126 Introduction to Environmental Sciences, 3 (UT)  HORT 2050 General Horticulture, 3 (UT)</p>	M.S. (Soil Chemistry) University of the Philippines	
Robichaux, Sheila Renee (F)	<p><b>Spring 2022</b>  BIOL 1161 Human Anatomy Lab, 1 (UT)  BIOL 2160 Human Physiology, 3 (UT)  BIOL 2161 Human Physiology Lab, 1 (UT)</p> <p><b>Fall 2022</b>  BIOL 1160 Human Anatomy, 3 (UT)  BIOL 1161 Human Anatomy Lab, 1 (UT)  BIOL 2160 Human Physiology, 3 (UT)  BIOL 2161 Human Physiology Lab, 1 (UT)</p>	Ph.D. (Biology) University of Louisiana Lafayette	
Vidrine, Malcolm F. (F)	<p><b>Spring 2022</b>  BIOL 1001 General Biology, 3 (UT)  BIOL 1002 General Biology, 3 (UT)  BIOL 2161 Human Physiology Laboratory, 1 (UT)</p> <p><b>Fall 2022</b>  None</p>	Ph.D. (Biology) University of Southwestern Louisiana	

Name of Primary Department, Academic Program, or Discipline: Chemistry  
 Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed:2/1/23

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Borill, Brandon Lee-John (F)	<b>Spring 2022</b> CHEM 1001 Chemistry I (Non-Science Majors), 3 (UT) CHEM 1202 Basic Chemistry, 3 (UT) CHEM 1212 Basic Chemistry Lab, 2 (UT) ENVS 1126 Introduction to Environmental Sciences, 3 (UT) PHSC 1001 Physical Science, 3 (UT)  <b>Fall 2022</b> CHEM 1001 Chemistry I (Non-Science Majors), 3 (UT) CHEM 1201 Basic Chemistry, 3 (UT) CHEM 1202 Basic Chemistry, 3 (UT) CHEM 1212 Basic Chemistry Lab, 2 (UT) PHSC 1002 Physical Science, 3 (UT)	Ph.D. Chemistry LSU A & M	
Rai, Prabin (P)	<b>Spring 2022</b> CHEM 1001 Chemistry I (Non-Science Majors), 3 (UT) CHEM 1002 Chemistry II (Non-Science Majors), 3 (UT) CHEM 1201 Basic Chemistry, 3 (UT) PHSC 1002 Physical Science, 3 (UT)  <b>Fall 2022</b> CHEM 1001 Chemistry I (Non-Science Majors), 3 (UT)	Ph.D. (Chemistry) Kent State University	

**Name of Primary Department, Academic Program, or Discipline: Physics**

**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Jacob, Kevin V. (F)	<b>Spring 2022</b> PHYS 1001 Principles of Physics, 3 (UT) PHYS 2109 General Physics Lab, 1 (UT) PHYS 2113 General Physics for Technical Students, 3 (UT)  <b>Fall 2022</b> PHSC 1001 Physical Science, 3 (UT) PHYS 1001 Principles of Physics, 3 (UT) PHYS 2001 General Physics, 3 (UT) PHYS 2108 Introductory Physics Lab, 1 (UT)	Ph.D. (Physics) LSU A & M	
Scanlan, Michael (F)	<b>Spring 2022</b> ASTR 1102 Stellar Astronomy, 3 (UT)  <b>Fall 2022</b> None	M.S. (Physics) LA Tech University	
Sorci, Gina A. (P)	<b>Spring 2022</b> None  <b>Fall 2022</b> ASTR 1101 The Solar System, 3 (UT)	Ph.D. Physics Tulane University	

**Name of Primary Department, Academic Program, or Discipline: Mathematics**

**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Boffenmyer, James (P)	<b>Spring 2022</b> MATH 1020 College Algebra, 5 (UT) (Dual) MATH 1022 Plane Trigonometry, 3 (UT) (Dual) <b>Fall 2022</b> MATH 1020 College Algebra, 5 (UT) (Dual) MATH 1021 College Algebra, 3 (UT) (Dual)	M.S. Mathematics The University of Southern Mississippi	
Bryant, Rashida N. (P)	<b>Spring 2022</b> None <b>Fall 2022</b> MATH 0001 Pre-Algebra, 3 (D) MATH 1015 Applied College Algebra, 3 (UT)	M.S. (Mathematics and Statistics) McNeese State University	
Christian, Ray L. (F)	<b>Spring 2022</b> MATH 0015 Introductory Algebra, 3 (D) MATH 1015 Applied College Algebra, 3 (UT) MATH 1021 College Algebra, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT) <b>Fall 2022</b> None	M.S. Mathematics McNeese State University	
Dunlap, Amanda L. (F)	<b>Spring 2022</b> MATH 0001 Pre-Algebra, 3 (D) MATH 1015 Applied College Algebra, 3 (UT) MATH 1018 Mathematics for Elementary School Teachers, 3 (UT) MATH 1022 Plane Trigonometry, 3 (UT) MATH 1550 Analytic Geometry and Calculus I, 5 (UT) <b>Fall 2022</b>	M.S. (Mathematics) University of South Alabama	

	<p><a href="#">MATH 0015</a> Introductory Algebra, 3 (D)  <a href="#">MATH 1015</a> Applied College Algebra, 3 (UT)  <a href="#">MATH 1019</a> Geometry for Elementary School Teachers, 3 (UT)  <a href="#">MATH 1425</a> Elementary Statistics, 3 (UT)  <a href="#">MATH 1550</a> Analytic Geometry and Calculus I, 5 (UT)</p>		
Fowler, Paul (P)	<p><b>Spring 2022</b>  <a href="#">MATH 0001</a> Pre-Algebra, 3 (D)  <a href="#">MATH 0015</a> Introductory Algebra, 3 (D)</p> <p><b>Fall 2022</b>  <a href="#">MATH 0001</a> Pre-Algebra, 3 (D)  <a href="#">MATH 0015</a> Introductory Algebra, 3 (D)</p>	<p>M.S. (Technical Education Teaching)  University of Akron</p> <p>B.A. (Math &amp; Science Education)  University of Akron</p>	<p>B.A. in Math and Science Education provides sufficient background to teach courses in developmental mathematics; 4 years experience teaching college algebra and 13 years experience teaching developmental mathematics at the University of Akron</p>
Henry, Hannah C. (F)	<p><b>Spring 2022</b>  <a href="#">MATH 0015</a> Introductory Algebra, 3 (D)  <a href="#">MATH 0021</a> Intermediate Algebra, 4 (D)  <a href="#">MATH 1425</a> Elementary Statistics, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">MATH 0001</a> Pre-Algebra, 3 (D)  <a href="#">MATH 0021</a> Intermediate Algebra, 4 (D)  <a href="#">MATH 1015</a> Applied College Algebra, 3 (UT)  <a href="#">MATH 1021</a> College Algebra, 3 (UT)  <a href="#">MATH 1425</a> Elementary Statistics, 3 (UT)</p>	<p>M.S. (Master Community Technical College Math)  Nicholls State University</p>	
Jean, James (F)	<p><b>Spring 2022</b>  <a href="#">MATH 0001</a> Pre-Algebra, 3 (D)  <a href="#">MATH 1020</a> College Algebra, 5 (UT)  <a href="#">MATH 1022</a> Plane Trigonometry, 3 (UT)  <a href="#">MATH 1425</a> Elementary Statistics, 3 (UT)  <a href="#">MATH 1431</a> Calculus with Business and Economic Applications, 3 (UT)</p> <p><b>Fall 2022</b></p>	<p>M.S. (Mathematics)  McNeese State University</p>	

	<p>MATH 0001 Pre-Algebra, 3 (D)  MATH 0015 Introductory Algebra, 3 (D)  MATH 1020 College Algebra, 5 (UT)  MATH 1021 College Algebra, 3 (UT)  MATH 1022 Plane Trigonometry, 3 (UT)  MATH 1431 Calculus with Business and Economic Applications, 3 (UT)</p>		
McCoy, Stephanie E. (P)	<p><b>Spring 2022</b>  MATH 1022 Plane Trigonometry, 3 (UT) (Dual)</p> <p><b>Fall 2022</b>  MATH 1020 College Algebra, 5 (UT) (Dual)</p>	M.S. (Mathematical Sciences) McNeese State University	
Miller, Cody (F)	<p><b>Spring 2022</b>  MATH 0001 Pre-Algebra, 3 (D)  MATH 0021 Intermediate Algebra, 4 (D)  MATH 1015 Applied College Algebra, 3 (UT)  MATH 1021 College Algebra, 3 (UT)</p> <p><b>Fall 2022</b>  MATH 0001 Pre-Algebra, 3 (D)  MATH 0015 Introductory Algebra, 3 (D)  MATH 1015 Applied College Algebra, 3 (UT)  MATH 1020 College Algebra, 5 (UT)  MATH 1425 Elementary Statistics, 3 (UT)</p>	M.S. (Mathematics) Nicholls State University	
Parrino, Gloria (F)	<p><b>Spring 2022</b>  MATH 0015 Introductory Algebra, 3 (D)  MATH 1015 Applied College Algebra, 3 (UT)  MATH 1019 Geometry for Elementary School Teachers, 3 (UT)</p> <p><b>Fall 2022</b>  MATH 1015 Applied College Algebra, 3 (UT)  MATH 1018 Mathematics for Elementary School Teachers, 3 (UT)</p>	M.S. (Mathematics) LSU A & M	
Semones, Grace (F)	<p><b>Spring 2022</b>  MATH 0001 Pre-Algebra, 3 (D)  MATH 0021 Intermediate Algebra, 4 (D)</p>	M.S. (Mathematics) University of West Florida	



	<p><b>MATH 1021</b> College Algebra, 3 (UT)</p> <p><b>Fall 2022</b>  <b>MATH 0001</b> Pre-Algebra, 3 (D)  <b>MATH 0015</b> Introductory Algebra, 3 (D)  <b>MATH 0021</b> Intermediate Algebra, 4 (D)  <b>MATH 1021</b> College Algebra, 3 (UT)</p>		
Sonnier, Rebecca C. (P)	<p><b>Spring 2022</b>  <b>MATH 1022</b> Plane Trigonometry, 3 (UT) (Dual)  <b>MATH 1550</b> Analytic Geometry and Calculus I, 5 (UT) (Dual)</p> <p><b>Fall 2022</b>  <b>MATH 1020</b> College Algebra, 5 (UT) (Dual)</p>	<p>M.Ed. (Mathematics) University of Southwestern Louisiana</p> <p>B.S. (Mathematics Education) McNeese State University</p> <p>MATH 5100 Elements of Calculus (3)  MATH 513 Secondary Teaching I-Algebra (3)  MATH 514 Secondary Teaching II- Geometry (3)  MATH 463 Number Theory (3)  MATH 470 Topics for Mathematics Teachers (3)  MATH 513 Problems and Solutions (3)</p> <p>18 graduate hours in mathematics</p>	
Vidrine, Elizabeth A. (P)	<p><b>Spring 2022</b>  <b>MATH 0015</b> Introductory Algebra, 3 (D)  <b>MATH 1020</b> College Algebra, 5 (UT)  <b>MATH 1425</b> Elementary Statistics, 3 (UT)  <b>MATH 1552</b> Analytic Geometry and Calculus II, 4 (UT)</p> <p><b>Fall 2022</b>  <b>MATH 0001</b> Pre-Algebra, 3 (D)</p>	<p>M.S. (Mathematics) McNeese State University</p>	

	<p>MATH 0021 Intermediate Algebra, 4 (D)  MATH 1020 College Algebra, 5 (UT)  MATH 1021 College Algebra, 3 (UT)  MATH 1425 Elementary Statistics, 3 (UT)</p>		
Vidrine, Joan A. (F)	<p><b>Spring 2022</b>  MATH 0001 Pre-Algebra, 3 (D)  MATH 0015 Introductory Algebra, 3 (D)  MATH 0021 Intermediate Algebra, 4 (D)</p> <p><b>Fall 2022</b>  MATH 0001 Pre-Algebra, 3 (D)  MATH 0015 Introductory Algebra, 3 (D)  MATH 0021 Intermediate Algebra, 4 (D)</p>	<p>M. Ed. (Administration)  LSU A &amp; M</p> <p>B.S (Mathematics Education)  University Southwestern LA  (currently Univ LA Lafayette)</p>	<p>B.A. in Math Education  provides sufficient  background to teach courses  in developmental  mathematics with  MATH 122 Calculus I  MATH 301 Calculus II  MATH 302 Calculus III  STAT 480 Statistics  23 years teaching high  school mathematics</p>

**Name of Primary Department, Academic Program, or Discipline: Nursing and Allied Health**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Blankenship, Ashley (F)	<b>Spring 2022</b> NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT) <b>Fall 2022</b> NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT)	M.S. (Nursing) University of Louisiana Lafayette	
Broussard, Tricia A. (P)	<b>Spring 2022</b> None <b>Fall 2022</b> NURS1235 Nursing Clinical Practice II, 4 (UT)	M.S. (Nursing) University Louisiana Lafayette	
Denker, Jennie (P)	<b>Spring 2022</b> NURS 1000 Introduction to the Nursing Profession, 1 (UT) <b>Fall 2022</b> NURS 1000 Introduction to the Nursing Profession, 1 (UT)	Ph.D. (Educational, Instructional, and Curriculum Supervision) University of Phoenix  M.S. (Nursing Science) University of Phoenix	
Foreman, Marlene S. (P)	<b>Spring 2022</b> NURS 1132 Nursing Pharmacology I, 1 (UT) NURS 1232 Nursing Pharmacology II, 1 (UT) <b>Fall 2022</b> NURS 1132 Nursing Pharmacology I, 1 (UT) NURS 1232 Nursing Pharmacology II, 1 (UT)	M.S. (Nursing) Louisiana State University Health Sciences Center	
Fuselier, Adele L. (F)	<b>Spring 2022</b> NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT) NURS 2450 Nursing Concept III, 4 (UT)	M.S. (Nursing) Maryville University of Saint Louis	

	<p><a href="#">NURS 2452</a> Nursing Pharmacology II Articulating Students, 1 (UT)</p> <p><b>Fall 2022</b>  <a href="#">NURS 1230</a> Nursing Concepts II, 4 (UT)  <a href="#">NURS 2350</a> Transition Course for Articulating LPN-RN Students, 4 (UT)  <a href="#">NURS 2352</a> Nursing Pharmacology I for Articulating Students, 1 (UT)</p>		
Guilbeau-Brand, Claudia (F)	<p><b>Spring 2022</b>  <a href="#">NURS 1235</a> Nursing Clinical Practice II, 4 (UT)  <a href="#">NURS 2350</a> Transition Course for Articulating LPN-RN Students, 4 (UT)  <a href="#">NURS 2352</a> Nursing Pharmacology I for Articulating Students, 1 (UT)</p> <p><b>Fall 2022</b>  <a href="#">NURS 1235</a> Nursing Clinical Practice II, 4 (UT)  <a href="#">NURS 2350</a> Transition Course for Articulating LPN-RN Students, 4 (UT)  <a href="#">NURS 2352</a> Nursing Pharmacology I for Articulating Students, 1 (UT)</p>	<p>M.S. (Nursing Education) Notre Dame of Maryland University  NUR 501 Theoretical Foundations in Nursing (3)  NUR 507 Nursing Research II (3)  NUR 510 Contemporary Leadership in Nursing (3)  NUR 603 Advanced Nursing Clinical Practicum (3)  NUR 698 Nursing Independent Study (3)  NUR 513 Curriculum Development and Evaluation for Nursing (3)  NUR 605 Teaching Nursing Education Practicum (3)  21 graduate hours in nursing</p>	<p>B.S. (Nursing/Registered Nurse) (RN, ASN, BSN, MSN) College of Notre Dame of Maryland</p>
Hawthorne, Lisa K. (F)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b>  <a href="#">NURS 2536</a> Issues, Trends and Management of Care in Nursing, 1 (UT)  <a href="#">NURS 2556</a> Issues, Trends and Management of Care in Nursing, 1 (UT)</p>	<p>Ph.D. (Nursing) University of San Diego - Hahn School of Nursing</p> <p>M.S. (Nursing/Registered Nurse (RN, ASN, BSN, MSN) University of Phoenix</p>	
Kennerson, Perry J., Jr. (P)	<p><b>Spring 2022</b> None</p>	<p>B.S. Nursing University of Louisiana Lafayette</p>	

	<p><b>Fall 2022</b>  <a href="#">NURS 1135</a> Nursing Clinical Practice I, 4 (UT)</p>	A.S. Nursing LSU at Eunice	
LaFleur, Lisa (F)	<p><b>Spring 2022</b>  <a href="#">NURS 2530</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2532</a> Nursing Pharmacology IV, 1 (UT)  <a href="#">NURS 2535</a> Nursing Clinical Practice IV, 5 (UT)  <a href="#">NURS 2550</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2552</a> Nursing Pharmacology III for Articulating Students, 1 (UT)</p> <p><b>Fall 2022</b>  <a href="#">NURS 1230</a> Nursing Concepts II, 4 (UT)  <a href="#">NURS 1232</a> Nursing Pharmacology II, 1 (UT)  <a href="#">NURS 1235</a> Nursing Clinical Practice II, 4 (UT)  <a href="#">NURS 2530</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2532</a> Nursing Pharmacology IV, 1 (UT)  <a href="#">NURS 2535</a> Nursing Clinical Practice IV, 5 (UT)  <a href="#">NURS 2550</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2552</a> Nursing Pharmacology III for Articulating Students, 1 (UT)  <a href="#">NURS 2555</a> Clinical Practice IV, 5 (UT)</p>	M.S. (Nursing) Walden University	
LeJeune, Monica L. (F)	<p><b>Spring 2022</b>  <a href="#">NURS 1235</a> Nursing Clinical Practice II, 4 (UT)  <a href="#">NURS 2530</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2532</a> Nursing Pharmacology IV, 1 (UT)  <a href="#">NURS 2550</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2552</a> Nursing Pharmacology II for Articulating Students, 1 (UT)</p> <p><b>Fall 2022</b>  <a href="#">NURS 1135</a> Nursing Clinical Practice I, 4 (UT)  <a href="#">NURS 2530</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2532</a> Nursing Pharmacology IV, 1 (UT)  <a href="#">NURS 2550</a> Nursing Concepts IV, 4 (UT)  <a href="#">NURS 2552</a> Nursing Pharmacology II for Articulating Students, 1 (UT)</p>	M.S. (Nursing) University of Cincinnati	

L'Hote, Wessie L. (F)	<p><b>Spring 2022</b>  <a href="#">NURS 2430</a> Nursing Concepts III, 4 (UT)  <a href="#">NURS 2432</a> Nursing Pharmacology III, 1 (UT)  <a href="#">NURS 2435</a> Nursing Clinical Practice III, 4 (UT)  <a href="#">NURS 2450</a> Nursing Concept III, 4 (UT)  <a href="#">NURS 2452</a> Nursing Pharmacology II for Articulating Students, 1 (UT)  <a href="#">NURS 2455</a> Nursing Clinical Practice III, 4 (UT)</p> <p><b>Fall 2022</b>  <a href="#">NURS 2430</a> Nursing Concepts III, 4 (UT)  <a href="#">NURS 2432</a> Nursing Pharmacology III, 1 (UT)  <a href="#">NURS 2435</a> Nursing Clinical Practice III, 4 (UT)  <a href="#">NURS 2450</a> Nursing Concept III, 4 (UT)  <a href="#">NURS 2452</a> Nursing Pharmacology II for Articulating Students, 1 (UT)  <a href="#">NURS 2455</a> Nursing Clinical Practice III, 4 (UT)</p>	M.S. (Nursing) University of Louisiana Lafayette	
McCall, Mona L. (F)	<p><b>Spring 2022</b>  <a href="#">NURS 1135</a> Nursing Clinical Practice I, 4 (UT)  <a href="#">NURS 1230</a> Nursing Concepts II, 4 (UT)</p> <p><b>Fall 2022</b>  <a href="#">NURS 1130</a> Nursing Concepts I, 4 (UT)  <a href="#">NURS 1135</a> Nursing Clinical Practice I, 4 (UT)  <a href="#">NURS 1230</a> Nursing Concepts II, 4 (UT)  <a href="#">NURS 1232</a> Nursing Pharmacology II, 1 (UT)  <a href="#">NURS 1235</a> Nursing Clinical Practice II, 4 (UT)</p>	M.S (Nursing) Excelsior College	
Moore, Braneshea N. (F)	<p><b>Spring 2022</b>  <a href="#">NURS 2430</a> Nursing Concepts III, 4 (UT)  <a href="#">NURS 2432</a> Nursing Pharmacology III, 1 (UT)  <a href="#">NURS 2435</a> Nursing Clinical Practice III, 4 (UT)  <a href="#">NURS 2450</a> Nursing Concept III; 4 (UT)</p>	M.S. (Nursing) Walden University	

	<p><a href="#">NURS 2452</a> Nursing Pharmacology II for Articulating Students, 1 (UT)  <a href="#">NURS 2455</a> Nursing Clinical Practice III, 4 (UT)</p> <p><b>Fall 2022</b>  <a href="#">NURS 2430</a> Nursing Concepts III, 4 (UT)  <a href="#">NURS 2432</a> Nursing Pharmacology III, 1 (UT)  <a href="#">NURS 2435</a> Nursing Clinical Practice III, 4 (UT)  <a href="#">NURS 2450</a> Nursing Concept III, 4 (UT)  <a href="#">NURS 2452</a> Nursing Pharmacology II for Articulating Students, 1 (UT)  <a href="#">NURS 2455</a> Nursing Clinical Practice III, 4 (UT)</p>		
Myers, Wendy R. (P)	<p><b>Spring 2022</b>  <a href="#">ALLH 1013</a> Medical Terminology, 2 (UT)  <a href="#">ALLH 1023</a> Pharmacology for Non-Nursing Majors, 3 (UT)  <a href="#">ALLH 1025</a> Pathophysiology for Allied Health Professional, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">ALLH 1013</a> Medical Terminology, 2 (UT)  <a href="#">ALLH 1023</a> Pharmacology for Non-Nursing Majors, 3 (UT)  <a href="#">HCM 2630</a> Aging and Long-Term Care, 3 (UT)</p>	M.S. (Radiologic Sciences) Northwestern State University	
Perrin, Julia C. (P)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b>  <a href="#">NURS 1230</a> Nursing Concepts II, 4 (UT)</p>	Ph.D. (Nursing Practice) Capella University	
Savant, Shantelle (P)	<p><b>Spring 2022</b>  <a href="#">NURS 1235</a> Nursing Clinical Practice II, 4 (UT)</p> <p><b>Fall 2022</b></p>	M.S. (Nursing) Excelsior College	

	<p><a href="#">NURS 2435</a> Nursing Clinical Practice III, 4 (UT)</p> <p><a href="#">NURS 2455</a> Nursing Clinical Practice III, 4 (UT)</p>		
Simoneaux, Mae (F)	<p><b>Spring 2022</b></p> <p><a href="#">NURS 1130</a> Nursing Concepts I, 4 (UT)</p> <p><a href="#">NURS 1135</a> Nursing Clinical Practice I, 4 (UT)</p> <p><a href="#">NURS 1235</a> Nursing Clinical Practice II, 4 (UT)</p> <p><a href="#">NURS 2536</a> Issues, trends and Management of Care in Nursing, 1 (UT)</p> <p><b>Fall 2022</b></p> <p><a href="#">ALLH 1023</a> Pharmacology for Non-Nursing Majors, 3 (UT)</p> <p><a href="#">NURS 1130</a> Nursing Concepts I, 4 (UT)</p> <p><a href="#">NURS 1135</a> Nursing Clinical Practice I, 4 (UT)</p>	<p>Ph.D. Nursing Practice: Educational Leadership) American Sentinel University</p> <p>M.S. (Nursing: Management and Organizational Leadership) American Sentinel University</p>	
Sonnier, Kristen (F)	<p><b>Spring 2022</b></p> <p><a href="#">NURS 2530</a> Nursing Concepts IV, 4 (UT)</p> <p><a href="#">NURS 2532</a> Nursing Pharmacology IV, 1 (UT)</p> <p><a href="#">NURS 2535</a> Nursing Clinical Practice IV, 5 (UT)</p> <p><a href="#">NURS 2550</a> Nursing Concepts IV, 4 (UT)</p> <p><a href="#">NURS 2552</a> Nursing Pharmacology III for Articulating Students, 1 (UT)</p> <p><a href="#">NURS 2555</a> Clinical Practice IV, 5 (UT)</p> <p><b>Fall 2022</b></p> <p><a href="#">NURS 2530</a> Nursing Concepts IV, 4 (UT)</p> <p><a href="#">NURS 2532</a> Nursing Pharmacology IV, 1 (UT)</p> <p><a href="#">NURS 2535</a> Nursing Clinical Practice IV, 5 (UT)</p> <p><a href="#">NURS 2550</a> Nursing Concepts IV, 4 (UT)</p> <p><a href="#">NURS 2552</a> Nursing Pharmacology III for Articulating Students, 1 (UT)</p> <p><a href="#">NURS 2555</a> Clinical Practice IV, 5 (UT)</p>	<p>M.S. (Nursing) Western Governors University</p>	



**Name of Primary Department, Academic Program, or Discipline: Health Sciences including Medical Billing and Coding**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Randolph, Tamika (P)	<b>Spring 2022</b> ALLH 1615 Diagnostic Coding, 4 (UN)  <b>Fall 2022</b> ALLH 1013 Medical Terminology, 2 (UT) ALLH 1615 Diagnostic Coding, 4 (UN)	M.B.A. Business Administration (Finance) Keller Graduate School DeVry University - Chicago  Bachelor - Business Administration (Project Management) DeVry University - Chicago	Coding Specialist II-MBA, BSBA, CPC 15 years experience in medical billing and coding
Riley, Candace (P)	<b>Spring 2022</b> ALLH 1605 CPT Medical Coding, 4 (UN)  <b>Fall 2022</b> None	A.S. (Allied Health) Briarcliffe College	Eight years experience as a Outpatient Clinic Coder 16 years experience as medical billing and coding instructor for CPT, ICD 9, & HCPCS, CMS 1500, and UB 04 claims processing Eight years experience as a site reviewer for insurance company and HIPAA.
Robinson, Jana (P)	<b>Spring 2022</b> ALLH 1200 Health Data, 3 (UN) ALLH 2625 Advanced Medical Coding, 4 (UN)  <b>Fall 2022</b> ALLH 1200 Health Data, 3 (UN) ALLH 1605 CPT Medical Coding, 4 (UN) ALLH 2625 Advanced Medical Coding, 4 (UN)	B.S. (Health Services Management) Indiana University  A.A.S. (Medical Assisting) Ivy Tech Community College	Certified Medical Coder (9 yrs) Office Manager for Rapides Regional Medical Center (6 yrs) AHIMA Certified Coding Specialist (CCS)
Sweet, Kina (F)	<b>Spring 2022</b> ALLH 1605 CPT Medical Coding, 4 (UN) ALLH 1620 Health Insurance and Medical Billing, 3 (UN)	Ph.D. of Education (Educational Leadership and Management) Capella University	Field Support Supervisor for Medicaid Technical Services Contract (4 yrs)

	<p><a href="#">ALLH 2635</a> Medical Reimbursement Strategies, 3 (UN)</p> <p><b>Fall 2022</b></p> <p><a href="#">ALLH 1200</a> Health Data, 3 (UN)</p> <p><a href="#">ALLH 1620</a> Health Insurance and Medical Billing, 3 (UN)</p> <p><a href="#">ALLH 2635</a> Medical Reimbursement Strategies, 3 (UN)</p> <p><a href="#">ALLH 2646</a> Medical Billing and Coding Practicum, 3 (UN)</p>	<p>M.B.A. Business Administration University of Phoenix</p> <p>Bachelor of General Studies Applied Sciences University of Louisiana at Lafayette</p>	<p>Medicaid Analyst 1 &amp; 2 (12 yrs) Certifications AMCA Billing &amp; Coding Specialist Certification AMT Allied Health Instructor Certification</p>
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**Name of Primary Department, Academic Program, or Discipline: Respiratory Science**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Asbury, David R. (F)	<p><b>Spring 2022</b>  <b>ALLH 1023</b> Pharmacology for Non-Nursing Majors, 3 (UT)  <b>ALLH 1025</b> Pathophysiology for Allied Health Professional, 3 (UT)  <b>RC 2016</b> Conference and Clinical Experience II, 4 (UT)  <b>RC 2017</b> Pathophysiology in Respiratory Care, 4 (UT)</p> <p><b>Fall 2022</b>  <b>ALLH 1013</b> Medical Terminology, 2, (UT) (dual)  <b>ALLH 1023</b> Pharmacology for Non-Nursing Majors, 3 (UT)  <b>ALLH 1025</b> Pathophysiology for Allied Health Professional, 3 (UT)  <b>RC 2013</b> Respiratory Care Instruction, 3 (UN)  <b>RC 2014</b> Conference and Clinical Experience I, 4 (UN)  <b>RC 2021</b> Perinatology and Pediatric Respiratory Care, 3 (UN)  <b>RC 2024</b> Conference and Clinical Experience IV, 4 (UN)  <b>RC 2026</b> Critical Care and other Related Concepts in Respiratory Care, 2 (UT)</p>	<p>A.S. (Respiratory Therapy) LSU Eunice</p> <p>A.S. (Science) LSU Alexandria</p>	<p>Respiratory Therapist, 1998-2000 and 2004-present, Christus St. Francis Cabrini Hospital;  Respiratory Therapist, Owner/Manager, Louisiana Oximetry, Inc. 2003-2004;  Respiratory Therapist, Home Care Supply, 2003-2004</p>
Warner, Kathleen B. (F)	<p><b>Spring 2022</b>  <b>ALLH 1013</b> Medical Terminology, 2 (UT)  <b>ALLH 1800</b> Anatomy and Physiology Survey, 3 (UT)</p>	<p>B.S. (Respiratory Care) Nicholls State University</p>	<p>Registered Respiratory Therapist;  Neonatal Practitioner Specialist;  Certified Cardiology Technician;  Certified Respiratory Therapist;</p>

	<p>HCM 2630 Aging and Long-Term Care, 3 (UT)  RC 1001 Introduction to Respiratory Care, 3 (UN)  RC 2015 Respiratory Care Science II, 4 (UN)  RC 2017 Pathophysiology in Respiratory Care, 4 (UN)</p> <p><b>Fall 2022</b>  ALLH 1013 Medical Terminology, 2 (UT)  ALLH 1800 Anatomy and Physiology Survey, 3 (UT)  RC 1001 Introduction to Respiratory Care, 3 (UN)  RC 2012 Cardiopulmonary Anatomy and Physiology, 3 (UN)  RC 2014 Conference and Clinical Experience I, 4 (UN)  RC 2021 Perinatology and Pediatric Respiratory Care, 3 (UN)  RC 2025 Professional Review Seminar Lab, 3 (UN)  RC 2026 Critical Care and other Related Concepts in Respiratory Care, 2 (UT)</p>	<p>A.D. (Respiratory Therapy)  LSU Eunice</p>	<p>CPR Certified; Staff respiratory Therapist, Louisiana Extended Care Hospital (Lafayette and Eunice), 2005-present; Staff Respiratory Therapist, Dubuis Hospital, 1996-present; Staff Respiratory Therapist, Oakdale Community Hospital, 1995-2002; Staff Respiratory Therapist, Lafayette General Medical Center, 1993-1995</p>
<p>Wyble, Michael T. (F)</p>	<p><b>Spring 2022</b>  RC 2015 Respiratory Care Science II, 4 (UN)  RC 2016 Conference and Clinical Experience II, 4 (UN)</p> <p><b>Fall 2022</b>  RC 2011 Respiratory Care Science I, 3 (UN)  RC 2014 Conference and Clinical Experience I, 4 (UN)  RC 2024 Conference and Clinical Experience IV, 4 (UN)  RC 2025 Professional Review Seminar Lab, 3 (UN)</p>	<p>A.D. (Respiratory Care)  LSU Eunice</p> <p>RSPT 301 Advanced Cardiopulmonary Diagnostics and Monitoring (3)  RSPT 303 Perinatology and Pediatrics (3)  RSPT 302 Advanced Cardiopulmonary Diagnostics and Monitoring (3)  RSPT 304 Advanced Respiratory Therapy Pharmacology (3)</p>	<p>Registered Respiratory Therapist; Certified in Advanced Respiratory Therapy; Certified Respiratory Therapist; Registered Respiratory Therapist with the National Board for Respiratory Care; Registered Respiratory Therapist, LSU University Medical Center, 2001-2003; Certified Respiratory Therapist, Lafayette General Medical Center, 2000-2001</p>

	<a href="#">RC 2026</a> Critical Care and other Related Concepts in Respiratory Care, 2 (UT)	RSPT 306 Advanced Comprehensive Respiratory Therapy (2) AHSC 400 Invasive Cardiovascular Monitoring (3) AHSC 406 Advanced Pulmonary Laboratory Science (4)	
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**Name of Primary Department, Academic Program, or Discipline: Radiologic Technology and Diagnostic Medical Sonography**

**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Broussard, Kristie M. (F)	<p><b>Spring 2022</b>  <a href="#">DMS 1000</a> Introduction to Sonography, 1 (UT)  <a href="#">DMS 2011</a> Abdomen II, 3 (UT)  <a href="#">DMS 2012</a> DMS Lab II, 2 (UT)  <a href="#">DMS 2013</a> Introduction to Vascular Sonography and Hemodynamics, 3 (UT)  <a href="#">DMS 2092</a> Clinical Practicum II, 6 (UT)</p> <p><b>Fall 2022</b>  <a href="#">DMS 1003</a> Superficial Structures, 2 (UT)  <a href="#">DMS 1010</a> Abdomen I, 3 (UT)  <a href="#">DMS 1011</a> DMS Lab I, 2 (UT)  <a href="#">DMS 1091</a> Clinical Practicum I, 6 (UT)  <a href="#">DMS 2002</a> Sonographic Principles and Instrumentation, 4 (UT)</p>	<p>B.S. (Health Services/Allied Health/Health Sciences) Northwestern State University of Louisiana</p> <p>A.A.S. (Allied Health Diagnostic, Intervention, and Treatment Professions) Louisiana State University at Eunice</p> <p>Certificate of Advanced Study (Allied Health Diagnostic, Intervention, and Treatment Professions) Louisiana State University at Eunice</p>	<p>Registries: American Registry for Medical Sonographers - Abdomen, Vascular Technology, Obstetrics and Gynecology. Radiographer (2 yrs) Lead Radiographer (3 yrs) Sonographer (2 yrs) Lead Maternal Fetal Medicine Sonographer (4 yrs)</p>
Dustin, Marlena (P)	<p><b>Spring 2022</b>  <a href="#">RADT 1022</a> Imaging Procedures II, 5 (UT)  <a href="#">RADT 1093</a> Applied Imaging III, 4 (UT)  <a href="#">RADT 2093</a> Applied Imaging VI, 8 (UT)</p> <p><b>Fall 2022</b> None</p>	<p>B.S. (Radiographic Science) Idaho State University</p> <p>Associates of Science in General Studies Brigham Young University - Idaho</p>	<p>Radiologic Technologist for 8 years; AHA CPR and AED Certified</p>
Leeson, Rose M. (F)	<p><b>Spring 2022</b>  <a href="#">ALLH 1013</a> Medical Terminology, 2 (UT)  <a href="#">RADT 2036</a> Radiographic Pathology, 2 (UT)  <a href="#">RADT 2093</a> Applied Imaging VI, 8 (UT)</p> <p><b>Fall 2022</b></p>	<p>B.S. (Business Administration) University of Louisiana Lafayette</p> <p>A.S. (Radiologic Technology/Science -</p>	<p>Hospital Radiologic Technologist - conduct angiography or orthopedic imaging in surgical situations (13 yrs)</p>

	<a href="#">RADT 1092</a> Applied Imaging II, 4 (UT) <a href="#">RADT 2092</a> Applied Imaging V, 8 (UT)	Radiographer) LSU at Eunice	
Rodriguez, Emmanuel (F)	<b>Spring 2022</b> <a href="#">RADT 1012</a> Image Acquisition and Evaluation, 3 (UT) <a href="#">RADT 1022</a> Imaging Procedures II, 5 (UT) <a href="#">RADT 1093</a> Applied Imaging III, 4 (UT) <b>Fall 2022</b> <a href="#">RADT 1011</a> Imaging and Equipment, 3 (UT) <a href="#">RADT 1021</a> Imaging Procedures I, 5 (UT) <a href="#">RADT 1092</a> Applied Imaging II, 4 (UT)	M.S. (Healthcare Administration) LSU Shreveport  B.S. (Radiologic Technology) University of Louisiana at Monroe	Licensed Diagnostic Radiologic Technologist; Licensed Medical Radiologic Technologist; Licensed Radiographer; Licensed Laboratory Assistant  Ten year experience as a CT Technologist, Radiologic Technologist, or Bone Density Technologist
Sonnier, Angela (F)	<b>Spring 2022</b> <a href="#">ALLH 1000</a> Overview of Allied Health Professions, 2 (UT) <a href="#">ALLH 1013</a> Medical Terminology, 2 (UT) <a href="#">RADT 1000</a> Introduction to Radiologic Technology, 1 (UT) <a href="#">RADT 1012</a> Radiographic Processing, 3 (UN) <b>Fall 2022</b> <a href="#">ALLH 1000</a> Overview of Allied Health Professions, 2 (UT) <a href="#">ALLH 1013</a> Medical Terminology, 2 (UT) <a href="#">RADT 1000</a> Introduction to Radiologic Technology, 1 (UT) <a href="#">RADT 1011</a> Imaging and Equipment, 3 (UN) <a href="#">RADT 1092</a> Applied Imaging II, 4 (UT) <a href="#">RADT 2092</a> Applied Imaging V, 8 (UT)	M.S. (Radiologic Science) Midwestern State University	Registered Technologist, American Registry of Radiologic Technologists; Licensed by the Louisiana Society of Radiologic Technologists; Licensed Radiographer Louisiana State Radiologic Technology Board; Program Director, LSUMC-HSC School of Radiologic Technology, 2002-2003; Clinical Instructor, LSUMC-HSC School of Radiologic Technology, 1998-2002
Thibodeaux, Bridget L. (F)	<b>Spring 2022</b> <a href="#">DMS 1000</a> Introduction to Sonography, 1 (UT) <a href="#">DMS 2012</a> DMS Lab II, 2 (UT)	A.S. (Radiologic Technology) LSU at Eunice	Certification: American Registry for Diagnostic Medical Sonography (OB/GYN) Ten years as a practicing Diagnostic Medical Sonographer

	<p><a href="#">DMS 2020</a> Gynecology and Obstetrics I, 4 (UT)  <a href="#">DMS 2092</a> Clinical Practicum II, 6 (UT)</p> <p><b>Fall 2022</b>  <a href="#">DMS 1003</a> Superficial Structures, 2 (UT)  <a href="#">DMS 1010</a> Abdomen I, 3 (UT)  <a href="#">DMS 1011</a> DMS Lab I, 2 (UT)  <a href="#">DMS 1091</a> Clinical Practicum I, 6 (UT)  <a href="#">DMS 2002</a> Sonographic Principles and Instrumentation, 4 (UT)</p>	<p>C.A.S. (Diagnostic Medical Sonography)          LSU Eunice</p>	
Williams, Ginger L. (F)	<p><b>Spring 2022</b>  <a href="#">RADT 1093</a> Applied Imaging III, 4 (UT)  <a href="#">RADT 2093</a> Applied Imaging VI, 8 (UT)</p> <p><b>Fall 2022</b>  <a href="#">ALLH 1013</a> Medical Terminology, 2 (UT)  <a href="#">RADT 2031</a> Advanced Imaging Procedures, 2 (UT)</p>	<p>M.B.A. (Health/Health Care Administration/Management)          Walden University</p> <p>B.S. (Radiologic Technology)          McNeese State University</p>	<p>18 years as a Radiologic Technologist          Four years as a Radiation Safety Officer</p>



**Name of Primary Department, Academic Program, or Discipline: Surgical Technology**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Guillory, Keisa R.	<p><b>Spring 2022</b>  <b>SURT 1100</b> Surgical Procedure I, 3 (UT)  <b>SURT 1102</b> Surgical Technology Lab II, 2 (UT)  <b>SURT 1240</b> Technological Sciences for the Surgical Technologist, 3 (UT)</p> <p><b>Fall 2022</b>  <b>SURT 1001</b> Introduction to Surgical Technology, 5 (UT)  <b>SURT 1103</b> Surgical Practicum I, 4 (UT)  <b>SURT 1104</b> Fundamentals of Perioperative Techniques and Concepts, 4 (UT)</p>	<p>M.B.A. (Health Care Management)  University of Texas - Tyler</p> <p>Bachelor of Applied Arts &amp; Sciences (Business &amp; Entrepreneurship)  Texas A &amp; M University</p> <p>A.A.S. (Surgical Technology)  St. Philip's College</p>	<p>Certified by the National Board of Surgical Technology and Surgical Assisting  Certified by Certification Board for Sterile Processing and Distribution, Inc.  Association of Surgical Technologist  Certified Surgical Technologist II (10 yrs)  Program Director Surgical Technology St. Phillips College (6 yrs)  Sterile Processing and Distribution Manager (4 yrs)</p>
Kopp, Rachel M.	<p><b>Spring 2022</b>  <b>SURT 2103</b> Surgical Practicum II, 6 (UT)</p> <p><b>Fall 2022</b>  <b>SURT 1003</b> Surgical Technology Lab I, 2 (UT)  <b>SURT 1103</b> Surgical Practicum I, 4 (UT)</p>	<p>B.S. (Health Care Administration)  Kaplan University</p> <p>A.A.S. (Surgical Technology)  Our Lady of the Lake College</p>	<p>Certified Surgical Technologist  CPR Certified  Surgical Technologist (10 yrs)</p>

**Name of Primary Department, Academic Program, or Discipline: Fire Science**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Elg, Christopher (P)	<b>Spring 2022</b> FSCI 1001 Principles of Emergency Services, 3 (UT) FSCI 1101 Fire Behavior & Combustion, 3 (UT) FSCI 2151 Fire Department Organization and Management, 3 (UT)  <b>Fall 2022</b> CJ 2131 Police Process, 3 (UT) FSCI 1001 Principles of Emergency Services, 3 (UT) FSCI 1101 Fire Behavior & Combustion, 3 (UT)	M.A.S. Administration Science (Public Safety Administration) Fairleigh Dickinson University  M.P.A. Public Administration (Criminal Justice Administration) John Jay College of Criminal Justice	
Ford, Niles R. (P)	<b>Spring 2022</b> EMGT 2000 Leading through Crisis, 3 (UT) FSCI 2502 Building Construction Structural Technology, 3 (UT)  <b>Fall 2022</b> EMGT 2000 Leading through Crisis, 3 (UT) FSCI 2502 Building Construction Structural Technology, 3 (UT)	Ph.D. Organization and Management (Human Resource Management) Capella University  Masters in Management Faulkner University  B.S. Public Administration Athens State University  A.S. Fire Science Lawson State Community College	Fire Chief (15 yrs) City Manager (2 yrs)
Hally, Richard W. (P)	<b>Spring 2022</b> FSCI 2152 Principles of Fire and Emergency Services Safety and Survival, 3 (UT) PBSA 2200 Technology for Emergency Services, 3 (UT)	M.S (Fire Science: Fire & Arson Investigation) University of New Haven	

	<p><a href="#">PBSA 2510</a> Legal Aspects of the Emergency Services, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">PBSA 2510</a> Legal Aspects of the Emergency Services, 3 (UT)</p>		
Jones, Darryl (P)	<p><b>Spring 2022</b>  <a href="#">FSCI 2235</a> Principles of Arson Investigation, 3 (UT)</p> <p><b>Fall 2022</b>  None</p>	<p>Ph.D. Public Safety (Emergency Management)  Capella University</p> <p>Master of Public Management  Carnegie Mellon University</p>	
Kapp, Kelsie S. (P)	<p><b>Spring 2022</b>  <a href="#">INDS 1102</a> Hazardous Materials, 3 (UT)  <a href="#">INDS 2720</a> Environmental Regulations, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">INDS 1102</a> Hazardous Materials, 3 (UT)</p>	<p>Master in Environmental Health  University of Saint Francis</p> <p>B.S. Microbiology  University of Louisiana at Lafayette</p>	
Stack, Richard (P)	<p><b>Spring 2022</b>  <a href="#">FSCI 2155</a> Fire Protection Systems &amp; Equipment, 3 (UT)  <a href="#">FSCI 2210</a> Fire Prevention &amp; Inspection, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">FSCI 2155</a> Fire Protection Systems &amp; Equipment, 3 (UT)</p>	<p>M.P.A. Public Administration (Fire Science)  Anna Maria College</p> <p>B.A. Psychology  Rhode Island College</p>	
Toranto, Rodolphe (P)	<p><b>Spring 2022</b>  None</p> <p><b>Fall 2022</b>  <a href="#">FSCI 2153</a> Fire Protection Hydraulics, 3 (UT)</p>	<p>B.S. (Mathematics Education)  University of New Orleans</p> <p>A.A.S. (Fire Science/Fire-Fighting)  Delgado Community College</p>	<p>District Fire Chief, New Orleans Fire Department  (27 yrs)</p>

**Name of Primary Department, Academic Program, or Discipline: Business Administration**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Duet, Benjamin J. (P)	<p><b>Spring 2022</b>  <a href="#">FIN 2030</a> Money and Banking, 3 (UT)  <a href="#">HCM 2601</a> Fundamentals of Healthcare Management, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">FIN 2030</a> Money and Banking, 3 (UT)  <a href="#">HCM 2601</a> Fundamentals of Healthcare Management, 3 (UT)</p>	<p>M.B.A. (Business Administration)            LSU at Shreveport</p> <p>B.S. (Finance)            Nicholls State University</p> <p>Graduate courses in Finance:  <a href="#">FIN 730</a> Financial Markets (3)  <a href="#">FIN 720</a> Cont. Issues in Finance (3)  <a href="#">FIN 701</a> Financial Management (3)</p>	<p>CEO Life Coast Health Center (3 yrs)            Bursar Univ of Holy Cross (1 yr)            Loan Specialist Springleaf Financial Services (3 yrs)</p>
Hedge, Robin (P)	<p><b>Spring 2022</b>  <a href="#">BADM 2050</a> Entrepreneurship and Small Business Management, 3 (UT)  <a href="#">HCM 2640</a> Contracts and Negotiations in Health Care, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">HCM 2601</a> Fundamentals of Healthcare Management, 3 (UT)  <a href="#">HCM 2640</a> Contracts and Negotiations in Health Care, 3 (UT)  <a href="#">MGMT 2251</a> Supervision, 3 (UT)  <a href="#">MGMT 2260</a> Human Resource Management, 3 (UT)</p>	<p>M.B.A. (Business Administration and Management)            University of Phoenix</p> <p>MBA 500 Foundations of Problem Based Learning (3)            MBA 501 Forces Influencing Business in the 21st Century (3)            MBA 502 Managing the Business Enterprise (3)            MBA 520 Transformational Leadership (3)            MBA 530 Human Capital Development (3)            MBA 590 Strategic Implementation &amp; Alignment (3)            MBA 510 Managerial Decision Making (3)            18+ graduate hours management</p>	<p>Executive Director, Court Appointed Special Advocate (CASA) of the 16th JDC, Inc (6 yrs): human resources, accounts payable &amp; receivable, managed performance indicators, board of director liaison, fund development, developed policy &amp; procedures, articles of incorporation</p>

Manuel, Cynthia A. (P)	<p><b>Spring 2022</b>  <a href="#">BADM 2001</a> Business Law, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">BADM 2001</a> Business Law, 3 (UT)</p>	<p>Juris Doctor  Southern University Law Center</p> <p>M.B.A. Business Administration  (Health/Health Care  Administration/Management)  University of Louisiana at Monroe</p>	
May, Felecia N. (F)	<p><b>Spring 2022</b>  <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)  <a href="#">BAS 2300</a> Business Correspondence, 3 (UT)  <a href="#">ISDS 2100</a> Microcomputer Applications in  Business, 3 (UT)  <a href="#">MGMT 2999</a> Principles of Management, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)  <a href="#">BAS 2300</a> Business Correspondence, 3 (UT)  <a href="#">ISDS 2100</a> Microcomputer Applications in  Business, 3 (UT)  <a href="#">MGMT 2999</a> Principles of Management, 3 (UT)  <a href="#">UNIV 1005</a> Orientation to University Studies, 3  (UN)</p>	<p>M.B.A. (Business Administration)  University of Louisiana Lafayette</p> <p>B.S. (Business Administration and  Management)  LSU A &amp; M</p>	
Reed, David L. (P)	<p><b>Spring 2022</b>  <a href="#">MKTG 2423</a> Salesmanship, 3 (UT)  <a href="#">MKTG 2999</a> Principles of Marketing, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">MKTG 2999</a> Principles of Marketing, 3 (UT)</p>	<p>M.B.A. (Marketing)  Universidad Interamericana de  Puerto Rico</p>	
Soileau, Jody J. (P)	<p><b>Spring 2022</b>  <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)</p> <p><b>Fall 2022</b>  None</p>	<p>M.B.A. (Business Administration)  Louisiana State University at  Shreveport</p> <p>B.S. (Business Administration)  Louisiana State University at  Alexandria</p>	
Thibodeaux, Donnie L., Jr. (P)	<p><b>Spring 2022</b></p>	<p>M.B.A. (Business Administration)  University of North Alabama</p>	

	<p> <a href="#">ACCT 2001</a> Introduction to Financial Accounting, 3 (UT)  <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)  <a href="#">MGMT 2260</a> Human Resource Management, 3 (UT)         </p> <p> <b>Fall 2022</b>  <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)  <a href="#">BADM 2050</a> Entrepreneurship and Small Business Management, 3 (UT)         </p>	<p>           B.S. (Finance and Financial Management Services)            LSU A &amp; M         </p>	
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**Name of Primary Department, Academic Program, or Discipline: Economics**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Bahloul, T (P)	<b>Spring 2022</b> ECON 2010 Principles of Macroeconomics, 3 (UT)  <b>Fall 2022</b> ECON 2000 Principles of Microeconomics, 3 (UT) ECON 2030 Economic Principles, 3 (UT)	M.A. Economics Miami University  B.A. Economics The Ohio State University	
Bergan, Nicholas J. (P)	<b>Spring 2022</b> ECON 2000 Principles of Microeconomics, 3 (UT) ECON 2030 Economic Principles, 3 (UT)  <b>Fall 2022</b> ECON 2010 Principles of Macroeconomics, 3 (UT)	M.S. Economics Florida State University  B.A. Economics St. Louis University	

**Name of Primary Department, Academic Program, or Discipline: Computer Information Technology**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Burkes, Christie A. (P)	<b>Spring 2022</b> CSC 2210 PC Services & Network Support, 3 (UT) CSC 2350 Ethical hacking & Risk Analysis, 3 (UT) CSC 2360 Wireless & Mobile Security, 3 (UT)  <b>Fall 2022</b> CSC 2310 Cyber Security & Computer Forensics, 3 (UT) CSC 2320 Virtual and Enterprise Servers, 3 (UT) CSC 2340 Network Infrastructure, 3 (UT)	Masters in Information Technology (Systems Security) Southern New Hampshire University  B.S. Information Technology (Systems Security) University of Phoenix	
Cooper, Larry (P)	<b>Spring 2022</b> CSC 2255 Object Oriented Systems Analysis & Design, 3 (UT) CSC 2257 Project Management, 3 (UT) CSC 2280 Programming in JAVA, 3 (UT)  <b>Fall 2022</b> None	M.S. Information Technology (Network Architecture) Capella University  B.S. Information Technology (Project Management) Capella University	
Seeder, Laurie (F)	<b>Spring 2022</b> CSC 2030 Programming - Visual Basic, 3 (UT) CSC 2250 Database Management Systems, 3 (UT) CSC 2260 Software Security, 3 (UT) CSC 2265 Visual C++ Programming, 3 (UT) CSC 2330 Health Informatics, 3 (UT)  <b>Fall 2022</b> CSC 1011 Intro to Computer Science, 3 (UT) CSC 1015 Fundamentals of Programming, 3 (UT) CSC 2212 Local Area Networks, 3 (UT) CSC 2230 Operating Systems, 3 (UT)	M.S. Management in Information Technology Management (Management) Colorado Technical University  M.S. Management in Information Systems Security Colorado Technical University	



	<a href="#">CSC 2253</a> Systems Analysis and Design, 3 (UT) <a href="#">CSC 2264</a> Intro to C/C++ Programming, 3 (UT)		
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**Name of Primary Department, Academic Program, or Discipline: Accounting**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Beshears, Matthew W. (P) Note: was full-time in SP 22 but went to part-time in FA 22 since a full-time instructor was hired	<b>Spring 2022</b> <a href="#">ACCT 2001</a> Introduction to Financial Accounting, 3 (UT) <a href="#">ACCT 2030</a> Fundamentals of Income Tax Preparation, 3 (UT) <a href="#">ACCT 2101</a> Introduction to Managerial Accounting, 3 (UT) <a href="#">ACCT 2105</a> QuickBooks Accounting with Payroll, 3 (UT) <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)  <b>Fall 2022</b> <a href="#">ACCT 2001</a> Introduction to Financial Accounting, 3 (UT) <a href="#">ACCT 2102</a> Microcomputer Accounting with Excel, 3 (UT)	M.B.A. (Business Admin) University of Texas at Dallas  M.S. (Business Administration & Mgmt) University of Texas at Dallas  ACCT 6301 Financial Accounting I (3) ACCT 6341 MGT ACCT, Planning & Control Systems (3) ACCT 6331 Financial Accounting II (3) ACCT 6333 Adv Financial Accounting (3) ACCT 6334 Auditing (3) ACCT 6337 Financial Accounting III (3)	

Monk, Elizabeth L. (F)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b>  <a href="#">ACCT 2001</a> Introduction to Financial Accounting, 3 (UT)  <a href="#">ACCT 2101</a> Introduction to Managerial Accounting, 3 (UT)  <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)</p>	M.S. (Accounting) LSU A & M	
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**Name of Primary Department, Academic Program, or Discipline: English**

**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Alleman, Michael (F)	<p><b>Spring 2022</b>  <a href="#">ENGL 1001</a> English Composition, 3 (UT)  <a href="#">HIST 1003</a> Western Civilization Since 1500, 3 (UT)  <a href="#">PHIL 1000</a> Introduction to Philosophy, 3 (UT)  <a href="#">THTR 1020</a> Introduction to Theatre, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">ENGL 0001</a> English Composition, 3 (D)  <a href="#">ENGL 1001</a> English Composition, 3 (UT)  <a href="#">HIST 1001</a> Western Civilization to 1500, 3 (UT)  <a href="#">PHIL 1021</a> Introduction to Philosophy: Elementary Logic, 3 (UT)  <a href="#">THTR 1020</a> Introduction to Theatre, 3 (UT)</p>	<p>Ph.D. (Humanities, Studies in Literature) University of Texas</p> <p>M.F.A. (Creative Writing) McNeese State University</p> <p>M.A. (English) McNeese State University</p>	
Andrepont, Anna T. (P)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b>  <a href="#">ENGL 0001</a> English Composition, 3 (D)</p>	B.S. (Education) University of Louisiana	<p>MATH 270 Calculus I (4)  MATH 301 Calculus II (4)  ENGL 312 Shakespeare (3)  ENGL 350 English Syntax (3)</p>

	<a href="#">MATH 0001</a> Pre-algebra, 3 (D)		ENGL 470 The Fairy Tale (3) provides sufficient background to teach courses in developmental mathematics & English
Aymond, Megan B. (P)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b> <a href="#">ENGL 1002</a> English Composition, 3 (UT) (dual)</p>	M.A. English Northwestern State University	
Brown, Clara (F)	<p><b>Spring 2022</b> <a href="#">ENGL 0001</a> English Composition, 3 (D) <a href="#">ENGL 1001</a> English Composition, 3 (UT) <a href="#">ENGL 1002</a> English Composition, 3 (UT) <a href="#">UNIV 0008</a> College Reading, 3 (UN) <a href="#">UNIV 1005</a> Orientation to University Studies, 3 (UN)</p> <p><b>Fall 2022</b> <a href="#">ENGL 0001</a> English Composition, 3 (D) <a href="#">ENGL 1001</a> English Composition, 3 (UT) <a href="#">ENGL 1002</a> English Composition, 3 (UT) <a href="#">UNIV 0008</a> College Reading, 3 (UN) <a href="#">UNIV 1005</a> Orientation to University Studies, 3 (UN)</p>	M.S. (Education Policy Analysis and English Language and Literature) Northwestern State University of Louisiana	
Cavell, Maura (F)	<p><b>Spring 2022</b> <a href="#">ENGL 1001</a> English Composition, 3 (UT) <a href="#">ENGL 1002</a> English Composition, 3 (UT) <a href="#">ENGL 2027</a> Introduction to Poetry, 3 (UT)</p> <p><b>Fall 2022</b> <a href="#">ENGL 1001</a> English Composition, 3 (UT) <a href="#">ENGL 1002</a> English Composition, 3 (UT) <a href="#">ENGL 2027</a> Introduction to Poetry, 3 (UT) <a href="#">UNIV 1000</a> Freshman Seminar, 1 (UN)</p>	Ph.D. (English) University of South Florida	

Craig, James (P)	<p><b>Spring 2022</b> ENGL 1002 English Composition, 3 (UT)</p> <p><b>Fall 2022</b> ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT)</p>	M.A. English Louisiana Tech University	
Fedor, Haley M. (F)	<p><b>Spring 2022</b> ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2022 A Survey of English Literature from 1798 to the Present, 3 (UT) (dual)</p> <p><b>Fall 2022</b> ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)</p>	<p>Ph.D. (English Language and Literature) University of Louisiana at Lafayette</p> <p>M.A. (Liberal Arts - English Language and Literature) Marshall University</p>	
Fontenot, Billy Charles (F)	<p><b>Spring 2022</b> ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) ENGL 2072 American Literature II: Coming of Age, 3 (UT)</p> <p><b>Fall 2022</b> ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2072 American Literature II: Coming of Age, 3 (UT) ENGL 2231 Reading Film as Literature, 3 (UT)</p>	<p>Ph.D. (English) University of Louisiana at Lafayette</p> <p>M.A. (English) University of Louisiana at Lafayette</p>	
Frye, Holter (P)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b> ENGL 1001 English Composition, 3 (UT) (dual)</p>	M.A. English Louisiana Tech University	
Gaspard, Patricia A. (P)	<p><b>Spring 2022</b> ENGL 0001 English Composition, 3 (D)</p>	B.S. Human Services Post University	ENGL 110 College Writing (3)

	<p><b>Fall 2022</b> None</p>		ENGL 120 College Writing II (3) provides sufficient background to teach courses in developmental English
Johnson, Rodney (P)	<p><b>Spring 2022</b> ENGL 1002 English Composition, 3 (UT)</p> <p><b>Fall 2022</b> ENGL 0001 English Composition, 3 (D) ENGL 2020 A Survey of English Literature from the Beginnings to 1798, 3 (UT)</p>	<p>Masters +30 (English/Administration Education) LSU A &amp; M</p> <p>M.Ed. (English/Administration) LSU A &amp; M</p> <p>English 598 Independent Study (3) ENGL4084 Modern Criticism (3) ENGL 8900 Independent Study (3) ENGL 8900 Independent Study (3) ENGL/HIST 4195 Special Studies (LEH Seminar) (3) ENGL 7920 English Seminar (3)</p> <p>18 graduate hours in English</p>	
Jones, Robert (F)	<p><b>Spring 2022</b> ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 2123 Studies in Literacy Traditions and Themes, 3 (UT) UNIV 0008 College Reading, 3 (UN)</p> <p><b>Fall 2022</b> ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)</p>	<p>Ph.D. (English) University of Leicester</p> <p>M.A. (English) Florida Atlantic University</p>	
Langlois, Diane (F)	<p><b>Spring 2022</b> ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2025 Introduction to Fiction, 3 (UT)</p>	<p>Ph.D. (English/Writing) University of Louisiana Lafayette</p>	

	<p><b>Fall 2022</b>  <a href="#">ENGL 1001</a> English Composition, 3 (UT)  <a href="#">ENGL 1002</a> English Composition, 3 (UT)  <a href="#">ENGL 2202</a> Introduction to Modern World Literature, 3 (UT)</p>		
LeBeouf, Laura (P)	<p><b>Spring 2022</b>  <a href="#">ENGL 1002</a> English Composition, 3 (UT) (dual)</p> <p><b>Fall 2022</b>  None</p>	<p>M.Ed. (Educational Administration and Supervision)  McNeese State University</p> <p>Additional graduate work from LA Tech University (18 hrs)  ENGL 500 Teaching College Composition (3)  ENGL 560 Seminar in Technical Writing (3)  ENGL 575 Special Topics: Graphic Literature (3)  ENGL 575 Special Topics: Health &amp; Medical Communication (3)  ENGL 561 Tech Writing for Publication (3)  ENGL 575 Special Topics: Louisiana Literature (3)</p>	
Martinez, Sonja J. (P)	<p><b>Spring 2022</b>  <a href="#">ENGL 1002</a> English Composition, 3 (UT) (dual)</p> <p><b>Fall 2022</b>  <a href="#">ENGL 1001</a> English Composition, 3 (UT) (dual)</p>	<p>M.Ed. (Curriculum and Instruction)  Grand Canyon University</p> <p>Graduate hours from Southern New Hampshire University (18 cr hr)  ENG 550 Grad Studies in English Language (3)  LIT 550 Literary Theory (3)  ENG 555 Composition Theory &amp; Teaching (3)  LIT 515 20th Century American Literature (3)  LIT 650 Seminar in American Literature (3)</p>	

		LIT 502 Topics in American Literature (3)	
Meche, Jude Ryan (F)	<p><b>Spring 2022</b>  ENGL 0001 English Composition, 3 (D)  ENGL 1001 English Composition, 3 (UT)  ENGL 1002 English Composition, 3 (UT)  ENGL 2020 A Survey of English Literature from the Beginnings to 1798, 3 (UT)</p> <p><b>Fall 2022</b>  ENGL 0001 English Composition, 3 (D)  ENGL 1001 English Composition, 3 (UT)  ENGL 1002 English Composition, 3 (UT)  ENGL 2022 A Survey of English Literature from 1798 to the Present, 3 (UT)  ENGL 2674 Introduction to African-American Literature, 3 (UT)</p>	Ph.D. (English) Texas A & M University	
Reeves, Brett (P)	<p><b>Spring 2022</b>  ENGL 1002 English Composition, 3 (UT)</p> <p><b>Fall 2022</b>  ENGL 1001 English Composition, 3 (UT)</p>	M.A. (English) The University of Texas at Austin	
Street, Mary S. (P)	<p><b>Spring 2022</b>  EDCI 1000 Introduction to the Study of Education, 3 (UT)  UNIV 0008 College Reading, 3 (UN)</p> <p><b>Fall 2022</b>  ENGL 0001 English Composition, 3 (D)</p>	Ph.D. (Philosophy - Educational Administration and Supervision) LSU A & M  Master of Education LSU A & M  B.S. Education LSU A & M	B.S. degree provides a sufficient background to teach the courses in developmental English and College Reading
Thibodeaux, Jason P. (P)	<p><b>Spring 2022</b>  ENGL 1002 English Composition, 3 (UT) (dual)</p> <p><b>Fall 2022</b>  ENGL 1001 English Composition, 3 (UT) (dual)</p>	M.A. (English) Northwestern State University of Louisiana	
Whitehead, Marquia (P)	<b>Spring 2022</b>	M.A. (English Composition)	

	<b>ENGL 1001</b> English Composition, 3 (UT) <b>Fall 2022</b> <b>ENGL 1002</b> English Composition, 3 (UT) <b>ENGL 2002</b> Business Writing, 3 (UT)	Northwestern State University of Louisiana	
Witt, Amber (P)	<b>Spring 2022</b> <b>ENGL 1002</b> English Composition, 3 (UT) (dual) <b>Fall 2022</b> <b>ENGL 1002</b> English Composition, 3 (UT) (dual)	M.A. (English Language and Literature) Southern New Hampshire University	

**Name of Primary Department, Academic Program, or Discipline: History and Geography**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Dozier, Todd (F)	<b>Spring 2022</b> <b>HIST 1001</b> Western Civilization to 1500, 3 (UT) <b>HIST 2055</b> The U.S. to 1865, 3 (UT) <b>Fall 2022</b> <b>HIST 1003</b> Western Civilization Since 1500, 3 (UT)	M.A. (History) LSU A & M	
Gaspard, Rusty (P)	<b>Spring 2022</b> <b>HIST 2055</b> The U.S. to 1865, 3 (UT) <b>Fall 2022</b> <b>HIST 1001</b> Western Civilization to 1500, 3 (UT) <b>HIST 2055</b> The U.S. to 1865, 3 (UT) <b>HIST 2071</b> History of Louisiana, 3 (UT)	Masters - Library and Information Science LSU  B.A. History Louisiana College	Graduate Transcript from Northwestern State University of Louisiana (partial listing) <b>HIST 4320</b> Revol Amer 1754-1783 (3) <b>HIST 4370</b> Ear Am Rep1783-1836 (3) <b>HIST 4430</b> Hist Eng Since 1889 (3) <b>HIST 5200</b> Seminar: LA History (3)



			HIST 5010 Histography (3) HIST 5350 Sem Civ War & Recon (3)
Sellers, Walton P. III (P)	<p><b>Spring 2022</b>  <a href="#">HIST 1001</a> Western Civilization to 1500, 3 (UT) (dual)  <a href="#">HIST 1003</a> Western Civilization Since 1500, 3 (UT)  <a href="#">HIST 2055</a> The U.S. to 1865, 3 (UT)  <a href="#">HIST 2057</a> The U.S. from 1865 to Present, 3 (UT)  <a href="#">HIST 2071</a> History of Louisiana, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">HIST 1001</a> Western Civilization to 1500, 3 (UT) (dual)  <a href="#">HIST 1003</a> Western Civilization Since 1500, 3 (UT)  <a href="#">HIST 2055</a> The U.S. to 1865, 3 (UT) (dual)  <a href="#">HIST 2057</a> The U.S. from 1865 to Present, 3 (UT) (dual)</p>	M.A. (History) LSU A & M	
Throop, Victoria (P)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b>  <a href="#">HIST 1003</a> Western Civilization Since 1500, 3 (UT)  <a href="#">HIST 2055</a> The U.S. to 1865, 3 (UT)</p>	M.A. (History) University of Louisiana Lafayette	

**Name of Primary Department, Academic Program, or Discipline: Health and Physical Education**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Andrus, Rachel Lea (F)	<p><b>Spring 2022</b>  CPS 1001 Computer Literacy, 3 (UN)  HPRE 1600 Personal &amp; Community Health Problems, 3 (UT)  HPRE 2507 Methods &amp; Materials in P.E. for Elementary School, 4 (UT)  MATH 0001 Pre-Algebra, 3 (D)</p> <p><b>Fall 2022</b>  CPS 1001 Computer Literacy, 3 (UN)  HPRE 1600 Individual Wellness and Public Health, 3 (UT)  HPRE 2507 Methods &amp; Materials in P.E. for Elementary School, 4 (UT)  MATH 0001 Pre-Algebra, 3 (D)</p>	M.S. (Health Education) McNeese State University	Certification in Health & Physical Education from McNeese State University
Collins, Meghan (P)	<p><b>Spring 2022</b>  HPRE 1146 Weight Training, 1 (UT)  HPRE 1246 Intermediate Weight Training, 1 (UT)  HPRE 1502 Intercollegiate Sports Participation II, 2 (UT)  HPRE 1504 Intercollegiate Sports Participation IV, 2 (UT)</p> <p><b>Fall 2022</b>  HPRE 1146 Weight Training, 1 (UT)  HPRE 1501 Intercollegiate Sports Participation I, 2 (UT)  HPRE 1503 Intercollegiate Sports Participation III, 2 (UT)</p>	M.S. (Kinesiology and Exercise Science) University of South Alabama	

Gonzales, Jaime (P)	<p><b>Spring 2022</b>  <a href="#">HPRE 1242</a> Intermediate Conditioning, 1 (UT)  <a href="#">HPRE 1502</a> Intercollegiate Sports Participation II, 2 (UT)  <a href="#">HPRE 1504</a> Intercollegiate Sports Participation IV, 2 (UT)</p> <p><b>Fall 2022</b>  None</p>	B.S. (Kinesiology) Sam Houston State University	Assistant Men's or Women's Basketball Coach (10 yrs) Head Boy's Basketball Coach (1 yr)
McDonald, Dorothy (F)	<p><b>Spring 2022</b>  None</p> <p><b>Fall 2022</b>  <a href="#">BADM 1001</a> Introduction to Business, 3 (UT)  <a href="#">HPRE 1142</a> Conditioning Exercises, 1 (UT)  <a href="#">HPRE 1242</a> Intermediate Conditioning, 1 (UT)  <a href="#">HPRE 1501</a> Intercollegiate Sports Participation I, 2 (UT)  <a href="#">HPRE 1503</a> Intercollegiate Sports Participation III, 2 (UT)</p>	M.A. (Organizational Management) University of Phoenix  B.A. (Healthcare and Administration) Ottawa University	Registered Respiratory Therapist Certified Respiratory Technician Respiratory Care Clinical Instructor for Nicholls State Univ & Delgado Community College
McGimsey, Ian (P)	<p><b>Spring 2022</b>  <a href="#">HPRE 1142</a> Conditioning Exercises, 1 (UT)  <a href="#">HPRE 1242</a> Intermediate Conditioning, 1 (UT)  <a href="#">HPRE 1502</a> Intercollegiate Sports Participation II, 2 (UT)  <a href="#">HPRE 1504</a> Intercollegiate Sports Participation IV, 2 (UT)</p> <p><b>Fall 2022</b>  None</p>	A.S. (General Studies) General Studies	Women's Soccer Coach (3 yrs) Men's & Women's Soccer Assistant Coach (2 yrs)
McReynolds, Josh (P)	<p><b>Spring 2022</b>  <a href="#">HPRE 1146</a> Weight Training, 1 (UT)  <a href="#">HPRE 1246</a> Intermediate Weight Training, 1 (UT)  <a href="#">HPRE 1502</a> Intercollegiate Sports Participation II, 2 (UT)  <a href="#">HPRE 1504</a> Intercollegiate Sports Participation IV, 2 (UT)</p>	B.S. (Exercise Science) Freed-Hardeman University	Director of Coaching - Recreational (4 yrs) Assistant or Head Soccer Coach (8 yrs) LSU Director of Operations Women's Soccer (1 yr)

	<p><b>Fall 2022</b> None</p>		
Ogami, Brock T. (P)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b>  <a href="#">HPRE 1142</a> Conditioning Exercises, 1 (UT)  <a href="#">HPRE 1242</a> Intermediate Conditioning, 1 (UT)  <a href="#">HPRE 1501</a> Intercollegiate Sports Participation I, 2 (UT)  <a href="#">HPRE 1503</a> Intercollegiate Sports Participation III, 2 (UT)</p>	<p>Masters of Physical Education (Athletic Organization) Idaho State University</p>	
Starks, Byron K. (P)	<p><b>Spring 2022</b>  <a href="#">HPRE 1146</a> Weight Training, 1 (UT)  <a href="#">HPRE 1246</a> Intermediate Weight Training, 1 (UT)  <a href="#">HPRE 1502</a> Intercollegiate Sports Participation II, 2 (UT)  <a href="#">HPRE 1504</a> Intercollegiate Sports Participation IV, 2 (UT)</p> <p><b>Fall 2022</b>  <a href="#">HPRE 1146</a> Weight Training, 1 (UT)  <a href="#">HPRE 1246</a> Intermediate Weight Training, 1 (UT)  <a href="#">HPRE 1501</a> Intercollegiate Sports Participation I, 2 (UT)  <a href="#">HPRE 1503</a> Intercollegiate Sports Participation III, 2 (UT)</p>	<p>Bachelors (General Studies) University of Louisiana Lafayette</p>	<p>CEO of Champions International serving the youth of Lafayette (16 yrs) Head Basketball Coach (20 yrs)</p>
Willis, Jeff (F)	<p><b>Spring 2022</b>  <a href="#">HPRE 1142</a> Conditioning Exercises, 1 (UT)  <a href="#">HPRE 1146</a> Weight Training, 1 (UT)  <a href="#">HPRE 1242</a> Intermediate Conditioning, 1 (UT)  <a href="#">HPRE 1246</a> Intermediate Weight Training, 1 (UT)  <a href="#">HPRE 1502</a> Intercollegiate Sports Participation I, 2 (UT)  <a href="#">HPRE 1504</a> Intercollegiate Sports Participation IV, 2 (UT)</p>	<p>M.S. (Kinesiology) Texas A &amp; M University</p>	

	<p><b>Fall 2022</b>  <a href="#">HPRE 1142</a> Conditioning Exercises, 1 (UT)  <a href="#">HPRE 1146</a> Weight Training, 1 (UT)  <a href="#">HPRE 1242</a> Intermediate Conditioning, 1 (UT)  <a href="#">HPRE 1246</a> Intermediate Weight Training, 1 (UT)  <a href="#">HPRE 1501</a> Intercollegiate Sports Participation I, 2 (UT)  <a href="#">HPRE 1503</a> Intercollegiate Sports Participation III, 2 (UT)</p>		
<p>Wolf, Matthew (P)</p>	<p><b>Spring 2022</b>                  None</p> <p><b>Fall 2022</b>  <a href="#">HPRE 1146</a> Weight Training, 1 (UT)  <a href="#">HPRE 1246</a> Intermediate Weight Training, 1 (UT)  <a href="#">HPRE 1501</a> Intercollegiate Sports Participation I, 2 (UT)  <a href="#">HPRE 1503</a> Intercollegiate Sports Participation III, 2 (UT)</p>	<p>M.S. (Organizational Management)                  University of Providence</p>	<p>Assistant Men's Soccer Coach (8 yrs)                  Head Coach (2 yrs)                  CPR/AED Certified                  USSF National C License</p>

**Name of Primary Department, Academic Program, or Discipline: Psychology**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Croad, Caroline (P)	<b>Spring 2022</b> PSYC 2000 Introduction to Psychology, 3 (UT) (dual) <b>Fall 2022</b> PSYC 2000 Introduction to Psychology, 3 (UT) (dual)	M.A. (Industrial and Organizational Psychology) Louisiana Tech University	
Ford, Summer (F)	<b>Spring 2022</b> None <b>Fall 2022</b> PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2060 Educational Psychology, 3 (UT) PSYC 2076 Child Psychology, 3 (UT)	M.S. (Psychology) Capella University	
Gasior, Stephanie M. (P)	<b>Spring 2022</b> None <b>Fall 2022</b> PSYC 2070 Developmental Psychology of the Life Span, 3 (UT)	Ph.D. (Psychology) LSU A & M	
Myers, Billie C. (P)	<b>Spring 2022</b> PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) <b>Fall 2022</b> None	Ph.D. (Clinical Psychology) Fielding Graduate University	
Myers, Tina (P)	<b>Spring 2022</b> None <b>Fall 2022</b> PSYC 2000 Introduction to Psychology, 3 (UT)	Ph.D. (Developmental and Child Psychology) University of New Orleans	

	PSYC 2070 Developmental Psychology of the Life Span, 3 (UT)		
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**Name of Primary Department, Academic Program, or Discipline: Foreign Language**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Miller, Matthew (P)	<b>Spring 2022</b> ENGL 0001 English Composition, 3 (D) FREN 1002 Elementary French, 4 (UT)  <b>Fall 2022</b> ENGL 0001 English Composition, 3 (D) FREN 1001 Elementary French, 4 (UT)	M.A. (French) University of Louisiana at Lafayette  B.A. (Modern Languages) University of Louisiana at Lafayette	Bachelor's in modern languages provides sufficient qualifications for teaching developmental English composition

**Name of Primary Department, Academic Program, or Discipline: Fine Arts**

**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Goodman, Lamont (P)	<b>Spring 2022</b> MUS 1751 Music Appreciation, 3 (UT) (dual) <b>Fall 2022</b> None	Master of Music Univ of Southwestern Louisiana (Currently Univ LA Lafayette)	
Jones, Symantha (F)	<b>Spring 2022</b> ART 1011 Art Structure, 3 (UT) ART 1440 Historical Survey of the Arts, 3 (UT) ART 1441 Historical Survey of the Arts, 3 (UT) ART 2470 Survey of 20th Century Art, 3 (UT) <b>Fall 2022</b> ART 1440 Historical Survey of the Arts, 3 (UT) ART 1441 Historical Survey of the Arts, 3 (UT) ART 1847 Drawing and Composition, 3 (UT) ART 2470 Survey of 20th Century Art, 3 (UT)	M.F.A. Florida Atlantic University	
Locy, Raymond (P)	<b>Spring 2022</b> MUS 1751 Music Appreciation, 3 (UT) <b>Fall 2022</b> MUS 1751 Music Appreciation, 3 (UT)	Masters of Music Education  Virginia Commonwealth University	
Reed, Michelle E. (P)	<b>Spring 2022</b> ART 1441 Historical Survey of the Arts, 3 (UT) (dual) <b>Fall 2022</b> ART 1440 Historical Survey of the Arts, 3 (UT) (dual)	Master of Fine Arts (Fine Arts) Academy of Art University	
Simmons, Jeremy (P)	<b>Spring 2022</b> ART 1441 Historical Survey of the Arts, 3 (UT)	M.F.A. Indiana University	



	<b>Fall 2022</b> ART 1440 Historical Survey of the Arts, 3 (UT)	Bachelors of Fine Art Emporia State University	
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**Name of Primary Department, Academic Program, or Discipline: Elementary Education**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Gonzalez, Leonor (F) *Note: faculty member became full-time FA22 but was part-time SP22	<b>Spring 2022</b> EDCI 2271 Art Education for Elementary Schools, 3 (UT) EDCI 2700 Characteristics of Exceptional Children, 3 (UT) UNIV 1005 Orientation to University Studies, 3 (UN) <b>Fall 2022</b> EDCI 2271 Art Education for Elementary Schools, 3 (UT) EDCI 2700 Characteristics of Exceptional Children, 3 (UT) UNIV 1005 Orientation to University Studies, 3 (UN)	M.Ed. (Curriculum & Instruction) University of Louisiana Monroe	
Graud, Angela (F)	<b>Spring 2022</b> EDCI 2025 Foundations and Principles of Teaching in the Elementary School, 3 (UT) EDCI 2028 Movement and Creativity in Early Childhood, 3 (UT) EDCI 2900 Practicum in Early Childhood Education, 6 (UT)	M.S. (Marriage & Family Therapy) Texas Woman's University  B.S. (Psychology) University of Southwestern Louisiana	Experience as supervisor of Texas Woman's University day care center/lab school.  Graduate-level courses include

	<p><b>UNIV 1005</b> Orientation to University Studies, 3 (UN)  <b>Fall 2022</b>  <b>EDCI 2020</b> Development and Methods in Early Childhood Education, 3 (UT)  <b>EDCI 2052</b> Family Relations, 3 (UT)  <b>UNIV 1005</b> Orientation to University Studies, 3 (UN)</p>	<p>Graduate hours in Human Ecology at LSU Baton Rouge with 36 graduate hours completed including:  HUEC 7054 Child Guidance and Behavior (3)  HUEC 7055 Human Development (3)  EDCI 7843 Early Childhood Education (3)</p>	<p>FS 5003 Lifespan of Human Development (3)  FS 5113 Theories of Human Development (3)  FS 5903 Admin. of Youth Programs (3)  ECSE Lang. Lit. Early Childhood (3)</p>
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**Name of Primary Department, Academic Program, or Discipline: Criminal Justice**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
DeCecca, Justin (P)	<p><b>Spring 2022</b>  <b>CJ 2131</b> Police Process, 3 (UT)</p> <p><b>Fall 2022</b>  None</p>	<p>Ph.D. Education  University of Cumberlands</p> <p>Masters of Justice Administration  Norwich University</p>	
Gontz, Stephen (P)	<p><b>Spring 2022</b>  <b>CJ 1107</b> Introduction to Criminal Justice, 3 (UT)</p> <p><b>Fall 2022</b>  None</p>	<p>Ph.D. Criminal Justice (Justice Administration)  Walden University</p> <p>M.S. Forensic Science (Investigations)  National University</p>	

Herko, Jeremy E. (P)	<p><b>Spring 2022</b>  <a href="#">CJ 1107</a> Introduction to Criminal Justice, 3 (UT)  <a href="#">CJ 2133</a> Correctional Process, 3 (UT)  <a href="#">CJ 2600</a> Drugs and Society, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">CJ 1107</a> Introduction to Criminal Justice, 3 (UT)  <a href="#">CJ 2133</a> Correctional Process, 3 (UT)  <a href="#">CJ 2600</a> Drugs and Society, 3 (UT)</p>	<p>Master of Philosophy  (Criminal Justice)  Walden University</p> <p>Associates of Arts (General Studies)  American Military University</p>	
McCollough, James (P)	<p><b>Spring 2022</b>  None</p> <p><b>Fall 2022</b>  <a href="#">CJ 1107</a> Introduction to Criminal Justice, 3 (UT)</p>	<p>M.S. (Criminal Justice)  McNeese State University</p> <p>B.S. Criminal Justice  LSU at Alexandria</p>	
Richards, Mark (P)	<p><b>Spring 2022</b>  <a href="#">CJ 2153</a> Criminal and Related Law, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">CJ 2153</a> Criminal and Related Law, 3 (UT)  <a href="#">CJ 2990</a> Practicum in Criminal Justice, 6 (UT)</p>	<p>Master's in public administration  LSU A &amp; M</p> <p>B.A. History  Excelsior College</p>	<p>Louisiana State Trooper  (25 yrs)  Retired rank of Captain  Served in:  Criminal Investigations  Division  Crisis Response  Training Section</p>
Ryerson, David (P)	<p><b>Spring 2022</b>  <a href="#">CJ 1107</a> Introduction to Criminal Justice, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">CJ 1107</a> Introduction to Criminal Justice, 3 (UT)  <a href="#">CJ 2300</a> Criminal Justice Report Writing, 3 (UT)</p>	<p>M.A. (Adult Education)  Northwestern Louisiana University</p> <p>B.A. (Journalism)  LSU A &amp; M</p> <p>HS 5050 Homeland Security (3)  HS 5150 Domestic Terror Prevent &amp; Anal (3)  HS 5550 Adv Cyberforensics &amp; Cyberwar (3)  HS 5700 Peace St/Conflic</p>	<p>Louisiana State Police:  Executive Officer-Training Academy (7 yrs)  Research Sergeant (1 yr)  Crime Laboratory (4 yrs)  Various Roles in Training Academy (10 yrs)  Patrol and Investigator (4 yrs)</p>

		Trans/Glob (3) HS 5500 Counter-Terr/Intel Anlys/Adv (3)	
Spencer, William (P)	<p><b>Spring 2022</b>  <a href="#">CJ 2132</a> Judicial Process, 3 (UT)  <a href="#">CJ 2220</a> Juvenile Delinquency, 3 (UT)  <a href="#">EMGT 1500</a> Emergency Management in High-Threat Situations, 3 (UT)</p> <p><b>Fall 2022</b>  <a href="#">CJ 2132</a> Judicial Process, 3 (UT)  <a href="#">CJ 2220</a> Juvenile Delinquency, 3 (UT)  <a href="#">EMGT 1500</a> Emergency Management in High-Threat Situations, 3 (UT)</p>	<p>Ph.D. Administration and Leadership University of Pennsylvania</p> <p>M.A. Emergency Management and Disaster Response American Military University</p>	

**Name of Primary Department, Academic Program, or Discipline: Communication Studies**  
**Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Dick, Steven J. (P)	<p><b>Spring 2022</b> None</p> <p><b>Fall 2022</b>  <a href="#">CMST 1061</a> Fundamentals of Communication, 3 (UT)  <a href="#">CMST 2060</a> Public Speaking, 3 (UT)</p>	<p>Ph.D. Mass Media Michigan State University</p> <p>M.A. Telecommunications Southern Illinois University</p>	
Eldredge, Judson (F)	<p><b>Spring 2022</b>  <a href="#">CMST 1061</a> Fundamentals of Communication, 3 (UT)  <a href="#">CMST 2010</a> Interpersonal Communication, 3 (UT)</p>	<p>Ph.D. of Philosophy (Communication Studies) LSU A &amp; M</p>	









































	<p>MC 2010 Media Writing, 3 (UT)</p> <p><b>Fall 2022</b>  CMST 1061 Fundamentals of Communication, 3 (UT)  CMST 2010 Interpersonal Communication, 3 (UT)  CMST 2060 Public Speaking, 3 (UT)</p>		
Walker, Brittany L. (P)	<p><b>Spring 2022</b>  CMST 1061 Fundamentals of Communication, 3 (UT)  CMST 2010 Interpersonal Communication, 3 (UT)</p> <p><b>Fall 2022</b>  CMST 1061 Fundamentals of Communication, 3 (UT)  CMST 2010 Interpersonal Communication, 3 (UT)  MC 2000 Introduction to the Mass Media, 3 (UT)</p>	M.S. Communications University of Louisiana Lafayette	

Name of Primary Department, Academic Program, or Discipline: Sociology

Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: 2/1/23

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Kahanek, Kristen A. (P)	<b>Spring 2022</b> None  <b>Fall 2022</b> <a href="#">SOCL 2001</a> Introductory Sociology, 3 (UT) <a href="#">SOCL 2501</a> Current Social Problems, 3 (UT)	M.S.W. (Social Work) LSU A & M  M.S. (Social Psychology) University of Phoenix	
Mahoney, Sandra M. (P)	<b>Spring 2022</b> <a href="#">SOCL 2505</a> Marriage and Family Relationships, 3 (UT)  <b>Fall 2022</b> None	Master of Social Work (Social Work) University at Buffalo, The State University of New York	

## Sources














































-  21-22 LSU Eunice Catalog Courses (Page 10)
-  21-22 LSU Eunice Catalog Courses (Page 106)
-  21-22 LSU Eunice Catalog Courses (Page 107)
-  21-22 LSU Eunice Catalog Courses (Page 11)
-  21-22 LSU Eunice Catalog Courses (Page 110)
-  21-22 LSU Eunice Catalog Courses (Page 111)
-  21-22 LSU Eunice Catalog Courses (Page 112)
-  21-22 LSU Eunice Catalog Courses (Page 119)
-  21-22 LSU Eunice Catalog Courses (Page 12)
-  21-22 LSU Eunice Catalog Courses (Page 120)
-  21-22 LSU Eunice Catalog Courses (Page 121)
-  21-22 LSU Eunice Catalog Courses (Page 129)
-  21-22 LSU Eunice Catalog Courses (Page 13)
-  21-22 LSU Eunice Catalog Courses (Page 130)
-  21-22 LSU Eunice Catalog Courses (Page 134)
-  21-22 LSU Eunice Catalog Courses (Page 136)
-  21-22 LSU Eunice Catalog Courses (Page 137)
-  21-22 LSU Eunice Catalog Courses (Page 138)
-  21-22 LSU Eunice Catalog Courses (Page 14)
-  21-22 LSU Eunice Catalog Courses (Page 140)
-  21-22 LSU Eunice Catalog Courses (Page 141)
-  21-22 LSU Eunice Catalog Courses (Page 144)
-  21-22 LSU Eunice Catalog Courses (Page 146)
-  21-22 LSU Eunice Catalog Courses (Page 147)
-  21-22 LSU Eunice Catalog Courses (Page 15)
-  21-22 LSU Eunice Catalog Courses (Page 150)
-  21-22 LSU Eunice Catalog Courses (Page 151)
-  21-22 LSU Eunice Catalog Courses (Page 153)
-  21-22 LSU Eunice Catalog Courses (Page 154)
-  21-22 LSU Eunice Catalog Courses (Page 155)
-  21-22 LSU Eunice Catalog Courses (Page 158)
-  21-22 LSU Eunice Catalog Courses (Page 16)
-  21-22 LSU Eunice Catalog Courses (Page 162)
-  21-22 LSU Eunice Catalog Courses (Page 166)
-  21-22 LSU Eunice Catalog Courses (Page 17)
-  21-22 LSU Eunice Catalog Courses (Page 170)
-  21-22 LSU Eunice Catalog Courses (Page 175)
-  21-22 LSU Eunice Catalog Courses (Page 176)
-  21-22 LSU Eunice Catalog Courses (Page 177)
-  21-22 LSU Eunice Catalog Courses (Page 18)
-  21-22 LSU Eunice Catalog Courses (Page 180)
-  21-22 LSU Eunice Catalog Courses (Page 181)
-  21-22 LSU Eunice Catalog Courses (Page 186)
































-  21-22 LSU Eunice Catalog Courses (Page 561)
-  21-22 LSU Eunice Catalog Courses (Page 57)
-  21-22 LSU Eunice Catalog Courses (Page 58)
-  21-22 LSU Eunice Catalog Courses (Page 6)
-  21-22 LSU Eunice Catalog Courses (Page 61)
-  21-22 LSU Eunice Catalog Courses (Page 62)
-  21-22 LSU Eunice Catalog Courses (Page 63)
-  21-22 LSU Eunice Catalog Courses (Page 64)
-  21-22 LSU Eunice Catalog Courses (Page 65)
-  21-22 LSU Eunice Catalog Courses (Page 66)
-  21-22 LSU Eunice Catalog Courses (Page 68)
-  21-22 LSU Eunice Catalog Courses (Page 69)
-  21-22 LSU Eunice Catalog Courses (Page 79)
-  21-22 LSU Eunice Catalog Courses (Page 80)
-  21-22 LSU Eunice Catalog Courses (Page 83)
-  21-22 LSU Eunice Catalog Courses (Page 86)
-  21-22 LSU Eunice Catalog Courses (Page 87)
-  21-22 LSU Eunice Catalog Courses (Page 95)
-  22-23 LSU Eunice Catalog Courses (Page 106)
-  22-23 LSU Eunice Catalog Courses (Page 110)
-  22-23 LSU Eunice Catalog Courses (Page 111)
-  22-23 LSU Eunice Catalog Courses (Page 112)
-  22-23 LSU Eunice Catalog Courses (Page 119)
-  22-23 LSU Eunice Catalog Courses (Page 12)
-  22-23 LSU Eunice Catalog Courses (Page 120)
-  22-23 LSU Eunice Catalog Courses (Page 121)
-  22-23 LSU Eunice Catalog Courses (Page 127)
-  22-23 LSU Eunice Catalog Courses (Page 128)
-  22-23 LSU Eunice Catalog Courses (Page 13)
-  22-23 LSU Eunice Catalog Courses (Page 131)
-  22-23 LSU Eunice Catalog Courses (Page 132)
-  22-23 LSU Eunice Catalog Courses (Page 135)
-  22-23 LSU Eunice Catalog Courses (Page 138)
-  22-23 LSU Eunice Catalog Courses (Page 14)
-  22-23 LSU Eunice Catalog Courses (Page 141)
-  22-23 LSU Eunice Catalog Courses (Page 142)
-  22-23 LSU Eunice Catalog Courses (Page 144)
-  22-23 LSU Eunice Catalog Courses (Page 149)
-  22-23 LSU Eunice Catalog Courses (Page 15)
-  22-23 LSU Eunice Catalog Courses (Page 150)
-  22-23 LSU Eunice Catalog Courses (Page 152)
-  22-23 LSU Eunice Catalog Courses (Page 153)
-  22-23 LSU Eunice Catalog Courses (Page 154)
-  22-23 LSU Eunice Catalog Courses (Page 157)
-  22-23 LSU Eunice Catalog Courses (Page 16)
-  22-23 LSU Eunice Catalog Courses (Page 161)







-  22-23 LSU Eunice Catalog Courses (Page 518)
-  22-23 LSU Eunice Catalog Courses (Page 524)
-  22-23 LSU Eunice Catalog Courses (Page 525)
-  22-23 LSU Eunice Catalog Courses (Page 526)
-  22-23 LSU Eunice Catalog Courses (Page 527)
-  22-23 LSU Eunice Catalog Courses (Page 528)
-  22-23 LSU Eunice Catalog Courses (Page 531)
-  22-23 LSU Eunice Catalog Courses (Page 533)
-  22-23 LSU Eunice Catalog Courses (Page 534)
-  22-23 LSU Eunice Catalog Courses (Page 541)
-  22-23 LSU Eunice Catalog Courses (Page 542)
-  22-23 LSU Eunice Catalog Courses (Page 545)
-  22-23 LSU Eunice Catalog Courses (Page 546)
-  22-23 LSU Eunice Catalog Courses (Page 55)
-  22-23 LSU Eunice Catalog Courses (Page 552)
-  22-23 LSU Eunice Catalog Courses (Page 555)
-  22-23 LSU Eunice Catalog Courses (Page 556)
-  22-23 LSU Eunice Catalog Courses (Page 557)
-  22-23 LSU Eunice Catalog Courses (Page 57)
-  22-23 LSU Eunice Catalog Courses (Page 58)
-  22-23 LSU Eunice Catalog Courses (Page 61)
-  22-23 LSU Eunice Catalog Courses (Page 62)
-  22-23 LSU Eunice Catalog Courses (Page 63)
-  22-23 LSU Eunice Catalog Courses (Page 64)
-  22-23 LSU Eunice Catalog Courses (Page 65)
-  22-23 LSU Eunice Catalog Courses (Page 66)
-  22-23 LSU Eunice Catalog Courses (Page 68)
-  22-23 LSU Eunice Catalog Courses (Page 69)
-  22-23 LSU Eunice Catalog Courses (Page 739)
-  22-23 LSU Eunice Catalog Courses (Page 79)
-  22-23 LSU Eunice Catalog Courses (Page 80)
-  22-23 LSU Eunice Catalog Courses (Page 83)
-  22-23 LSU Eunice Catalog Courses (Page 86)
-  22-23 LSU Eunice Catalog Courses (Page 87)
-  22-23 LSU Eunice Catalog Courses (Page 9)
-  22-23 LSU Eunice Catalog Courses (Page 95)
-  AY 2022-2023 Catalog MATH 0021 only (Page 1)
-  AY 2022-2023 Catalog Section 3 Institutional Mission (Page 1)
-  LSU-pm-23
-  NO11 Equal Opportunity (Page 1)
-  NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members (Page 1)
-  Part\_4\_Institutional\_Summary\_Form (Page 5)
-  Signed Faculty from Prior Review 2-8-23

## 6.2.b Program Faculty

For each of its educational programs, the institution:

- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

At Louisiana State University at Eunice, each program has sufficient full-time faculty to ensure curriculum and program quality, integrity, and review, in support of its [mission](#) "to provide programs and services normally associated with a comprehensive two-year college." In order to ensure curriculum and program quality, integrity, and review, LSU Eunice has Policy Statement Number

- 3: Responsibilities and Concerns of University Personnel in place stating that faculty determine the educational policies (see [lines 18-41](#));
- 46: Guidelines for Faculty Workloads, related to regular faculty workloads (see [lines 13-33](#)); and
- 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members, related to recruitment (see [lines 19-64](#)), retention (see [lines 65-97](#)), and evaluation of faculty (see [lines 373-407](#)).

These policies demonstrate LSU Eunice's commitment to provide a sufficient number of faculty to ensure curriculum and program quality, integrity, and review.

The reply to this standard has been divided into the following sections:

- Section 1: Introduction
- [Section 2: Definitions of Faculty](#) (repeated from Standard 6.1)
- [Section 3: Responsibilities of Faculty Members](#) (repeated from Standard 6.1)
- Section 4: Description of Full-Time and Part-Time Faculty by Program
  - [Section 4.1: Introduction](#)
  - [Section 4.2: Comparison Data](#) (repeated from Standard 6.1)
  - [Section 4.3: Program Size](#)
  - [Section 4.4: Number of Faculty by Program](#)
  - [Section 4.5: Faculty Workloads and Overloads](#)
  - [Section 4.6: Credit Hour Production](#)
  - [Section 4.7: Associate of General Studies Information](#)
- [Section 5: Summary](#)

#### SECTION 2: DEFINITIONS OF FACULTY

(repeated from [Standard 6.1 - see section 2](#))

According to the current LSU Eunice [Organizational Chart](#), faculty at LSU Eunice are grouped into two Divisions:

- The Division of Arts and Sciences and



- The Division of Health Sciences, Business, Technology, and Public Protection and Safety.

Within each division, the faculty report to a full-time academic dean. The deans report to the chief academic officer--the Vice Chancellor for Academic Affairs and Provost who reports to the Chancellor.

The LSU Board of Supervisors' Regulations, the LSU Eunice Employee Handbook, LSU Eunice Policy Statement Number 3: Responsibilities and Concerns of University Personnel, and LSU Eunice Policy Statement 46: Guidelines for Faculty Workloads define full-time faculty, membership, and workloads:

- Full-time faculty are members of the academic staff on the various campuses with the rank of instructor or above and equivalent ranks as defined by
  - [LSU Board of Supervisors Regulations Article I](#), Section 2-A Faculty of the University;
  - [LSU Board of Supervisors Regulations Article II](#), Section 1-A (1a); and
  - [LSU Eunice Employee Handbook](#): The Faculties of the Several Campuses, Section 1. Membership.
- Departmental faculty membership consists of all members of the academic staff of a department having the rank of instructor or higher (or equivalent), who are appointed full-time for at least a one-year period, and a part or all of whose work for the current year is in that particular department
  - [LSU Board of Supervisors Regulations Article I](#), Section 2-D (1);
  - [LSU Eunice Policy Statement Number 3](#): Responsibilities and Concerns of University Personnel lines 18-19;
  - [LSU Eunice Employee Handbook](#): The Departmental Faculty Section 1. Membership;
- Full-time faculty may be appointed for a "term appointment" or "indefinitely" (see the [LSU Board of Supervisors Regulations Article II](#), Section 7 Tenured and Term Appointment, Academic Staff - Faculty Ranks).
- Workload for a full-time faculty member is stated in LSU Eunice Policy Statement 46: Guidelines for Faculty Workloads:
  - Minimum workload for a full-time faculty member is 12 credit hours (lecture hours) or 16 contact hours (combined lecture and laboratory/studio hours) per semester (see [lines 14-16](#));
  - A maximum workload (without extra compensation) for a full-time faculty member is generally considered to be 15 credit hours or 21 contact hours per semester (see [lines 17-23](#));
  - Nationally accepted practices and other variables are considered (see [lines 24-33](#)); and
  - In the summer, a full-time faculty load is considered to be nine credit hours (see [lines 34-39](#)).

Definitions for Other Academic:

- Part-time members of the academic staff are members of the academic staff below the rank of instructor or equivalent, and other personnel with academic responsibilities not holding faculty rank
  - [LSU Board of Supervisors Regulations Article II](#), Section 1-A (1b); and
  - [LSU Eunice Employee Handbook](#): Classification of Employees, General, Section A-2
- Part-time members of the academic staff are given term appointments that may not exceed one academic or fiscal year (see the [LSU Board of Supervisors Regulations Article II](#), Section 8).

### **SECTION 3: RESPONSIBILITIES OF FACULTY MEMBERS**

(Repeated, in part, from [Standard 6.1 - see Section 3](#))

Beyond instruction, LSU Eunice faculty have jurisdiction over matters concerning its educational policies insofar as the policies do not conflict with other departments, the campus, or the University [see the [LSU Board of Supervisors Regulations Article 1](#), Section 2-D (2) and the [LSU Eunice Employee Handbook](#) (The Departmental Faculty--Duties)]. In addition, the faculty "determines [the] educational policy of the University," according to [LSU Eunice Policy Statement Number 3: Responsibilities and Concerns of University Personnel](#) (lines 17-42). This includes the following (but is subject to the authority of the Board of Supervisors):

1. Criteria for the membership on the faculty itself
2. Criteria for the admission of students
3. Degree requirements
4. Courses and curricula
5. Student honors
6. Standards of instruction and grading
7. Faculty meetings (at division and department meetings)

Additional responsibilities are described in [Section 3 of Standard 6.1](#).

### **SECTION 4: DESCRIPTION OF FULL-TIME AND PART-TIME FACULTY BY PROGRAM**

#### **4.1: Introduction**

As a teaching institution, the number of full-time faculty members at LSU Eunice is adequate to provide instruction, direction, and oversight of the academic programs as defined by the [mission](#), strategic goals, the LSU Board of Supervisors Bylaws and Regulations, LSU Eunice Policy Statement Number 12 on the Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members, and the requirements of professional accrediting agencies. In support of the mission, the LSU Board of Supervisors has charged the faculty with determining the educational policy of the University ([LSU Board of Supervisors Bylaws Article X](#), Section 1). In addition, LSU Eunice's Policy Statement Number 12 provides that an appropriate number of full-time faculty members be employed in order to provide programs of instruction, research, and service of the highest order for the people of Louisiana (see [lines 20-23](#)). Given this, faculty are not only charged with instruction, but are also charged with providing direction and oversight of all academic programs in order to maintain excellence and integrity. Finally, the number of faculty at LSU Eunice is often specified by professional accrediting agencies based on student to faculty ratio. For example, LSU Eunice's Nursing and Allied Health program accreditation specifies the maximum number of students per faculty for laboratory and clinical work in each of the programs.

As disclosed in the [Institutional Summary Form](#), LSU Eunice offers 50% or more of an academic program totally online and at several Off-Campus Instructional Sites (OCIS). [Table 6.2b-1](#) details each of the sites and the enrollment on census day for fall 2022 with all dual enrollment < 50% grouped together at the bottom of the table. [Table 6.2b-2](#) shows the program enrollment for fall 2022. As [Table 6.2b-2](#) indicates, LSU Eunice's 21 academic programs as defined by the Louisiana Board of Regents [Inventory of Degree and Certificate Programs](#) and disclosed on the [Institutional Summary Form](#) have been grouped together into 14 academic programs by similarity and shared faculty. For example, the Associate of Applied Science in Management is grouped with its Certificate of Technical Studies in Accounting Technology, Human Resource Management, and Administrative Technology Specialist because the programs feed into the management program and all share faculty. The Associate of Arts Transfer concentration in Business is included for the same reason. Other groupings include the Associate of Science in Criminal Justice combined with the Associate of Arts Louisiana Transfer Criminal Justice concentration and the Associate of Applied Science in Fire and Emergency Services combined with the Certificate in Technical Studies in Fire Service

Technology. Further, the Associate of Science Louisiana Transfer is paired with the Certificate in Technical Studies in Chemical Technician and the Associate of Science in Agriculture. Finally, the Associate of Science in Health Sciences includes the Certificate of Technical Studies in Medical Billing and Coding and Undecided Allied Health). Because the Associate of General Studies is essentially a general studies degree with electives in any field of study, it is considered separately at the conclusion of this response because it is not feasible to disaggregate the data to detail the total number of full-time faculty due to the nature of the program and the extensive overlap of faculty teaching the general education courses.

For a complete discussion on the number of faculty, some of the tables from [Standard 6.1](#) are duplicated in this Standard for the convenience of the reviewer. The first to be duplicated is the descriptive statistics included in [Table 6.2b-3](#) showing that the number of full-time and part-time faculty increased or decreased depending on enrollment. For example, enrollment increased by 132 (4.5%) students from 2,906 in fall 2016 to 3,038 in fall 2022 with a corresponding increase of 62 (14.1%) course sections. At the same time, full-time faculty decreased by four (5.7%) from 70 to 66 and part-time faculty increased by 12 (18.8%) from 64 to 76.

A subset of the data indicates that as enrollment increased by 49 (1.6%) students from 2,989 in fall 2019 to 3,038 in fall 2022, the number of course sections increased by 29 (6.3%). At the same time, the number in full-time teaching faculty decreased by eight (10.8%) and the number of part-time faculty increased by three (4.1%) (see [Table 6.2b-3](#)). However, it should be noted that LSU Eunice has active searches for eight full-time positions as the response to this Standard is being written (see highlighted positions from the [Human Resources Careers Webpage](#)). Filling these eight budgeted full-time faculty positions will result in 74 full-time faculty--equivalent to the number of full-time teaching faculty in 2019 and an increase of four (5.7%) from the 70 employed in fall 2016.

#### **4.2: Comparison Data**

(repeated from [Standard 6.1 Section 4.2](#))

The data in the next two tables compare the number of full-time and part-time faculty from peer institutions chosen for the SACSCOC 2017-2018 Student Completion Indicator study using data from IPEDS. As noted above, only final release data was used for the comparisons, and neither provisional or final data was available for fall 2021 or fall 2022. The comparison institutions were

- Coastal Alabama Community College, Bay Minette, AL,
- Hill College, Hillsboro, TX,
- Hopkinsville Community College, Hopkinsville, KY,
- Jefferson Davis Community College, Brewton, AL (merged with Coastal Alabama Community College),
- Ogeechee Technical College, Statesboro, GA,
- Panola College, Carthage, TX,
- Paul D Camp Community College, Franklin, VA,
- Richmond Community College, Hamlet, NC,
- South Central Louisiana Technical College, Morgan City, LA (merged with South Louisiana Community College),
- South Louisiana Community College, Lafayette, LA,
- SOWELA Technical Community College, Lake Charles, LA,
- Technical College of the Lowcountry, Beaufort, SC, and
- University of South Carolina-Lancaster, Lancaster, SC.

[Table 6.2b-4](#) depicts the final release faculty data reported to IPEDS for LSU Eunice's peer institutions. The Institutional Research data depicted in [Table 6.2b-3](#) includes all full-time faculty teaching during the semesters examined, whereas the IPEDS report includes all personnel having faculty rank, including those not actually in the classroom in a given semester. The data shown in

[Table 6.2b-4](#) does not include faculty acting as administrators whereas [Table 6.2b-3](#) counts them if they taught in a given semester.

The data in [Table 6.2b-4](#) indicates that the number of full-time faculty at LSU Eunice was equivalent to the mean of its peers for fall 2016, surpassed the mean in 2017 as enrollment increased, and then fell below the mean in the final three years. At the enrollment peak shown in 2018 shown in [Table 6.2b-3](#), some full-time faculty were lost due to resignations and retirements and were supplemented with eight additional part-time faculty for an overall increase of two faculty members from 133 in fall 2017 to 135 in fall 2018 as shown in [Table 6.2b-4](#). Then, as enrollment fluctuated in fall 2019 and fall 2020, the number of overall faculty was reduced and remained the same at 125.

Next, [Table 6.2b-5](#) presents the same data as [Table 6.2b-4](#) based on the IPEDS final release data for all peer institutions; however, LSU Eunice's IPEDS data on the number of faculty was replaced with Institutional Research data from Academic Affairs using actual faculty loads for the five fall semesters. The Institutional Research data depicted in [Table 6.2b-5](#) includes all full-time faculty teaching during the semesters examined, whereas the IPEDS report includes all personnel having faculty rank, including those not actually in the classroom in a given semester. In addition, as noted above, the LSU Eunice data in [Table 6.2b-5](#) includes administrators with rank teaching in a given semester whereas [Table 6.2b-4](#) does not.

For part-time faculty, differences between IPEDS and the Institutional Research report focuses on dual enrollment faculty whose primary employment is at the high school. These faculty members are paid a "stipend" by LSU Eunice and do not receive a "salary," per se. This subtle difference in classification results in high school dual enrollment faculty receiving a "stipend" not being reported to IPEDS as part-time faculty. Regardless of how LSU Eunice defines part-time faculty, [Table 6.2b-5](#) represents all full-time and part-time faculty teaching at least one course for fall 2016, 2017, 2018, 2019, and 2020.

As [Table 6.2b-5](#) denotes, the number of full-time faculty fluctuates slightly each fall semester compared to [Table 6.2b-4](#) because some individuals holding academic rank were not used in the classroom in a given semester. Regardless of the slight changes, the number of full-time faculty at LSU Eunice was slightly below the mean in 2016, outpaced the mean in fall 2017 as enrollment increased, and then began falling in fall 2018 due to resignations and retirements, even as enrollment increased to 3,232 students, thus requiring an increase in part-time faculty members. In fall 2019, both full-time and part-time numbers decreased compared to fall 2018 due to an enrollment decrease from 3,232 in fall 2018 to 2,989 in fall 2019. Enrollment increased again in fall 2020 requiring an increase in part-time faculty members; however, the number of full-time faculty members had not yet increased. Taken together, [Table 6.2b-3](#), [Table 6.2-4](#), and [Table 6.2b-5](#) indicate that LSU Eunice added part-time faculty in response to enrollment fluctuations when full-time faculty were not available. The three tables also indicate that LSU Eunice chooses to hire fewer part-time faculty, on average, than peer institutions.

Another way to examine the adequacy of the number of faculty is to return to the IPEDS data and focus on student to faculty ratio as depicted in [Table 6.2b-6](#). The data from [Table 6.2b-6](#) generates an overall five year mean for all institutions equal to 18.2 students per faculty member; LSU Eunice's mean for the time period is slightly higher at 21.2 students per faculty member. [Table 6.2b-6](#) also indicates that LSU Eunice has a faculty to student ratio that is slightly higher than its peers for each year; however, the difference in the ratios only exceeds one standard deviation for 2020, having a difference of 5.5 students, this being the result of the enrollment increase of 154 students from 2,989 in fall 2019 to 3,143 in fall 2020. In all other years, the difference between LSU Eunice and its peers is less than one standard deviation with the difference of one to three students.

### 4.3: Program Size

Repeated from Standard 6.1, [Table 6.2b-3](#) provided descriptive statistics and established the enrollment, along with the number of full-time and part-time faculty each fall semester from 2016 through 2022. Also repeated from Standard 6.1, [Table 6.2b-7](#) summarizes the number of sections taught during the same time period. Both tables represent the total number of faculty and the total number of sections taught at all LSU Eunice sites without duplication with [Table 6.2b-7](#), breaking out the number and proportion of courses taught by full-time and part-time faculty. Overall, full-time faculty taught 67.1%, while part-time faculty taught 32.9% of the 1,960 courses offered over the four fall semesters (see yellow highlighting).

Next, [Table 6.2b-8](#) takes the data a step further by breaking out the number of sections by site along with the number and proportion of sections taught by full-time and part-time faculty for fall 2019, 2020, 2021, and 2022. Note that the programs are grouped by shared faculty, as was done in [Table 6.2b-2](#); however, [Table 6.2b-8](#) includes three additional categories: English Composition and Literature and Mathematics at the top, and Developmental Education at the bottom. While not programs in the sense that students can earn a credential, courses in English and mathematics are required, and a significant number of students enroll in developmental education every semester. Data was grouped in this way in order to account for all 1,960 course sections offered, all faculty members teaching each fall semester, and all credit hours produced without duplication.

The footnotes for [Tables 6.2b-8](#) through [Table 6.2b-25](#) are as follows:

1. AALT includes Fine Arts, Humanities, Mass Communication, and Social Science courses.
2. AS in Criminal Justice includes any criminal justice courses offered for the Associate of Arts Louisiana Transfer degree.
3. AAS in Fire and Emergency Services also includes courses offered for the Certificate of Technical Studies (CTS) in Fire Service Technology.
4. Associate of Science Louisiana Transfer includes biological sciences and physical science concentrations along with the science courses related to the CTS in Chemical Technician. It also includes the Associate of Science in Agriculture.
5. AAS in Management includes the AALT concentration in business, CTS-Human Resource Management, CTS-Accounting Technology, and CTS-Administrative Technology Specialist.
6. Developmental education courses carry institutional credit only and includes mathematics, English composition, reading, university studies (study strategies), and computer literacy.

It should also be noted that LSU Eunice began offering the Associate of Science in Health Sciences in fall 2022 along with the Associate of Science in Agriculture. Because these two new degrees were a mere mixing of existing courses, it was decided to present the data as if they existed in fall 2019, 2020, and 2021 because the courses were offered anyway thus allowing the comparison of "apples to apples" for the time period being studied.

[Table 6.2b-8](#) begins by indicating on the left that 873.7 (83.3%) of the 1,049 sections were taught at LSU Eunice were taught by full-time faculty (see blue highlighting). In addition, the program data from the LSU Eunice site indicated that full-time faculty taught 64.8% of the courses in the AALT program to 100% in several other of the courses in the various programs were taught by full-time faculty (see the shading versus the yellow highlighting for the individual programs). For online instruction originating from the LSU Eunice site, 369 (48.8%) of the 756 courses were taught by full-time faculty (see pink highlighting). Online instruction varied from 30.9% of the courses being taught by full-time faculty (see shading for Management) to 100% of the courses for Radiologic Technology and the Care and Development of Young Children. It is important to note that full-time and part-time faculty may be teaching both face-to-face and online. It is also important to note that many faculty taught across two departments. As a result, the home department was selected based on where the most sections were taught. This is especially true for faculty teaching both general

education and developmental English or mathematics. Faculty teaching more general education courses were assigned at the top, while faculty teaching more courses in developmental education were assigned to the bottom.

The next set of columns in [Table 6.2b-8](#) deals with LSU Eunice's OCIS, with the first detailing faculty responsibility for teaching at the LSU Alexandria site where general education English Composition and Mathematics along with some developmental courses were offered. Note that there has been a substantial decrease in the number of students and the number of courses offered at the site in recent years as LSU Eunice offered just 29 course sections at the site over fall 2019, 2020, 2021, and 2022 with 51.7% taught by full-time faculty (see red highlighting) and 48.3% taught by part-time faculty. At the Ochsner Lafayette General Orthopedic Hospital site, 83.1% of the Nursing and Surgical Technology courses were taught by full-time faculty (see the green highlighting). Finally, a set of columns were generated for all high school dual enrollment (OCIS) < 50% of a program. As shown at the bottom, 58 (98.3%) of the 59 courses were taught by part-time faculty as LSU Eunice seeks to have high school instructors possessing a master's degree in the field teach courses were possible (see turquoise highlighting). Note that online courses created for dual enrollment sections were included in the online columns as they are generally open to other student populations.

The institutional totals columns to the far right in [Table 6.2b-8](#) calculate the number and proportion of sections taught for each program by full-time and part-time faculty. The summaries show that the majority of LSU Eunice's sections are taught by full-time faculty, with only four exceptions. These exceptions are largely due to the number of online courses offered in the fall semesters (see shading). Finally, this same data is summarized for each fall in the following tables:

- For fall 2019, [Table 6.2b-9](#) indicates that full-time faculty taught 70.5% of the 474 sections while part-time faculty taught 29.5% (see blue highlighting). The Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, and the Associate of Science in Health Sciences programs had fewer than 50% of the sections taught by full-time faculty (see yellow highlighting).
- For fall 2020, [Table 6.2b-10](#) indicates that full-time faculty taught 69.6% of the 481 sections while part-time faculty taught 30.4% (see blue highlighting). The Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, and the Associate of Applied Science in Management programs had fewer than 50% of the sections taught by full-time faculty due to their heavy online presence (see yellow highlighting). The courses that make up the current Associate of Science in Health Sciences were split, with 50% of the courses being taught by full-time faculty and 50% being taught by part-time faculty (see green highlighting).
- For fall 2021, [Table 6.2b-11](#) indicates that the proportion of courses taught by full-time faculty decreased to 62.3% of the 502 sections while part-time faculty increased to 37.7% (see blue highlighting). The Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, the Associate of Applied Science in Management, and the Associate of Arts Louisiana Transfer programs had fewer than 50% of the sections taught by full-time faculty (see yellow highlighting highlighting).
- Finally, for fall 2022, [Table 6.2b-12](#) indicates that the proportion of courses taught by full-time faculty increased to 66.1% of the 503 sections while part-time faculty taught 33.9% (see blue highlighting). The Associate of Science in Criminal Justice and the Associate of Applied Science in Fire and Emergency Services had fewer than 50% of the sections taught by full-time faculty (see yellow highlighting) and the Associate of Arts Louisiana Transfer had 50% of the course taught by full-time faculty (see green highlighting).

#### **4.4: Number of Faculty by Program**

The next series of tables depicts the number of faculty by program for fall 2019, 2020, 2021, and 2022, along with faculty workloads and overloads during the same time period. As with the previous

section, the following tables represent the total number of faculty and actual workloads without duplication for the four fall semesters studied. First, [Table 6.2b-3](#) is repeated to summarize the number of full-time and part-time faculty members teaching course sections and to show that the six percent increase in faculty paralleled the 4.5% growth in enrollment from fall 1016 through fall 2022. Next, [Table 6.2b-13](#) through [Table 6.2b-16](#) details the number of full-time and part-time faculty teaching in each of the academic programs. Note that there is not a summary table for the four fall semesters, as it would duplicate faculty members over the four fall semesters. As before, English, mathematics, and developmental education are broken out in each of the tables in order to account for all faculty members during the period studied.

[Table 6.2b-13](#) details fall 2019, showing 74 full-time faculty and 73 part-time faculty for a total of 147 (see yellow highlighting). It also notes that 75 (51.0%) of faculty taught face-to-face at the LSU Eunice (see blue highlighting) and 49 (33.3%) taught online (see pink highlighting). Note that full-time faculty at LSU Eunice taught both face-to-face and online, but faculty members were assigned to the category where they taught the greater load. [Table 6.2b-13](#) also shows one full-time faculty member at the LSU Alexandria face-to-face site and two part-time faculty members (see orange highlighting). In addition, there were four full-time faculty members and two part-time faculty members at the Ochsner Lafayette General Orthopedic Hospital (see red highlighting). Finally, [Table 6.2b-13](#) shows that all fourteen faculty at the high school dual enrollment face-to-face sites < 50% of a program were part-time (see green highlighting). The institutional totals to the right indicate that eight (50.0%) out of the 16 academic areas had fewer full-time faculty members than part-time faculty members (see turquoise highlighting). However, [Table 6.2b-9](#) indicated that full-time faculty taught the majority of the instructional load in five out of eight of the academic areas; these were English Composition and Literature, the Associate of Arts Louisiana Transfer, the Associate of Applied Science in Management, the Associate of Applied Science in Computer Information Technology, and Developmental Education.

[Table 6.2b-14](#) presents the same data for the 145 faculty members teaching in fall 2020 (see yellow highlighting), where 65 (44.8%) taught face-to-face at the LSU Eunice site (see blue highlighting) and 59 (40.7%) taught online (see pink highlighting). The LSU Alexandria face-to-face site had two part-time faculty members due to a maternity leave (see orange highlighting) and the Ochsner Lafayette Hospital was split at 50% full-time and 50% part-time (see red highlighting). Fourteen of the 15 faculty at the high school dual enrollment face-to-face sites were part-time (see green highlighting). Similar to Fall 2019, the institutional totals to the right indicate that eight (50.0%) out of the 16 academic areas had fewer full-time faculty members than part-time faculty members (see turquoise highlighting). However, [Table 6.2b-10](#) indicated that full-time faculty taught the majority of the instructional load in four out of the eight academic areas; these were English Composition and Literature, the Associate of Arts Louisiana Transfer, the Associate of Applied Science in Computer Information Technology, and Developmental Education. Full-time and part-time faculty were evenly split on the instructional load for the courses that would eventually make up the Associate of Science in Health Sciences in fall 2022.

Next, [Table 6.2b-15](#) presents the same data for the 150 faculty members teaching in fall 2021 (see yellow highlighting), where 69 (46.0%) taught face-to-face at the LSU Eunice site (see blue highlighting) and 62 (41.3%) faculty members teaching online (see pink highlighting). The LSU Alexandria face-to-face site had one full-time and two part-time faculty members (see orange highlighting) and the Ochsner Lafayette Hospital had four full-time faculty and two part-time faculty (see red highlighting). All ten faculty at the high school dual enrollment face-to-face sites were part-time (see green highlighting). Similar to the past, the institutional totals to the right indicate that seven (43.8%) out of the 16 academic areas had fewer full-time faculty members than part-time faculty members (see turquoise highlighting). Courses that would eventually make up the Associate of Health Sciences were split at 50% full-time and 50% part-time. However, [Table 6.2b-11](#) indicated that full-time faculty taught the majority of the instructional load in three out of seven of the

programs; these were English Composition and Literature, the Associate of Applied Science in Computer Information Technology, and Developmental Education. For the course that would make up the Associate of Science in Health Sciences, full-time faculty taught 56.3% of the instructional load.

Finally, [Table 6.2b-16](#) presents the same data for the 142 faculty members teaching in fall 2022 (see yellow highlighting), where 60 (42.3%) taught face-to-face at the LSU Eunice site (see blue highlighting) and 63 (44.4%) faculty members teaching online (see pink highlighting). The LSU Alexandria face-to-face site had two full-time faculty members (see orange highlighting) and the Ochsner Lafayette Hospital had seven full-time faculty and two part-time faculty (see red highlighting). All ten faculty at the high school dual enrollment sites were part-time (see green highlighting). The institutional totals to the right indicate that seven (43.8%) out of the 16 academic areas had fewer full-time faculty members than part-time faculty members (see turquoise highlighting) with the Associate of Applied Science in Computer Information Technology being split at 50% full-time and 50% part-time. However, [Table 6.2b-12](#) indicated that full-time faculty taught the majority of the instructional load in five out of the seven of the academic areas; these were English Composition and Literature, the Associate of Applied Science in Management, the Associate of Applied Science in Computer Information Technology, Health Sciences and Developmental Education. For the Associate of Science in Louisiana Transfer, full-time faculty taught 50% of the instructional load.

#### **4.5: Faculty Workloads and Overloads**

As indicated above, LSU Eunice Policy Statement Number 46 states that the maximum number of credits assigned to a full-time faculty member without an overload is 15 credit hours or 21 contact hours (see [lines 17-23](#)). If available, faculty are asked if they desire an overload each semester. Faculty members are not under any obligation to teach an overload if they do not wish; however, experience at LSU Eunice is that full-time faculty are willing to take the overloads for the extra compensation. [Table 6.2b-17](#) through [Table 6.2b-19](#) detail faculty workload and overloads for fall 2019, 2020, 2021, and 2022.

[Table 6.2b-17](#) is sorted by status with full-time faculty at the top. Note that it is possible that a faculty member is listed as both full-time and part-time in separate fall semesters if their status changed; some of which are shown in red. For example, Ms. Lori Barton is shown as a full-time faculty member for fall 2019 on line 15 because the labs she was teaching had three contact hours each. In fall 2021 and fall 2022, however, she taught four lecture courses only and was considered part-time with 12 hours as shown on line 151. Ms. Barton did not teach in fall 2020. Another example of a part-time faculty becoming a full-time faculty member is Ms. Joan Vidrine. As shown on line 132, she is a full-time faculty member for fall 2021 and fall 2022 after being the successful candidate for a full-time developmental mathematics position. For fall 2019 and fall 2020; however, she was part-time with six credit hours as shown on line 278. [Table 6.2b-17](#) also shows examples of faculty teaching in multiple academic areas with a few examples shown in blue.

Next, [Table 6.2b-18](#) details the same information by academic program, with totals at the bottom. [Table 6.2b-18](#) is also sorted by faculty name for convenience. [Table 6.2b-19](#) presents the same data as [Table 6.2b-18](#) without the faculty names. This summary indicates that the use of overloads has increased from 35 for a total of 99 credits in fall 2019 to 67 for a total of 211 credit hours in fall 2022. Mathematics had the largest frequency of overloads at 37 for a total of 133 credit hours followed by nursing with 23 for 88 credit hours and then the Associate of Arts Louisiana Transfer with a frequency of 25 for 85 credit hours. As a result, [Table 6.2b-19](#) indicates that overloads increased 112.4% from 99.32 credits in fall 2019 to 211 credits in fall 2022 even though enrollment increased 1.6% from 2,989 in fall 2019 to 3,308 in fall 2022 (see [Table 6.2b-3](#)).



#### **4.6: Credit Hour Production**

This next section focuses on credit hour production for each year as summarized in [Table 6.2b-20](#) detailing the number of credit hours produced for fall 2019, 2020, 2021, and 2022, indicating that the number of credits produced each fall semester fluctuated with enrollment and that full-time faculty produced 72.0% of the credits overall (see yellow highlighting). As in previous tables, like degree programs are grouped together and English composition, mathematics, and developmental education are added to account for the total credit hour production for each semester without duplication. Separating the credit hour production by program, [Table 6.2b-21](#) summarizes the credit hour production for all four fall semesters by program and by site, noting that 89,195.3 (72.0%) of the 123,920 credit hours produced were generated by full-time faculty (see yellow highlighting). The LSU Eunice site produced 66,833 (53.9%) of the credit hours, with full-time faculty generating 90.7% of the face-to-face hours at that site (see blue highlighting). Online courses made up 49,615 (40.0%) of all credits with full-time faculty generating 51.7% of the online hours. (see pink highlighting). At the LSU Alexandria site, full-time faculty produced 51.2% of the credit hours. In addition, the majority (87.7%) of the credits produced at the Ochsner Lafayette General Orthopedic Hospital were produced by full-time faculty (see orange highlighting). Finally, part-time faculty outpaced full-time faculty, producing 96.5% of the credits at the dual enrollment sites offering less than 50% of a program (see green highlighting). Four of the academic areas had part-time faculty produce more credit hours than full-time faculty. These were the Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, the Associate of Science in Management, and the coursework for the Associate of Science in Health Sciences. (see turquoise highlighting). The next four tables break out the data individually by semester.

For fall 2019, [Table 6.2b-22](#) indicates that 30,890 credit hours were produced, with 76.5% being generated by full-time faculty (see yellow highlighting). The LSU Eunice face-to-face site produced 19,924 (64.5%) of the total credits with full-time faculty responsible for 90.6% of the credit hours at that site (see blue highlighting) while 8,787 (28.4%) of the credit hours were produced online with 54.1% of them being produced by full-time faculty (see pink highlighting). Full-time faculty generated 51.1% of the credits at the LSU Alexandria site (see red highlighting). In addition, full-time faculty were responsible for 89.4% of the credits generated at the Ochsner Lafayette General Orthopedic Hospital site (see orange highlighting). High school dual enrollment sites below 50% of a program were all taught by part-time faculty (see green highlighting). Part-time faculty generated the majority of the credit hours produced in the Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, and the coursework for what would become the Associate of Science in Health Sciences programs (see turquoise highlighting).

Next, full-time faculty produced 76.5% of the 32,102 credits generated in fall 2020, as shown in [Table 6.2b-23](#) (see yellow highlighting). The LSU Eunice face-to-face site generated 16,316 (50.8%) of the total credits with full-time faculty responsible for 92.5% of the credits generated at that site (see blue highlighting). For online, 13,959 (43.5%) credits were produced with full-time faculty being responsible for 63.9% of them (see pink highlighting). At the LSU Alexandria site, all credit hours were generated by part-time faculty as the full-time faculty member was on maternity leave (see red highlighting). The full-time faculty at the Ochsner Lafayette Hospital were responsible for 83.2% of the credits produced (see orange highlighting). For the high school dual enrollment sites offering below 50% of a program, full-time faculty produced 11.7% of the credits (see green highlighting). Full-time faculty generated less than 50% of the credits in Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, the Associate of Applied Science in Management, and the coursework for what would become the Associate of Science in Health Sciences (see turquoise highlighting).

For fall 2021, [Table 6.2b-24](#) indicates that full-time faculty produced 20,318 (66.5%) of the 30,536 credit hours overall (see yellow highlighting). The LSU Eunice face-to-face site generated 15,551 (50.9%) of the total credit hours with full-time faculty responsible for 90.2% at the site (see blue

highlighting). Online course work generated 13,298 (43.5%) of the total credits with full-time faculty generating 42.5% of the credits at the site (see pink highlighting) while the full-time faculty at the LSU Alexandria site generated 39.6% of the credits (see red highlighting). The full-time faculty at the Ochsner Lafayette General Hospital site were responsible for generating 86.3% of the credits at that site (see orange highlighting). At the high school dual enrollment sites offering less than 50% of a program, part-time faculty produced all of the credit hours (see green highlighting). Finally, the Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, and the Associate of Applied Science in Management programs had less than 50% of the credit hours taught by full-time faculty (see turquoise highlighting).

The last table in this series is [Table 6.2b-25](#) examining the data from fall 2022 indicating that full-time faculty produced 20,676 (68.0%) of the 30,392 credit hours overall (see yellow highlighting). The LSU Eunice face-to-face site generated 15,042 (49.5%) of the total credit hours with full-time faculty responsible for 89.5% at the site (see blue highlighting). Online course work generated 13,571 (44.7%) of the total credits with full-time faculty producing 46.5% of the credits at the site (see pink highlighting). Full-time faculty at the LSU Alexandria site were responsible for 100% of the credits (see red highlighting) while the full-time faculty at the Ochsner Lafayette General Hospital site generated 90.5% of the credits (see orange highlighting). In addition, the credit hours produced by high school dual enrollment sites offering less than 50% of a program came from the use of part-time faculty (see green highlighting). Finally, the Associate of Science in Criminal Justice, the Associate of Applied Science in Fire and Emergency Services, and the Associate of Science in Health Sciences programs had less than 50% of the credit hours taught by full-time faculty (see turquoise highlighting).

#### **Section 4.7: Associate of General Studies Information**

The last data set depicts the number of sections, the number of faculty, and the credit hour production for the Associate of General Studies, which is a "two-year program that allows students a wide choice of subjects" and may be a two-year terminal degree or the first two-years of a baccalaureate degree, according to the [2022-2023 LSU Eunice Catalog](#). Because the degree is based on general education requirements and uses other courses as electives, both sets of courses were used to detail the specifics of the degree. It is important to note that almost any course that is not a general education requirement can be used as an elective, depending on the student's interest. This includes, but is not limited to, courses in management, computer information technology, health and physical education, and criminal justice, to name a few. A few notable exceptions are nursing and allied health courses that require the student to be accepted into a program prior to enrollment. Given the nature of the degree, the data presented for the Associate of General Studies overlaps with the data above, but does not include all sections, faculty, or credit hours produced. Regardless, the data on the Associate of General Studies will be presented in much the same way as the data above, except that the Ochsner Lafayette General Orthopedic Hospital Site is not included because of the exception noted above and only Associate of Science in Nursing and the Associate of Applied Science in Surgical Technology are offered at that site.

As [Table 6.2b-2](#) indicates, the Associate of General Studies is a rather popular degree choice having a total of 369 students enrolled in fall 2022 (see item 12). The first set of data for the degree presents the number of Associate of General Studies course sections that were taught in fall 2019, fall 2020, fall 2021, and fall 2022 ([Table 6.2b-26](#)). Using the methodology from above, faculty were assigned to the site or method where they taught the greatest number of sections. As a result, a faculty member may be assigned to the LSU Eunice site one fall, but assigned to online for another, depending on the number of courses taught. As [Table 6.2b-26](#) indicates, 66.1% of the 1,173 course sections were taught by full-time faculty (see yellow highlighting), with 97.1% of the LSU Eunice and 42.1% of the online course sections being taught by full-time faculty (see blue highlighting). Course sections for the Associate of General Studies were most often taught by part-time faculty at LSU Alexandria (see red highlighting) and dual enrollment sites at less than 50% of a program (see

green highlighting). Part-time faculty outpaced the teaching of full-time faculty in only one academic area - Fine Arts (see turquoise highlighting). Next,

- [Table 6.2b-27](#) details the Associate of General Studies sections taught for fall 2019;
- [Table 6.2b-28](#) details sections taught for fall 2020;
- [Table 6.2b-29](#) details sections taught for fall 2021; and
- [Table 6.2b-30](#) details sections taught for fall 2022.

The next series of tables indicates the number of faculty teaching in the Associate of General Studies program.

- [Table 6.2b-31](#) details the number of faculty for fall 2019 where 50.5% of the courses were taught by full-time faculty;
- [Table 6.2b-32](#) details the number of faculty for fall 2020 where 46.1% of the courses were taught by full-time faculty;
- [Table 6.2b-33](#) details the number of faculty for fall 2021 where 43.3% of the courses were taught by full-time faculty; and
- [Table 6.2b-34](#) details the number of faculty for fall 2022 where 40.2% of the courses were taught by full-time faculty.

The faculty tables show that the full-time and part-time faculty were about evenly split in their teaching of coursework for the Associate of General Studies in any given year with fine arts and elective courses having a higher percentage of part-time faculty teaching courses in all four years.

Finally, the number of credit hours and the proportion taught by full-time and part-time faculty in the Associate of General Studies for fall 2019, fall 2020, fall 2021, and fall 2022 are examined in [Table 6.2b-35](#). As [Table 6.2b-35](#) indicates, full-time faculty generated 70.4% of the 86,883 credits taught over the four fall semesters (see yellow highlighting). Full-time faculty produced 96.0% of the credit hours at LSU Eunice face to face courses and 46.7% of the online courses (see blue highlighting). Part-time faculty taught 71.1% of the LSU Alexandria site and 96.4% of the high school dual enrollment sites < 50% of a program credits (green highlighting). Next,

- [Table 6.2b-36](#) details the credits produced for fall 2019 where 76.2% of the credits were generated by full-time faculty;
- [Table 6.2b-37](#) details the credits produced for fall 2020 where 76.2% of the credits were generated by full-time faculty;
- [Table 6.2b-38](#) details the credits produced for fall 2021 where 64.2% of the credits were generated by full-time faculty; and
- [Table 6.2b-39](#) details the credits produced for fall 2022 where 64.5% of the credits were generated by full-time faculty.

The credit hour production data for each fall semester indicates that full-time faculty produced the vast majority of credits in the Associate of General Studies program over the four fall semesters. Fine Arts is the only academic area where part-time faculty produced more credit hours for each year studied.





























## **SECTION 5: SUMMARY**

Based on the data presented, LSU Eunice employs "a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review." The series of tables in this Standard showed a 4.5% increase in enrollment and a six percent increase in faculty to accommodate the growth ([Table 6.2b-3](#)). It is acknowledged that the increase faculty has been part-time as the response to this Standard is being written; however, it was also noted that eight full-time [faculty searches](#) are

currently underway. These additional faculty will decrease the use of part-time faculty and reduce overloads in the areas of mathematics, nursing, and the Associate of Science Louisiana Transfer (see [Table 6.2b-16](#) and [Table 6.2b-19](#)). Overall, given a few exceptions at LSU Alexandria, high school dual enrollment sites, and some academic areas, over two-thirds (67.1%) of the course sections and nearly three-fourths (72.0%) of the number of credit hours produced are by full-time faculty (see [Table 6.2b-8](#) and [Table 6.2b-21](#)).

## Sources

- [AY 2022-2023 Catalog Section 3 Institutional Mission \(Page 1\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 64\)](#)
- [Inventory of Degree and Certificate Programs LSU Eunice 5-13-22](#)
- [LSU BOS Bylaws March 2022 \(Page 26\)](#)
- [LSU BOS Rules Regulations September 2021 \(Page 10\)](#)
- [LSU BOS Rules Regulations September 2021 \(Page 13\)](#)
- [LSU BOS Rules Regulations September 2021 \(Page 18\)](#)
- [LSU BOS Rules Regulations September 2021 \(Page 20\)](#)
- [LSU BOS Rules Regulations September 2021 \(Page 8\)](#)
- [LSU Eunice Organizational Chart](#)
- [LSU-Eunice-Employee-Handbook \(Page 16\)](#)
- [LSU-Eunice-Employee-Handbook \(Page 51\)](#)
- [LSU-Eunice-Employee-Handbook \(Page 52\)](#)
- [Louisiana State University Careers Workday as of 11 23 22](#)
- [NO03 Responsibilities and Concerns of University Personnel \(Page 1\)](#)
- [NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members \(Page 1\)](#)
- [NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members \(Page 10\)](#)
- [NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members \(Page 2\)](#)
- [NO46 Guidelines for Faculty Workloads \(Page 1\)](#)
- [NO46 Guidelines for Faculty Workloads \(Page 2\)](#)
- [Organizational Chart Academics Highlighted](#)
- [Part\\_4\\_Institutional\\_Summary\\_Form](#)
- [Standard 6.1](#)
- [Standard 6.1 Section 2](#)
- [Standard 6.1 Section 3](#)
- [Standard 6.1 Section 4.2](#)
- [Table 6.2b-1](#)
- [Table 6.2b-10](#)
- [Table 6.2b-11](#)
- [Table 6.2b-12](#)
- [Table 6.2b-13](#)
- [Table 6.2b-14](#)
- [Table 6.2b-15](#)
- [Table 6.2b-16](#)
- [Table 6.2b-17](#)
- [Table 6.2b-18](#)
- [Table 6.2b-19](#)

-  Table 6.2b-2
-  Table 6.2b-20
-  Table 6.2b-21
-  Table 6.2b-22
-  Table 6.2b-23
-  Table 6.2b-24
-  Table 6.2b-25
-  Table 6.2b-26
-  Table 6.2b-27
-  Table 6.2b-28
-  Table 6.2b-29
-  Table 6.2b-3
-  Table 6.2b-30
-  Table 6.2b-31
-  Table 6.2b-32
-  Table 6.2b-33
-  Table 6.2b-34
-  Table 6.2b-35
-  Table 6.2b-36
-  Table 6.2b-37
-  Table 6.2b-38
-  Table 6.2b-39
-  Table 6.2b-4
-  Table 6.2b-5
-  Table 6.2b-6
-  Table 6.2b-7
-  Table 6.2b-8
-  Table 6.2b-9

## 6.2.c Program Coordination

For each of its educational programs, the institution:

- c. assigns appropriate responsibility for program coordination.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

In accordance with its [mission](#), Louisiana State University at Eunice offers Associate (A.), Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Applied Science (A.A.S.), and Certificate of Technical Studies (C.T.S.) programs within the [two academic divisions](#), the Division of Arts and Sciences and the Division of Health Sciences, Business Technology, and Public Protection and Safety, reporting to the Vice Chancellor for Academic Affairs.

According to LSU Eunice Policy Statement Number 3, Responsibilities and Concerns of University Personnel, the faculty of the University consists of all full-time members of the academic staff having the rank of Instructor or higher. Collectively, the faculty determines the educational policy of the University. Within the academic programs and divisions, the faculty determines educational policies for its respective unit insofar as these policies do not conflict with the policies of other units (see [lines 17-30](#)). The responsibilities in Policy Statement Number 3 apply to all courses, regardless of site or delivery method.

#### SECTION 2: PROGRAM COORDINATION

Academic program coordination at LSU Eunice takes place using either Program Directors, Department Chairs, or Coordinators.

##### 2.1 Program Directors

As defined by LSU Eunice Policy Statement Number 3, responsibilities of Academic Program Directors are to promote excellence in teaching, research and scholarship, student services, and related activities of the program; forward to the Chancellor, through the dean of the division and Vice Chancellor for Academic Affairs and Provost, recommendations concerning actions relating to all personnel in the program (with approval or disapproval) together with a statement of reasons therefore, when appropriate; serve as the communications officer for all official business within the program and with the academic dean of the division; review compliance of individual program students with requirements for graduation; appoint such committees from the program as is necessary or desirable; assume general supervisory responsibility for employees within the program; consider appeals by program students according to established procedures; implement, with approval, such policies and take such actions as is necessary to assure the personal safety of other members of the campus community; annually review the performance of personnel under the supervision of the program; establish and maintain appropriate records in the program files; serve as custodian of all University property which is located in facilities of the program and not specifically assigned to another administrative office; perform such duties as are required to increase the effectiveness and significance of the program and thus to enhance the prestige of the University; coordinate the recruitment of new employees and advertise vacancies appropriately, consistent with the University's policies on equal opportunity and affirmative action; call and preside over all meetings of the program; prepare and execute the budget of the program; assume responsibility for appropriate academic advising within the program; assign specific duties to members in the

program, and define and communicate the members' overall responsibilities to the University; ensure that program course offerings and curricula and programmatic matters are accurately reflected in the University catalog; assist the dean of the division with preparing class schedules and assigning faculty members' teaching schedules; recommend changes in courses and curricula which originate from faculty within the program; recommend to the dean of the division approval of exceptions or substitutions on students' degree program ([lines 226-264](#)).

## **2.2 Department Chairs**

As defined by LSU Eunice Policy Statement Number 3, responsibilities of Academic Department Chairs are to promote excellence in teaching, research and scholarship, student services, and related activities of the department; serve as the communications officer for all official business within the department and with the academic dean of the division; implement, with approval, such policies and take such actions as is necessary to assure the personal safety of other members of the campus community; assist the dean to annually review the performance of personnel under the supervision of the department; assist the dean as custodian of all University property which is located in facilities of the division under the authority of the Dean and not specifically assigned to another administrative office; perform such duties as are required to increase the effectiveness and significance of the department and thus to enhance the prestige of the University as assigned, these assigned duties may include coordinating and the collection of student learning outcome data and writing outcome documents; call and preside over all meetings of the department; assist the dean with appropriate academic advising within the department; ensure that departmental course offerings and curricula are accurately reflected in the University catalog; ensure that course syllabi for departmental courses are updated annually; assist the dean of the division with preparing class schedules and assigning faculty members' teaching schedules; recommend changes in courses and curricula which originate from faculty within the department ([lines 265-292](#)).

## **2.3 Program Coordinators**

Academic program coordinators have many of the same responsibilities as program directors and department chairs. However, their responsibilities are typically defined in a generalized [job description](#) as opposed to being formalized in Policy Statement Number 3.

LSU Eunice also uses Academic Deans to coordinate some programs, with the full-time and part-time faculty acting as a resource to oversee the curricular aspects and daily operations. They are the administrative leader of their respective divisions. They are responsible for all aspects of academic life within their divisions, including budgets, teaching, research, and personnel matters involving faculty, staff, and students ([lines 175-225](#))

The ultimate responsibility for all academic programs rests with the Vice-Chancellor for Academic Affairs and Provost through each Dean, whose oversight makes certain that the programs are compliant with standards of professional accrediting agencies, Louisiana State University Board of Supervisors, and Louisiana State Board of Regents.

As noted in the List of Degrees on the [Institutional Summary Form](#), LSU Eunice awards credentials in 21 individual academic programs approved by the [Louisiana Board of Regents](#). Following the methodology from the response to [Standard 6.1](#) and [Standard 6.2b](#), the 21 academic programs were collapsed to 14 academic programs by shared faculty (see [Table 6.2b-2](#)). Each is listed here, indicating the type of coordination used.

## **Division of Health Science, Business Technology, and Public Protection and Safety**

1. Associate of Science in Nursing ([Director](#))
2. Associate of Science in Radiologic Technology ([Director](#))

3. Associate of Science in Respiratory Care ([Director](#))
4. Associate of Applied Science in Diagnostic Medical Sonography ([Director](#))
5. Associate of Applied Science in Surgical Technology ([Director](#))
6. Associate of Applied Science in Management (includes the Associate of Arts Louisiana Transfer concentration in business and the Certificate of Technical Studies in Human Resource Management, Accounting Technology, Accounting Bachelors, and Administrative Technology Specialist) ([Dean](#))
7. Associate of Applied Science in Computer Information Technology ([Dean](#))
8. Associate of Health Science (including the Certificate of Technical Studies in Medical Billing and Coding and Undecided Allied Health) ([Coordinator](#))
9. Associate of Science in Criminal Justice (includes criminal justice courses offered for the Associate of Arts Louisiana Transfer and Criminal Justice Bachelors) ([Coordinator](#))
10. Associate of Applied Science in Fire & Emergency Services (includes all courses offered for the Certificate of Technical Studies in Fire Service Technology) ([Coordinator](#))

### Division of Arts and Sciences

1. Associate of Arts Louisiana Transfer (includes Humanities, Fine Arts, Mass Communication, and Social Science Courses) ([Dean](#))
2. Associate of General Studies ([Dean](#))
3. Associate of Science in Care & Development of Young Children (includes all education courses) ([Dean](#))
4. Associate of Science Louisiana Transfer (includes AS in Agriculture, biological sciences, and physical science concentrations along with the science courses related to the Certificate of Technical Studies in Chemical Technician and the AS in Agriculture) ([Dean](#))

### SECTION 3: COORDINATOR ROSTERS

The Coordinator Rosters for LSU Eunice's academic programs awarding credentials over three years follow.

- Academic Year (AY) [2019-2020](#)
- AY [2020-2021](#)
- AY [2021-2022](#)

### SECTION 4: DOCUMENTATION

The documentation below is a sampling of the coordination of academic programs at LSU Eunice. It ranges from curricular matters to scheduling, student learning outcomes, academic advising, and executing degree check outs.


















- Associate of Science in Nursing--[Courses and Curriculum change form](#)
- Associate of Science in Nursing--[Faculty Meeting Minutes](#)
- Associate of Science in Radiologic Technology--[Email from Program Director to Faculty](#)
- Associate of Science in Radiologic Technology--[Faculty Meeting Minutes](#)
- Associate of Science in Respiratory Care--[Advisory Board Meeting Minutes](#)
- Associate of Applied Science in Diagnostic Medical Sonography--[Advisory Board Meeting Minutes](#)
- Associate of Applied Science in Surgical Technology--[Degree audits by faculty](#)
- Associate of Applied Science in Surgical Technology--[Advisory Board Meeting Minutes](#)
- Associate of Applied Science in Management--[In progress degree audit by faculty](#)



- Associate of Applied Science in Computer Information Technology--[Advisory Board Setup correspondence](#)
- Certificate of Technical Studies in Medical Billing and Coding--[Faculty Meeting Minutes](#)
- Associate of Science in Fire & Emergency Services--[In progress degree audit by coordinator](#)
- Associate of Applied Science in Criminal Justice--[Coordination for curriculum changes](#)
- Associate of Applied Science in Criminal Justice--[Institutional Effectiveness coordination](#)
- Associate of Arts Louisiana Transfer--[In progress degree audit by faculty](#)
- Associate of Arts Louisiana Transfer--[Course scheduling email](#)
- Associate of General Studies--[In progress degree audits by faculty](#)
- Associate of Science in Care & Development of Young Children--[Program review email to dean](#)
- Associate of Science Louisiana Transfer--[Course Scheduling email](#)
- Associate of Science in Agriculture--[Marketing meeting recap email](#)
- Division of Arts and Sciences Learning Outcomes--[Email from dean to institutional effectiveness](#)

## Sources

-  [6-2c CJ Faculty coordination for curriculum changes](#)
-  [6-2c CJ coordination with IE Director](#)
-  [6-2c sample CIT](#)
-  [A and S Institutional Effectiveness Objectives email](#)
-  [A and S spring 2023 schedule email](#)
-  [AAS Management Concentration ADM Degree Audit](#)
-  [AATB Degree Audit \(Transfer degree\)](#)
-  [AS Agriculture Meeting Recap](#)
-  [AY 2022-2023 Catalog Section 3 Institutional Mission \(Page 1\)](#)
-  [Associate of General Studies\\_Redacted](#)
-  [CRIN](#)
-  [Care and Development of Young Children Program Review](#)
-  [Coordinator Medical Billing and Coding](#)
-  [Coordinator Roster AY 2019-2020](#)
-  [Coordinator Roster AY 2020-2021](#)
-  [Coordinator Roster AY 2021-2022](#)
-  [Coordinator of Academic Area-Health Science](#)
-  [Coordinator of Biological Sciences Job Description 2020](#)
-  [Coordinator of Criminal Justice Program](#)
-  [Coordinator of Fire & Emergency Services Program](#)
-  [DMS Advisory Committee Minutes and Roster - Spring 2022](#)
-  [Dean of Arts and Sciences JD](#)
-  [Director of Nursing](#)
-  [Director of Radiologic Technology Program](#)
-  [Director of Respiratory Care Program](#)
-  [LSU Eunice Organizational Chart](#)
-  [Medical Billing and Coding Team Meeting Minutes 07222020](#)
-  [NO03 Responsibilities and Concerns of University Personnel](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 6\)](#)

-  NO03 Responsibilities and Concerns of University Personnel (Page 7)
-  NO03 Responsibilities and Concerns of University Personnel (Page 8)
-  Nursing C and C Changes Feb 2023
-  Nursing Faculty Meeting Minutes 08.18.2022
-  Part\_4\_Institutional\_Summary\_Form (Page 5)
-  Program Director of DMS and Instructor
-  RADT Faculty Communication
-  RADT Faculty Meeting Minutes 08.01.2022
-  Resp Therapy-Advisory Committee Meeting Minutes
-  SURGICAL TECHNOLOGY PROGRAM DIRECTOR
-  SURT PAC 2022 Meeting Minutes
-  SURT\_21\_22\_Degree\_Audits\_Redacted
-  Standard 6.1
-  Standard 6.2b
-  Table 6-2b-2
-  The Dean of Health Sciences and Business Technology
-  email\_degree\_audits\_to\_Tanva\_Huval\_Redacted

## 7.1 Institutional Planning

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

Louisiana State University at [Eunice's Planning and Evaluation Model](#) represents all segments of the University community and provides the overall structure for a systematic review of programs and services. Based on the [mission statement](#), the model provides for LSU Eunice to engage in a wide range of ongoing assessments of its effectiveness and, guided by the assessment results, develop and implement plans for continued improvements in accomplishing its mission. The systematic [planning and evaluation](#) also integrates resource planning, program evaluation, performance monitoring, and planning with the budgetary process to enhance institutional quality. Success in implementing the goals and objectives is then measured by effectiveness indicators that are used in revising and developing plans for the next year. Throughout the cycle, strategies are adjusted if performance indicators show that expected outcomes, strategic goals, and/or the mission are not being achieved.

#### SECTION 2: INSTITUTIONAL EFFECTIVENESS AND EVALUATION

##### 2.1: Annual Planning and Evaluation Cycle

Each year, the Chancellor, the vice chancellors, program directors, department chairs, and other unit heads are responsible for developing, assessing, and reviewing goals and objectives for each unit relating to the University's mission and strategic goals. Planning forms are used to

1. define annual goals and objectives for each planning unit;
2. identify links with the mission and the University's, Strategic Goals;
3. list expected outcomes (including student learning outcomes where appropriate);
4. specifically state whether the outcomes were met or not;
5. describe assessment methodology;
6. describe plans for improvement whether or not the outcome was met; and
7. indicate budget requirements.

Unit assessment forms are used to summarize findings and provide recommendations for improving effectiveness based on the results. Further details on definitions and general requirements of each template may be found in the Planning and Assessment Manual (see [page 4](#)). Examples of the various planning templates used at LSU Eunice are included with the major elements highlighted:

1. **LSU Eunice Strategic Goal:** Number two from AY 2021-2022, the strategic goal template has a title, start and end dates, progress that is left active until strategic goals are revised, and supporting items (in this case 84 goals across the University).
2. **Departmental (Unit) Vision:** From Athletics in AY 2022-2023, the vision template has a title, vision statement, start and end dates, progress left active until updated, and providing department.
3. **Departmental (Unit) Mission:** From Institutional Effectiveness in AY 2022-2023, the mission template includes a title, mission statement, start and end dates, progress that is left active until updated, and providing department.

4. **Departmental (Unit) Goal:** From Nursing in AY 2022-2023, the departmental goal template consists of a goal number, a general goal statement, start and end dates, and a progress that must be marked complete or canceled at the end of the year. In addition, the template has space for the participants, budget information if additional funding is requested from the general fund, related connections up to the strategic goals and mission of the University, and related connections down to the objectives within the department. All unit goals must have at least one relationship up to the University's strategic goals and one relationship down to a departmental objective.
5. **Departmental (Unit) Objective:** From Nursing in AY 2021-2022, the departmental objective template has an objective number, start and end dates, and progress that must be marked complete or canceled at the end of the year. The template also includes provided by, participants, the actual objective with intended outcomes stated in measurable terms, and measurement strategies that includes the methodology and a target along with a rationale for each. The template continues with a progress report that begins with the state of the assessment from the previous year in order to connect the previous year's improvement plan to the current year. Next, the progress report contains a discussion of the results (data) from each site and ends with whether the objective was met or not. The template concludes with an improvement plan that is completed whether the objective was met or not along with related connections to the departmental goal at the bottom. All departments are expected to include documentation as appropriate in each section as well. Depending on the department, the data may include
  - the direct assessment of student learning using numerical data,
  - the indirect assessment of student learning using specific or overall grades,
  - first-time student fall to fall retention or fall to spring retention,
  - licensure pass rates,
  - job placement rates,
  - early momentum metrics such as credit accumulation or grade point average in the first semester or first year,
  - student satisfaction surveys,
  - the number and amount of scholarships,
  - the number and amount of grants,
  - the number and percentage of wins in sports, and
  - the number of students enrolled.
6. **General Education Goal:** This goal is held at the Office of Academic Affairs. The example from AY 2021-2022 indicates that the template contains a title, description, start and end dates, progress that must be marked complete at the end of the year, providing department, related connections up, and related connections down. All general education goals have related connections up to the University's strategic goals and related connections down to appropriate general education outcomes.
7. **General Education Objective:** This template is used only for general education courses. The Fine Arts example from AY 2021-2022 demonstrates that the template has the objective number, start and end dates, and a progress that must be marked complete or canceled at the end of the year. The template also includes provided by, participants, the actual objective with intended outcomes stated in measurable terms, and measurement strategies with the methodology and a target along with a rationale for each. The template continues with a progress report that begins with the state of the assessment from the previous year to connect the previous year's improvement plan to the current year. It also contains a discussion of the results (data) from each site and ends with whether the objective was met or not. The template concludes with an improvement plan whether the objective was met or not along with related connections up included at the bottom. All departments are expected to include documentation as appropriate in each section as well.

## **2.2: Incorporating a Systematic Review of the Institutional Mission, Goals, and Outcomes**

The Planning and Evaluation Model provides for input and participation by directly involving campus units in all aspects of the cycle. The system provides valuable data and includes the proper mechanisms to ensure that the assessment loop is closed. Additionally, the model also includes the publication of the annual summary report on effectiveness so that the campus at large can follow the progress and see where future efforts should be concentrated.

Using the planning forms, the process begins each year as individual units review and revise goals, objectives, and forecasts from February through March (see box 1 on [page 15](#)). The next year's objectives and budget requests are then completed in April and May (see boxes 2 and 3 on [page 15](#)). Although assessment is ongoing throughout the year, individual units conduct annual performance reviews using their outcomes assessment templates from May through September (see box 4 on [page 15](#)). Units then produce a summary report on each unit's effectiveness by the end of September (see box 5 on [page 15](#)). From September through November, the institutional effectiveness staff compiles the reports into the Annual Summary Report on Institutional Effectiveness (see box 5 on [page 15](#)).

In November or December, the institutional effectiveness staff transmits the documents to the Chancellor and the Chancellor's Cabinet for Review (see box 7 on [page 15](#)). In January to February, an Administrative Council meeting is held to review the outcome data and summaries from the previous year's activities upon the completion of the Annual Summary Report (see box 8 on [page 15](#)). Improvement plans are included as possible recommendations to increase effectiveness for the upcoming year. After Administrative Council accepts the report, it is transmitted back to the Chancellor and the Chancellor's Cabinet for final consideration including whether the mission is being met or if changes in the strategic goals or missions are needed (see box 9 on [page 15](#)). During this final phase, the follow year's process begins with integrating any changes made by the Chancellor's Cabinet from the previous year.

## **2.3: Evidence**

The following is offered as evidence that the Planning and Evaluation Model is implemented on an annual basis.

Sample of Summary Reports on Effectiveness detailing institution-wide planning and evaluation are provided below. The reports also include linkages among outcomes, mission statement, and strategic plan; examples of data-based reviews; a history of planning cycles; and the use of results for improvement.

2021-2022 Institutional Effectiveness Documentation:

1. Details for goals and objectives included in [Standard 8.2a](#) for academic programs (this document is complete, but not yet downloaded in a report format).
2. Summary Reporting Forms used to present information to the Chancellor's Cabinet and Extended Cabinet (transmitted to the Chancellor on [January 24, 2023](#)).
3. Summary of additional information on Outcomes Not Met sent to the Chancellor's Cabinet and Extended Cabinet (transmitted to the Chancellor on [January 24, 2023](#)).
4. Cabinet and [Extended Cabinet Meeting Agenda](#) to present Summary Reporting Forms and Objectives Not Met document.
5. [Meeting minutes](#) of the Cabinet and Extended Cabinet documenting that Summary Reporting Forms were presented and discussed. The Cabinet and Extended Cabinet also affirmed that the mission was met based, in part, on the AY 2021-2022 documents presented (see highlighted on page 2).

2020-2021 Institutional Effectiveness Documentation (note that this document is 589 pages):

1. Details for goals and objectives also included in [Standard 8.2a](#) for academic programs (see [pages 51-481](#)).
2. Summary Reporting Forms used to present information to the Chancellor's Cabinet (see [pages 26-49](#)).
3. Summary of additional information on outcomes not met sent to the Chancellor's Cabinet (see [pages 8-19](#)).
4. Administrative Council Meeting Agenda to present summary reporting forms (see [page 25](#)).
5. Meeting minutes of the Administrative Council documenting that summary reporting forms were presented and discussed (see [pages 21-24](#)).
6. The Chancellor's Cabinet Meeting Minutes discussing whether or not the mission was met (see [page 7](#)).
7. Meeting minutes from the Chancellor's Cabinet were made available at a later date and not included in the publication (see [highlighted on page 2](#)).

2019-2020 Institutional Effectiveness Documentation (note that this document is 589 pages):

1. Details for goals and objectives also included in [Standard 8.2a](#) for academic programs (see [pages 146-571](#)).
2. Summary Reporting Forms used to present information to the Chancellor's Cabinet (see [pages 19-41](#)).
3. Summary of additional information on outcomes not met sent to the Chancellor's Cabinet (see [pages 8-19](#)).
4. Administrative Council Meeting Agenda to present summary reporting forms (see [page 18](#)).
5. Meeting minutes of the Administrative Council documenting that summary reporting forms were presented and discussed (see [pages 16-17](#)).
6. The Chancellor's Cabinet Meeting Minutes discussing whether or not the mission was met (see [page 7](#)).

Samples of the linkage between planning and budgeting, along with budget preparation instructions. The budget preparation request letter was sent by the Vice Chancellor of Business Affairs on [May 13, 2022](#).

1. Request for additional funds for Surgical Technology dated [May 31, 2022](#).
2. Request for additional funds for Diagnostic Medical Sonography dated [May 31, 2022](#).
3. Request for additional funds for Institutional Effectiveness and Accreditation dated [June 2, 2022](#).

### **SECTION 3: ADDITIONAL PLANNING**

This section is a summary of the additional planning efforts and changes that have taken place at LSU Eunice since 2019 (see Section 4: Additional Data Related to Completion and Section 5: Institutional Changes During AY 2021-2022 contained in [Standard 8.1](#) for the full details). These initiatives initially supplemented the annual institutional effectiveness process; however, they now operate in a complementary manner with it. The expectation is that the synergistic planning effort will redefine the mission and strategic goals in the near future to better serve students and increase effectiveness. Since 2019, five events took place at LSU Eunice that led to planning efforts beyond the annual institutional effectiveness efforts:

1. A new Chancellor was appointed on [May 31, 2019](#) to lead LSU Eunice.
2. A strategic planning process began at the end of 2020 to decide the future direction of the institution in the context of enrollment, diversity, and student success given the overall higher education environment in Louisiana (see Cabinet Meeting Minutes from January 11,

2021 [pages 1 and 2](#) for meeting minutes and [pages 3 and 4](#) for draft values, vision, and mission.

3. The [SWIM Digital Media Group](#), an enrollment consultant, was hired to analyze the student experience and recommend changes to foster enrollment growth and student success at the end of 2020.
4. LSU Eunice became an [Achieving the Dream](#) institution in January 2021 with a focus to use data to determine where performance gaps exist between demographic groups and devise a plan to eliminate those gaps while preparing students for high demand, high wage jobs in the digital economy.
5. The [new President of LSU](#) initiated a strategic planning process for all LSU institutions (see [Attached PDF](#) as of October 3, 2022) and the decision was made to slow the LSU Eunice process to allow the LSU process to move ahead of the work being done at LSU Eunice.

As a result of these initiatives and based on the need for data related to strategic planning, institutional effectiveness, and to fulfill the requirements from Achieving the Dream, the Chancellor's Cabinet and the Vice Chancellor for Academic Affairs and Provost asked the Office of Institutional Effectiveness a series of questions related to student success and retention in Fall 2021. The questions asked were:

1. What was the overall success rate for all students in all courses during Academic Year (AY) 2020-2021?
2. What was the withdrawal rate for the same time period?
3. What was the retention rate from Fall 2020 to Fall 2021 for new first-time students?
4. How do the answers to these questions compare with longitudinal data?
5. Do performance gaps exist between any of the demographic groups?

The answers to these questions led to various empirical reports being completed analyzing data in a way never done before. The reports were

1. [Disaggregated Success Rates AY 2020-2021](#) based on ethnicity, gender, and socioeconomic status for courses with the highest historical enrollment was completed and published on October 26, 2021 (see [Standard 8.1](#) section 4.3).
2. An [Investigation into Success and Withdrawal Rates AY 2020-2021](#) published on November 24, 2021 to answer questions 1, 2, 4, and 5 from above. This paper discussed course success rates for all courses taken by all students in AY 2020-2021 in the context of longitudinal data from AY 2010-2011 through 2019-2020 (see [Standard 8.1](#) section 4.4).
3. An [Investigation into Longitudinal Retention Rates](#) published on December 17, 2021 to answer questions 3, 4, and 5 above. This paper was similar to the success and withdrawal paper except that it examined the Fall 2020 to Fall 2021 retention rate of new first-time students in the context of longitudinal data from Fall 2010 to Fall 2011 through Fall 2019 to Fall 2020 (see [Standard 8.1](#) section 4.5).
4. [Achieving the Dream's Action Plan](#) completed in February 2022 that contained a major section entitled "what was Learned in the First Year". LSU Eunice administrators learned that student processes and structures needed to be updated, success and retention were both declining, and that the student experience needed to be improved (see [Standard 8.1](#) section 5.1).
5. An [Investigation into the Success and Withdrawal Rates AY 2021-2022](#) was published on August 21, 2022. This paper was the second in the series and discussed course success rates for all courses taken by all students in AY 2021-2022 in the context of longitudinal data from AY 2010-2011 through 2020-2021.

6. [Disaggregated Success Rates AY 2021-2022](#) based on ethnicity, gender, and socioeconomic status for courses with the highest historical enrollment was completed and published on September 17, 2022.

As a result of these reports, several institutional changes were made in AY 2021-2022. These were

1. Policies and procedures continue to be [updated](#) with LSU Eunice making changes to the [communications strategies](#) in recruiting and admissions (see [Standard 8.1](#) Section 5.2).
2. Additional [communication with students](#) with a GPA  $\leq$  1.00 at the end of fall 2021 (see [Standard 8.1](#) Section 5.3). This process has been duplicated in spring 2022 and fall 2022.
3. LSU Eunice administrative reorganization effective spring 2022 to further assist students (see [July 2021](#) versus [February 2022](#) Organizational Chart; also see [Standard 8.1](#) Section 5.4).
4. Creation of the [LeDoux Library Learning Commons](#) (Integrated Learning Center) in spring 2022 with services in academic advising, tutoring, disability services, and formal coordination of the Pathways to Success Program for at-risk students (see [Standard 8.1](#) Section 5.5).
5. The [implementation of EAB Navigate](#) to improve student success, retention, and completion. [EAB Navigate](#) uses technology for students, administrators, advisors, faculty, and other staff to work together in a collaborative network to holistically support students (see [Standard 8.1](#) Section 5.5).
6. [Summer camps](#) were piloted for the first time during summer 2022 to help students transition to college (see [Standard 8.1](#) Section 5.6).

Finally, the Chancellor had a [leadership retreat](#) in October 2022 to decide the focus for summer and fall 2023 based on the statistics, changes made in AY 2021-2022, and the results of the first day of the retreat. A [list of initiatives](#) was developed on the final afternoon.

#### SECTION 4: SUMMARY

The response to this Standard has examined LSU Eunice's formal institutional effectiveness process. The process is a systematic, ongoing, comprehensive, research-based process integrated into all aspects of the institution that examines a multitude of data over the course of an academic year and then makes use of that data in an evaluative manner to implement changes needed to increase overall effectiveness.

The response also discussed additional planning taking place since 2019. This included LSU Eunice beginning a strategic planning process that will become integrated with LSU A & M's strategic planning process. It also included that LSU Eunice hired the SWIM Digital Media Group, an enrollment consultant, to analyze processes and make recommendations for growth. In addition, LSU Eunice became an Achieving the Dream institution. This focused on identifying and preparing a plan to eliminate performance gaps between demographic groups. The work with Achieving the Dream also includes preparing a plan to better prepare students for the digital economy.

Even though many of the changes had been in place for less than a year, there were some positive outcomes (see [Standard 8.1](#) Section 6 for a complete discussion).

- The success decreased from 72.0% in AY 2020-2021 to 71.1% in AY 2021-2022 (see blue line and data). This was viewed as a positive because it decreased 0.9 of one percent whereas from the success rate for AY 2019-2020 was 75.2% and decreased 3.2 percentage points to 72.0% in AY 2020-2021. In addition, the withdrawal rate decreased by 0.4 of a percent from 11.8% in AY 2020-2021 to 11.4% in AY 2021-2022 (see the pink line and data on [page 17](#) of the Investigation into the Longitudinal Success Rates AY 2021-2022).



- The success rate for Black (non-Hispanic) students fell 7.5 percentage points from 64.7% in AY 2019-2020 to 57.2% in AY 2020-2021 (see orange line). However, the decline in success decreased to 0.4 of a percent to 56.8% in AY 2021-2022 (see [page 19](#)).
- The Pathways to Success (orange line) students success rate increased 2.7 percentage points from AY 2020-2021 to AY 2021-2022 after decreasing 15 percentage points from 66.6% in AY 2017-2018 (see [page 20](#)).

In addition, there were incremental success with retention















- Overall [retention increased](#) from Fall 2021 to Fall 2022 to 47.5% and is 1.7 percentage points higher than the 45.8% from Fall 2020 to Fall 2021.
- [Retention of Pathways to Success](#) students increased 3.3 percentage points from 36.3% Fall 2020 to Fall 2021 to 39.6% Fall 2021 to Fall 2022. Retention of non-Pathways students increased as well 0.7 of a percent from 49.4% Fall 2020 to Fall 2021 to 50.1% Fall 2021 to Fall 2022.








































Finally, the Office of Institutional Effectiveness ran data on three metrics from fall 2018 to fall 2022 to examine if any of the changes implemented over AY 2021-2022 were impacting any of the statistics. While they are but three data points, it does appear as if the changes are beginning to "move the needle" (see [Table 7.1-1](#). The results were

- Fall course success rates: Fall 2022 was 73.7% overall; this is up 6.2% from the 69.4% in fall 2021.
- Fall course no success rates: Fall 2022 was 26.3% overall; this was down 14.1% from the 30.6% in fall 2021.
- Fall GPA = 0.00 (did not complete any courses): Fall 2022 was 9.9%; this was down 20.2% from the 12.4% in fall 2021.

There is no doubt that there is work yet to be done; however, it appears as if the declines in success and retention are being slowed with the introduction of the changes made during AY 2021-2022 and the introduction of the Library Commons in Spring 2022. This, in turn, suggests that the planning and evaluation module used at LSU Eunice to make the changes in AY 2021-2022 can and does result in increased institutional effectiveness.

## Sources

-  [1-11-21 Cabinet Meeting Minutes Strategic Planning \(Page 1\)](#)
-  [1-11-21 Cabinet Meeting Minutes Strategic Planning \(Page 3\)](#)
-  [1-24-23 AY 21-22 IE Objectives NOT MET for Cabinet](#)
-  [1-24-23 Updated Final Assembled AY 2021-2022 IE SRFs version 2](#)
-  [10-24-22 minutes from SP Retreat - Future Projects Su and Fa 23](#)
-  [12 21 21 Email on Contacting Students](#)
-  [2-16-22 LSU Eunice ATD Action Plan](#)
-  [2019-05-31-lsu-bos-minutes \(Page 7\)](#)
-  [2019-2020 IE Final Document \(Page 146\)](#)
-  [2019-2020 IE Final Document \(Page 16\)](#)
-  [2019-2020 IE Final Document \(Page 18\)](#)
-  [2019-2020 IE Final Document \(Page 19\)](#)
-  [2019-2020 IE Final Document \(Page 25\)](#)
-  [2019-2020 IE Final Document \(Page 7\)](#)

-  2019-2020 IE Final Document (Page 8)
-  2020-2021 IE Final Document (Page 21)
-  2020-2021 IE Final Document (Page 25)
-  2020-2021 IE Final Document (Page 26)
-  2020-2021 IE Final Document (Page 51)
-  2020-2021 IE Final Document (Page 7)
-  2020-2021 IE Final Document (Page 8)
-  2021-06-18-lsu-bos-minutes (Page 10)
-  20220208 cabinet minutes 2\_8\_22 (Page 2)
-  6-6-22 Report of the Integrated Learning Center Committee
-  AY 2020-2021 Disaggregated Course Success Data
-  AY 2020-2021 Retention Report
-  AY 2020-2021 Success and Withdrawal Rates
-  AY 2021-2022 Disaggregated Success Rates Data
-  AY 2021-2022 Success Withdrawal Rates
-  AY 2021-2022 Success Withdrawal Rates (Page 17)
-  AY 2021-2022 Success Withdrawal Rates (Page 19)
-  AY 2021-2022 Success Withdrawal Rates (Page 20)
-  AY 2022-2023 Catalog Section 3 Institutional Mission (Page 1)
-  Bengal Academic Camps Project Proposal
-  Cabinet Policy Statement Review History
-  EAB Navigate Email 12-21-21
-  EAB Navigate Home Page
-  Extended-Cabinet-Agenda-2\_7\_23
-  Extended-Cabinet-Meeting-Minutes-2-7-23
-  LSU Eunice ATD Scope of Work
-  LSU Strategic Planning Process
-  LSUE Chancellor's Leadership Retreat Agenda
-  Organizational Chart 2-17-22
-  Organizational Chart 7-6-21
-  Planning and Assessment Manual 5-19-22 (Page 1)
-  Planning and Assessment Manual 5-19-22 (Page 15)
-  Planning and Assessment Manual 5-19-22 (Page 4)
-  Planning and Assessment Manual 5-19-22 (Page 9)
-  Request Resources Form DMS
-  Request for Resources Form SURT
-  Request for Resources IE-Accred
-  Requested Budget Memo - FY22-23
-  Retention as of 9-15-22 (Page 1)
-  Retention as of 9-15-22 (Page 2)
-  SWIM Communications and Retention 8 25 22 Email
-  SWIM Prelim Ex Summary 6-24-21 (Page 1)
-  Standard 8.1
-  Standard 8.2a
-  Table 7.1-1
-  Template Example - Athletic Department's Vision

-  [Template Example - General Education Art Objective](#)
-  [Template Example - General Education Goal Number Two](#)
-  [Template Example - Institution Effectiveness Mission](#)
-  [Template Example - LSU Eunice Strategic Goal Two](#)
-  [Template Example - Nursing Departmental Goal](#)
-  [Template Example - Nursing Departmental Objective](#)

## 7.2 Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

A summary of LSU Eunice Quality Enhancement Plan "ON-TRACK" [is attached](#) for reviewer feedback.

### Sources

-  [2-20-23-Final-QEP-Summary](#)

## 8.1 Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: PUBLICATION OF STUDENT ACHIEVEMENT GOALS AND OUTCOMES

Louisiana State University at Eunice evaluates student achievement consistent with its [mission](#) using a broad variety of measures and indicators. Annually, the Director of Institutional Effectiveness, using performance data from the most recent academic year available, summarizes LSU Eunice's Student Achievement by:

- identifying the student achievement criteria and rationale;
- identifying an objective for the criteria;
- identifying the threshold and rationale;
- identifying the goal and rationale;
- discussing the outcome including data, the data source, and whether or not the outcome was met based on the data presented;
- discussing a general improvement plan, and;
- publishing the summary data on LSU Eunice's website for public consumption.

Direct link to the [Student Achievement Website](#) (active link - internet connection required) or a [screen shot of the Website](#) that shows the link to the [Fall 2022 Student Achievement Report](#) as a PDF.

LSU Eunice Student Achievement Criteria are made available to the public in a series of "panels," with the first being an [Introduction to Student Achievement](#). The introduction details LSU Eunice's Strategic Goals, the Student Achievement Criteria approved by the Chancellor's Cabinet, and a definition of terms. The next six panels on the website are used for the criteria (note that each link is to the appropriate page on the PDF document for convenience):

1. [Six Year Completion Rate](#) - the National Student Clearinghouse Six-Year Completion Rate and is LSU Eunice's Key Student Completion Indicator.
2. [Student Retention](#) - new first-time, full-time degree seeking retained from the original fall to the following fall.
3. [Completion](#) - the frequency of Associate Degree and Certificate completers in a given academic year.
4. [Licensure Rates](#) - Pass rates on licensure exams for Nursing, Radiologic Technology, Respiratory Care, and Surgical Technology Programs.
5. [Gateway Course Completion](#) - course success rates in entry level general education English composition and mathematics courses.
6. [Graduate Employment and/or Continuing Education](#) - the number and percent of students transferring or employed in the field from which they graduated.

When opened, each of the panels allows the public to examine the criteria and the federally required metrics associated with them. Currently, the Fall 2022 Student Achievement Data for Academic Year 2020-2021 is posted in detail.

Finally, the website also includes a panel named "Archived Student Achievement." This panel includes the current year as a PDF if the public wishes to download it. The panel also includes Student Achievement reports from Fall 2018 through Fall 2021 posted as separate PDF files for each year.

## **SECTION 2: ESTABLISHMENT OF THE CRITERIA**

Key statements from the [LSU Eunice Mission Statement](#) assist in determining the criteria to be used for student achievement. According to the Mission Statement,

In fulfillment of the mission, Louisiana State University Eunice strives to achieve the following:

1. **Encourage traditional and nontraditional populations to take advantage of educational opportunities.**
2. **Create a learning environment which facilitates the integration of knowledge and the development of the whole person.**
3. **Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.**
4. **Provide programs which parallel four-year college and university courses which are directly transferable.**
5. **Prepare students to meet employment opportunities as determined by regional needs.**
6. Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.
7. **Provide the necessary support services to help students realize their maximum potential.**
8. Create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area.

The items in bold from the Mission Statement establish the groundwork for establishing the criteria to be measured for Standard 8.1:

- item 1: retention and completion;
- item 2: retention, student success, student completion, employment and/or further education by transferring;
- item 3: entry level general education courses success;
- item 4: successful completion of general education courses along with degrees and certifications awarded;
- item 5: outcomes on licensure examinations and program employment rates, and;
- item 7: program completion and graduate employment and/or further education by transferring.

In addition, LSU Eunice's strategic goals set the direction for the University toward meeting its mission. The [LSU Eunice Strategic Goals](#) (bottom of the linked page) are "To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to

1. **ensure student access;**
2. **strengthen student success;**
3. **expand partnerships,** and;
4. demonstrate a **culture of continuous improvement.**

The four Strategic Goals also establish criteria for the Student Achievement Criteria.

- Strategic Goal 1: retention outcomes.
- Strategic Goal 2: degree and certificates awarded, outcomes on licensure examinations, employment rates, in-state transfer rates (retention), and general education outcomes.
- Strategic Goal 3: partnerships with other institutions of higher education, local business and school districts, and health care facilities; retention outcomes; completion, transferring and graduate employment; outcomes on licensure rates.
- Strategic Goal 4: improvement plan on all academic outcomes and including those plans in the student achievement data.

As a result, the criteria for the published outcomes for student achievement originate from both the LSU Eunice Mission and Strategic Goals.

### **SECTION 3: DISCUSSION ON THE SELECTED KEY STUDENT COMPLETION INDICATOR**

#### **3.1 Comparisons and Longitudinal Data**

Per the email from Dr. Belle Wheelen on August 15, 2018 and the Board Interpretation dated December 2019, "[m]ember institutions...preparing a compliance certification for review during the reaffirmation process...must address graduation rates – using the chosen indicator – when providing a narrative and supporting documentation for Core Requirement 8.1". As noted above, LSU Eunice's Key Student Completion Indicator was the National Student Clearinghouse Six-Year Completion Rate.

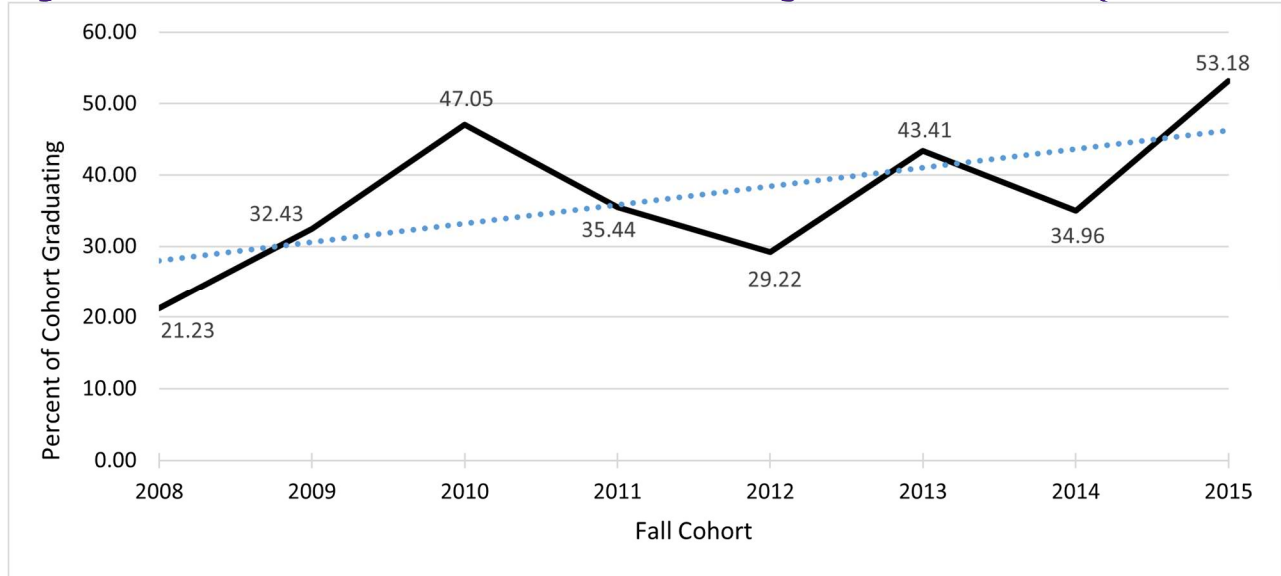
A total of 724 new first-time students entered LSU Eunice in the Fall 2015 cohort with 385 (53.18%) of them completing a credential through spring 2021. This data was generated from LSU Eunice's Office of Institutional Research using internal data (same institution completion) combined with data from the National Student Clearinghouse (completion from participating higher education institutions across the United States). As shown in [Dr. Wheelen's March 29, 2018 letter](#), the peer group average was 41.4%. While the peer group rate of 41.4% has not been updated since 2019, the National Student Clearinghouse issued an annual report in February 2022 - [Completing College: National and State Reports](#). This report provides a snapshot of two-year and four-year completion rate for the new students entering college in Fall 2015. While the completion rate of 53.18% for students entering LSU Eunice in the Fall 2015 exceeded its peers' rate of 41.4%, the Fall 2015 cohort at LSU Eunice also exceeded the national six-year completion rate of 42.2% by just over twelve percentage points ([see highlighted sections of Figure 1 - Six-Year Completion Rates by Starting Institution Type: 2006-2015 Cohorts](#)).

Table 8.1-1 details the National Student Clearinghouse Completion Rates for LSU Eunice since 2008. As the data indicates, there is wide variability in the completion rates from year to year with the Fall 2008 cohort having the lowest completion rate at 21.23% and the Fall 2015 cohort having the highest completion rate at 53.18%. LSU Eunice's overall longitudinal National Student Clearinghouse Six-Year Completion Rate is 36.39% as shown to the far right of Table 8.1-1.

**Table 8.1-1: LSU Eunice's National Student Clearinghouse Six-Year Completion Rate**

<b>Fall</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Overall</b>
Original n	1060	1150	1101	999	996	850	798	724	7678
Completing n	225	373	518	354	291	369	279	385	2794
Percent	21.23	32.43	47.05	35.44	29.22	43.41	34.96	53.18	36.39

Next, Figure 8.1-1 is a pictorial representation of the data from Table 8.1-1. Figure 8.1-1 confirms that the six-year completion rates have fluctuated widely from the 2008 through 2015 cohorts; however, the blue trend line indicates marked improvement. While the trendline indicates an initial completion rate just below 30% and the overall from Table 8.1-1 is 36.39%, the positively sloped blue trend line indicates that the completion rate has improved to approximately 45% in eight years.

**Figure 8-1.1: LSU Eunice's National Student Clearinghouse Six-Year Completion Rate**

### **3.2 Analysis of the Demographic Data for the Fall 2015 Cohort**

The demographic data discussed in this section includes

- Ethnicity,
- gender,
- socioeconomic status using whether or not students received a Pell Grant,
- age, and
- if the student was in the Pathways to Success Program

when they began in Fall 2015. Note that no high school dual enrollment students are included as new first-time students. They are, however, considered as new first-time students if attending after graduating from high school (see the [September 12, 2022 email](#) from Institutional Research).

The focus on these specific demographic variables has become somewhat common in that they were used to answer several performance related questions for the Achieving the Dream work beginning in January 2021. An analysis of these demographic variables has aided LSU Eunice personnel in understanding similarities and differences when investigating performance gaps among the various groups.

LSU Eunice's belief is that all students should have the same opportunity to attend, perform to the best of their ability, succeed in their coursework, and ultimately complete a degree or certificate. Given this philosophy, LSU Eunice also believes that students should succeed and complete their course of study in the same relative proportions. Given that not all demographic groups will perform the same, LSU Eunice administrators established an expected variance in performance of  $\pm 5$  percentage points. For example, if 49% of the new first-time students are eligible for a Pell Grant in their first year, then between 44% and 54% ( $\pm 5$  percentage points) of them should be reflected in the National Student Clearinghouse Six-Year Completion Rate. This allows for natural fluctuations in the statistics from year to year and group to group. Demographic groups in the tables below are highlighted yellow if a gap is more than five percentage points below the entering proportion from Fall 2015. Similarly, a cell will be highlighted green if there is a gap of more than five percentage points above the entering proportion from Fall 2015. Further, acknowledging that groups with a

small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the  $\pm 5$  percentage points. The  $n = 30$  is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution, thus limiting sampling error as the n increases in the sample.

Given the  $\pm 5$  percentage points expected variance above, Table 8.1-2 shows that Black (non-Hispanic) students made up 26.80% of the Fall 2015 cohort. This establishes an expected variance range of 21.80% to 31.80% for completion; however, Black (non-Hispanic) students completed at 18.70% falling below the 21.80% that was expected. In addition, Table 8.1-2 indicates White (non-Hispanic) students made up 68.23% of the Fall 2015 cohort establishing a range of expected variance between 63.23% to 73.23%. However, White (non-Hispanic) students made up 77.66% of the completers; their performance exceeding the 73.23%. All other ethnic groups had less than 30 students, but were within the expected variance of  $\pm 5$  percentage points.

**Table 8.1-2: Comparison of the Fall 2015 Cohort to the Six-Year Completion Rate by Ethnicity**

Ethnicity	New First-Time Students		Completers	
	Number	Percent	Number	Percent
Am Indian or Alaskan	4	0.55	2	0.52
Asian or Pacific Island	2	0.28	0	0.00
Black - Non-Hispanic	194	26.80	72	18.70
Foreign	2	0.28	0	0.00
Hispanic	8	1.10	4	1.04
Not Reported	4	0.55	2	0.52
Two or More Races	16	2.21	6	1.56
White - Non-Hispanic	494	68.23	299	77.66
Total	724	100.00	385	100.00

Next, the Fall 2015 cohort was made up of 66.85% females with 64.94% completing a degree or certificate (see Table 8.1-3). Males made up 33.15% of the incoming cohort and made up 35.06% of the completers. The data shown in Table 8.1-3 indicates that the completion rates based on gender were within the expected variance.

**Table 8.1-3: Comparison of the Fall 2015 Cohort to the Six-Year Completion Rate by Gender**

Gender	New First-Time Students		Completers	
	Number	Percent	Number	Percent
Female	484	66.85	250	64.94
Male	240	33.15	135	35.06
Total	724	100.00	385	100.00

Table 8.1-4 splits out the Fall 2015 cohort by whether or not the students were eligible for a Pell Grant with the students exceeding the expected variance by less than one percentage point. Students not eligible for a Pell Grant were 51.24% of the new first-time students establishing an expected variance between 46.24% and 56.24%. This demographic group fell just above what was expected with 57.14% of them completing. Those students eligible for a Pell Grant fell just below the expected variance of 43.76% with 42.86% completing.



**Table 8.1-4: Comparison of the Fall 2015 Cohort to the Six-Year Completion Rate by Pell Eligibility**

Pell Eligible	New First-Time Students		Completers	
	Number	Percent	Number	Percent
No	371	51.24	220	57.14
Yes	353	48.76	165	42.86
Total	724	100.00	385	100.00

Pathways to Success is the next demographic group to be examined. The Pathways to Success Program is for students needing additional assistance in writing, mathematics, and reading to be "college ready". Pathways students are enrolled in developmental studies coursework as a cohort and the program uses a holistic approach for student success. The program requires regular attendance in classes, advising visits, tutoring for students performing below an average grade, and a predetermined curriculum for their first two semesters at LSU Eunice.

As Table 8.1-5 indicates, 21.69% of the Fall 2015 cohort were students enrolled in the Pathways program; however, only 15.06% of the students successfully completed a credential by the end of Spring 2021; the 15.06% being less than the expected variance of 16.69%. In contrast, Non-Pathways students made up 78.31% of the enrollment, but completed at a rate of 84.94% exceeding the expected variance of 83.31%.

**Table 8.1-5: Comparison of the Fall 2015 Cohort to the Six-Year Completion Rate Enrollment in the Pathways to Success Program**

Description	New First-Time Students		Completers	
	Number	Percent	Number	Percent
Pathways	157	21.69	58	15.06
Non-Pathways	567	78.31	327	84.94
Total	724	100.00	385	100.00

Finally, this section concludes with the National Student Clearinghouse Six-Year Completion Rate disaggregated by age (see Table 8.1-6). As shown in Table 8.1-6, the completion rate for each age range fell within the range of expected variance. Again, please note that high school dual enrollment students are not included in any of the disaggregated data because they are not coded as new first-time students in student information system (see the [September 12, 2022 email](#) from Institutional Research).

**Table 8.1-6: Comparison of the Fall 2015 Cohort to the Six-Year Completion Rate by Age**

Age	New First-Time Students		Completers	
	Number	Percent	Number	Percent
< 18	24	3.31	10	2.60
18-24	665	91.85	360	93.51
25+	35	4.83	15	3.90
Total	724	100.00	385	100.00

Prior to discussing the institutional plan to increase completion and decrease performance gaps between demographic groups - specifically ethnicity, Pell Grant eligibility, and students in the Pathways to Success Program - additional data is presented on longitudinal course success rates and the retention of new first-time students.

## **SECTION 4: ADDITIONAL DATA RELATED TO COMPLETION**

### **Section 4.1 A Note to the SACSCOC IE Reviewer**

The reports discussed in this section are quite lengthy. It is not the intention to do a "document dump", but rather to be exhaustive in the discussion of completion rates. While the links below are to the complete document in each case, data will be provided for the performance of the various demographic groups discussed with links to the exact page and/or graph/figure in the documents in order to be cognizant of the reviewer's time.

### **Section 4.2 Introduction**

Five events took place from 2019 through 2021 that set the stage for change at LSU Eunice with the first being a change in leadership. After a national search, the LSU Board of Supervisors appointed the current Chancellor on [May 31, 2019](#) to lead LSU Eunice. From her beginning in Summer of 2019 through much of 2020, the Chancellor became more familiar with the institution learning the community and institutional processes. By late 2020, the Chancellor initiated the second event, that being a [strategic planning process](#), that was to decide the future direction of the institution in the context of enrollment, diversity, and student success given the overall higher education environment in Louisiana. Third, the [SWIM Digital Group](#) was brought on board at the end of 2020. The enrollment consultants were to work to engage in the enrollment process, to analyze the student experience, and recommend changes to foster enrollment growth and student success. Fourth, LSU Eunice became an [Achieving the Dream](#) institution in January 2021. The focus for Achieving the Dream was to use data to determine where equity issues exist and devise a plan to eliminate those inequities while preparing students for high demand, high wage jobs in the digital economy. The final event was a new President of LSU being approved by the Board of Supervisors on [June 18, 2021](#). Shortly after his arrival at LSU, the President initiated a strategic planning process for all LSU institutions (see [Attached PDF](#) as of October 3, 2022). While the current LSU Eunice mission statement and goals have been in review for a period of time, the Chancellor's Cabinet acknowledged that the mission of LSU Eunice must, at least in part, align with the LSU mission and goals. Therefore, the decision was made to slow LSU Eunice's Strategic Planning process to allow the LSU process to move forward. LSU Eunice personnel will then decide on an appropriate mission statement and strategic goals in the context of the LSU mission and goals in order to properly reflect the agenda for all of LSU.

Based the need for data related to strategic planning, institutional effectiveness, and to fulfill the requirements from Achieving the Dream, the Chancellor's Cabinet and the Vice Chancellor for Academic Affairs and Provost asked the Office of Institutional Effectiveness a series of questions related to student success and retention in Fall 2021. The questions asked were:

1. What was the overall success rate for all students in all courses during Academic Year (AY) 2020-2021?
2. What was the withdrawal rate for the same time period?
3. What was the retention rate from Fall 2020 to Fall 2021 for new first-time students?
4. How do the answers to these questions compare with longitudinal data?
5. Do performance gaps exist between any of the demographic groups?

The answers to these questions led to three individual reports being completed during Fall 2021; this being the first time that data was analyzed in this fashion.

### **Section 4.3 Disaggregated Course Success Rates**

The first report posted October 26, 2021 was a response to a request for data from Achieving the Dream disaggregated by various demographic groups. In response to the request and to partially answer question 5 above, a report on the [Disaggregated Success Rates](#) based on Ethnicity, gender, and socioeconomic status for courses with the highest historical enrollment was completed and published. This report included the success data on all students enrolled on the census days for AY

2020-2021 for the top eleven courses and was made up of tables taken from the 500+ page Institutional Effectiveness document. The report disaggregated the data by Ethnicity, gender, and socioeconomic status based on whether a student was Pell Grant Eligible. An "expected variance" of  $\pm 5\%$  percentage points from the overall rate of success was established to account for the fact that not all demographic groups would perform the same in a given course. The decision that groups may vary up to  $\pm 5\%$  allowed for natural variation in performance, but was conservative from the standpoint of the various groups succeeding in a course in the same relative proportions in which they enroll. The eleven courses were a mixture of traditional developmental mathematics and English along with first- and second-year general education courses. The results of this first of a kind examination were

- Black or African American students performed below the expected variance for all eleven courses.
- Male students performed below the expected variance for both second year psychology courses (PSYC 2000 and PSYC 2070), Applied College Algebra (MATH 1015), and the Orientation to University Studies (UNIV 1005) courses.
- Pell Grant recipients performed below the expected variance for six of the eleven courses. These included developmental English composition (ENGL 0001), Prealgebra (MATH 0001), General Biology (BIOL 1001), General Psychology (PSYC 2000), Introduction to Communications (CMST 1061), and College Algebra (MATH 1021).

#### **Section 4.4 An Investigation into the Success and Withdrawal Rates for AY 2020-2021**

Shortly after the disaggregated paper above was posted, institutional effectiveness posted a second paper, [An Investigation into Success and Withdrawal Rates AY 2020-2021](#), on November 24, 2021 to answer questions 1, 2, 4, and 5. This paper discussed course success rates (A, B, C, or P[Pass]) for all courses taken by all students in AY 2020-2021 in the context of longitudinal data from AY 2010-2011 through 2019-2020. Note that "all courses" meant courses from Fall 2020 and Spring 2021 whether the course was offered online or at any site and included both 8-week and 16-week formats. The longitudinal study did not include courses offered during summer or between semesters. The results of the paper were presented to Faculty Senate on November 29, 2021 and the Chancellor's Cabinet on November 30, 2021. Some of the key findings for AY 2020-2021 were

- [Table 1 on pages 10 and 11](#) indicated an overall success rate of 72.0% for the 20,750 instances of course-taking:
- [Table 2 and Figure 1 on page 12](#) examined the longitudinal success rates by classification indicating lower success rates for certain student demographic groups (note that the dark blue line in Figure 1 represents the overall success rates for the period studied; this is common for all Figures in the report):
  - First-time students at 63.0% (black line).
  - Returning freshmen at 63.6% (red line).
  - Unclassified transfer at 61.0% (brown line).
  - Students with no classification at 48.2% (dark green line).
- [Table 3 and Figure 2 on page 13](#) detail the longitudinal data for various demographic groups with some of the lowest success rates:
  - Black or African American at 57.2% (orange line).
  - Pell Grant recipients at 66.4% (gray line).
  - New first-time students at 63.0% (light blue line).
  - Pathways to success (who are often Black or African American or new students) at 51.6% (green line).
- [Table 5 and Figure 3 on page 15](#) showing that the same groups have a course withdrawal rate higher than the overall and that the overall withdrawal rate for AY 2020-2021 was 11.8%.

- [Table 6 and Figure 4 on page 16](#) combined demographic variables to include Pathways to Success students with a Pell Grant who were Black or African American and first-time students. According to Table 6 and Figure 4, students that met the criteria succeeded at a rate of 44.2% and withdrew at a rate of 15.9% (keeping in mind the overall success rate for AY 2020-2021 was 72.0% and the withdrawal rate was 11.8%).

#### **Section 4.5 An Investigation into Longitudinal Retention Rates**

The third paper to be posted by institutional effectiveness during Fall 2021 was [An Investigation into Longitudinal Retention Rates](#) to answer questions 3, 4, and 5 above. This paper was similar to the success and withdrawal paper except that it examined the Fall 2020 to Fall 2021 retention rate of new first-time students in the context of longitudinal data from Fall 2010 to Fall 2011 through Fall 2019 to Fall 2020. The results of the paper were presented to the Chancellor's Cabinet on December 14, 2021 and Academic Council December 16, 2021. It was subsequently posted on December 17, 2021. Some of the key findings were:

- [Table 2 and Figure 2 on page 15](#) indicating that the Fall 2020 to Fall 2021 new first-time student retention was the lowest in eleven years at 45.8%. This was below the median retention of 49.6%.
- [Table 3 and Figure 3 on page 16](#) indicating that the retention of male students had fallen disproportionately from 55.0% from Fall 2015 to Fall 2016 to 40.7% in Fall 2020 to Fall 2021 (see green line and data).
- [Table 9 and Figure 9 on page 22](#) showing that the retention of new first-time Pathways to Success students had fallen dramatically from a high of 52.9% from Fall 2017 to Fall 2018 to 36.3% from Fall 2020 to Fall 2021 (see orange line and data).
- [Table 12 and Figure 14 on page 26 on grade point average](#) detailing that students earning a  $0.00 \leq \text{GPA} \leq 1.00$  had a retention rate of 9.3%, on average, over the period studied (see orange line and data).
- [Table 17 and Figure 19 on page 31](#) showing that the number of first-time students earning a 0.00 in their first semester increased from 8.5% (the lowest in eleven years) in Fall 2017 to 18.3% (the highest in eleven years) in Fall 2020. [Table 18 and Figure 20 on page 32](#) indicated that students earning a 0.00 in their first semester of attendance had a 9.9% retention rate from Fall 2020 to Fall 2021, but only have a 4.5% chance of being retained during the period studied on average. In addition, [Table 20 and Figure 22](#) indicate that of the 9.9% retained for those earning zero credits in their first semester, Black or African American students (see orange line and data) were more likely to be retained (13.3%) than were White students (see green line and data) (7.0%) according to the Fall 2020 to Fall 2021 retention. However, both demographic groups had less than a five percent change of being retained overall according to the longitudinal data (see blue data overall).

LSU Eunice personnel acknowledged some of the issues within the last two years were created by the pandemic; however, some of the declines began before the pandemic (see [Table 3 and Figure 2 on page 13](#) from the success paper and [Table 2 and Figure 2 on page 15](#) of the retention paper). Given the data in the three reports, it was obvious that some changes were needed and beginning in AY 2021-2022, the changes began.

### **SECTION 5: INSTITUTIONAL CHANGES DURING AY 2021-2022**

#### **Section 5.1 Achieving the Dream's Action Plan (What was Learned in the First Year)**

While not the primary driver of change at LSU Eunice, the work with Achieving the Dream heavily influenced the change, especially the examination of the data to identify gaps in performance and to leverage the data to increase success and completion for those groups that were underperforming. In response to the Achieving the Dream's requirements, a lengthy [Action Plan](#) was completed in February 2022 that took the initial discussion on Early Momentum Metrics and gaps in performance

and developed a plan for improvement (note that the document is 41 pages in length...specific sections and pages will be referenced later in this section). Achieving the Dream's Action Plan had the following instructions:

Colleges develop and submit an Action Plan at the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream network. The Action Plan accomplishes three tasks:

1. Tells a story of what LSU Eunice has done during the first year in Achieving the Dream's Network that can be shared with colleagues.
2. Provides an opportunity to translate LSU Eunice's learning into overarching vision and strategy for improving student and institutional outcomes.
3. Describes how LSU Eunice seeks to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies that result in preparing students for living wage jobs in the digital economy and closing equity gaps; align and allocate resources to support implementation; and measure the impact of the student success work.

Three short sections of the Action Plan summarize and provide some insight into what was learned by LSU Eunice personnel in the first year. First, administrators learned that LSU Eunice's processes and structures needed to be updated (see the top of [page 17 of the Action Plan](#)). Next, LSU Eunice personnel learned that success and retention were declining and that 226 new first-time students from Fall 2020 ended the semester with a GPA  $\leq 1.00$  (see the bottom of [page 17 of the Action Plan](#)). Finally, LSU Eunice learned from the consultants that the student experience needed to be improved in many different aspects from application to completing the first semester. The longitudinal data supplied in the reports of Fall 2021 indicated decreases in success and retention; both confirming that changes were necessary to improve the student experience (see the top of [page 18 of the Action Plan](#)).

### **Section 5.2 Updating Policies and Procedures**

Specific sections of items two and three are the most pertinent to this part of the discussion. First, from item three, LSU Eunice's policies have been in a constant state of revision since 2019 when several LSU attorneys visited the campus and listed a number of policy statements that needed to be updated, rescinded, and/or placed into the Employee Handbook or the LSU Eunice Catalog. For example, a PDF of the [Cabinet Policy Review Website](#) indicates that better than 60 policies have been revised, rescinded, or placed in the Employee Handbook or the LSU Eunice Catalog between 2019 and 2022, many of them directly affecting students ([direct link to the Cabinet Policy Review Website](#) - internet connection required). The PDF of the Cabinet Policy Review Website also details what revisions were made to the policies. Next, evidence of the current [LSU Eunice Policy Statement Webpage](#) indicate the dates revisions were posted and the number of Policy Statements that have been rescinded or updated on the advice of the attorneys ([direct link to the Policy Statement Webpage](#) - internet connection required).

Next, with the assistance of a consultant, LSU Eunice began examining processes, organizational structures, and [communications to students](#) related to onboarding and retention in early Spring 2021. Within the last year, LSU Eunice has made sweeping changes to the communications strategies in [recruiting and admissions](#) along with mapping and automating the communication plans using email, text messaging, and phone call prompts. Additionally, recruiting and admissions staff have been more active on social media.

### **Section 5.3 Early Momentum Metrics and Calling Students with a GPA $\leq 1.00$ at the end of Fall 2021**

Interestingly enough, another motivator for change came in August 2020 when Achieving the Dream asked LSU Eunice to provide data on Early Momentum Metrics and hold "Sense Making Meetings" on

the results. Research conducted by the Community College Research Center indicated that students who achieve the Early Momentum Metrics do better, regardless of ethnicity, gender, or socioeconomic status (see the [CCRC Research Brief](#) by Belfield, C.R., Jenkins, D, and Fink, J. (2019)). According to the research, Early Momentum Metrics typically include:

- Completion of credits overall,
- Completion of gateway courses,
- Completion of courses within a program, and
- Student persistence.

Given the research and Achieving the Dream's emphasis on Early Momentum Metrics, LSU Eunice chose to invite the Achieving the Dream coaches to [Fall 2021 Convocation](#). In addition, the Director of Institutional Effectiveness was asked to do a short presentation on LSU Eunice's [Early Momentum Metrics Data](#). This was a first-of-its-kind presentation based on data from the National Student Clearinghouse's Post Secondary Data Partnership. The presentation focused on two metrics with the first being statistics on the completion of greater than or equal to 15 credit hours in one year by new first-time students, which averaged nearly 62% over four years. The second metric indicated that the students earning zero credit hours in their semester increased from 4% in Fall 2016 to 15% in Fall 2019. In both cases, performance gaps were discovered based on gender, Ethnicity, and socioeconomic status. The Achieving the Dream coaches then held the Sense Making Discussion and [filed a report](#) with their findings with the Chancellor.

Given the discussions at the beginning of Fall 2021, the paper on longitudinal retention rates included a section on new first-time students earning zero credits in fall 2020 and the fact that they had a 9.9% retention rate from Fall 2020 to Fall 2021. More alarming than the 9.9% retention rate in that one year was that the longitudinal data suggested that students earning zero credits their first semester only had a [4.5% chance of being retained](#), on average. Given the statistics, the Director of Institutional Effectiveness sent an email to the Vice Chancellor for Academic Affairs and Provost on [December 17, 2021](#) after downloading and analyzing the success data for Fall 2021. The email notified the Vice Chancellor that 147 (19.1%) out of 768 new first-time students in Fall 2021 had earned zero credit hours. This meant that the percentage of students earning zero credits in their first semester increased from 18.3% in Fall 2020 to 19.1% in Fall 2021.

For the first time in recent history, the Vice Chancellor for Academic Affairs and Provost asked available personnel to begin calling the [students earning a GPA  \$\leq\$  1.00](#) acknowledging that it might be too late to retain the students to Spring 2022 let alone Fall 2022. Very simply, LSU Eunice personnel reached out to students earning a GPA  $\leq$  1.00 to ask what LSU Eunice might do to assist the student in attending in Spring 2022 with a better result. In many cases, the student:

- had their schedule adjusted and returned in Spring 2022,
- asked to register for fewer courses in the spring if they were working or had a family so they could better work with competing demands for time,
- switched to online courses because they could not make it to face-to-face classes,
- acknowledged that poor grades were the result of working too much, and
- had a balance on their account and had paid it down so they could be registered for classes.

#### **Section 5.4 LSU Eunice Administrative Reorganization**

Rumors of organizational change began as early as mid-Fall 2021, then, at Convocation for Spring 2022, the Chancellor announced a major administrative reorganization of the campus effective immediately (see the [July 2021](#) Administrative Organization compared to the [February 2022](#) Administrative Organization). The reorganization placed all academic support services and student affairs departments under the Vice Chancellor for Academic Affairs and Provost and set the stage for

the Learning Commons placing testing, disability services, academic advising for new students, Pathways to Success, and tutoring under the Executive Director of Library and Support Services (see pink highlighting). Other areas such as outreach, housing and residence education and financial aid would remain under the Dean of Student Affairs; however, the Dean of Student Affairs reported to the Vice Chancellor for Academic Affairs and Provost.

In addition, two divisions, namely the Division of Liberal Arts and the Division of Sciences and Mathematics were combined into one division under a single dean. Finally, department chairs were created for Humanities, Communications, Sciences, and Mathematics. These positions were meant to assist the dean with routine matters on a daily basis (see the position responsibilities according to LSU Eunice [Policy Statement Number 3: Responsibilities and Concerns of University Personnel](#). lines 265-292).

### **Section 5.5 Achieving the Dream Action Plan: Change Toward Increasing Student Success, Retention, and Completion**

In the Achieving the Dream Action Plan, LSU Eunice personnel proposed two priority goals to increase success, completion, and to reduce gaps in performance with a rationale for each:

1. LSU Eunice seeks to increase success and retention of new first-time students (see [Action Plan page 19](#)).
2. LSU Eunice seeks to increase access to and better prepare students for high demand, high wage jobs in the digital economy (see [Action Plan pages 20-21](#)).

Each priority goal was required to have measurable outcomes along with a plan of implementation and who was responsible for overseeing the implementation. While priority goal two was largely replaced with the focus on digital literacy at a later date, goal one was met with interest and was being implemented as Fall 2022 began. Goal one had two objectives with a plan of implementation along with metrics to be assessed and anticipated challenges (see the [Action Plan pages 23-31](#)).

- Achieving the Dream Action Plan Goal 1A. Create an Integrated Learning Center to strengthen holistic student support ([Action Plan pages 23-27](#)).

During early Spring 2022, Achieving the Dream asked for some clarifications regarding the Integrated Learning Center along with a plan of action. A Committee was formed in mid-Spring 2022 with the committee working into the summer filing their report to create the [LeDoux Library and Learning Commons](#) (note that the name of the unit has not yet been finalized) on June 6, 2022. The primary purpose of the Committee was to determine the services required to meet the needs of the students effective Fall 2022. Evidence of the Integrated Learning Center Committee meeting during Spring 2022 is through the use of meeting minutes from:

- [March 21, 2022](#)
- [April 22, 2022](#), and
- [May 19, 2022](#).

As of the writing of this Standard, the following positions have been staffed and the associated services are being provided based on the current staff.

- Academic Advising and Tutoring hired [August 4, 2022](#),
- Academic Advising originally hired October 3, 2016 in Admissions and moved to the Learning Commons in [Summer 2022](#),
- Academic Advising and Disability Services hired on [July 1, 2022](#),

- Testing Center (position has existed for several years), and
- Academic Advising and Pathways to Success Coordinator hired [August 15, 2022](#). Note that as of December 2022, this person turned in his resignation.

The links above indicate that the person was hired if the position was vacant. The Executive Director of Library and Student Support Services oversees the operation of the Learning Commons.

- Achieving the Dream Action Plan Goal 1B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success ([Action Plan pages 27-31](#)).

This objective relates to the purchase and installation of the EAB Navigate Platform. The implementation of EAB Navigate was to improve student success, retention, and completion. EAB Navigate uses technology for students, administrators, advisors, faculty, and other staff to work together in a collaborative network to holistically support students. During Spring 2022, the goal was to install system features, such as establishing permissions and the login directory. As Fall 2022 began, the use of communications and scheduling for academic advising, tutoring, disability services, and financial aid became available for all students. In addition, faculty and staff were also able to file early alerts for students of concern. Evidence of communication and implementation:

- [Notification to LSU Eunice faculty and staff](#) via email on December 21, 2021.
- [Implementation Strategy](#) from a virtual meeting on January 6, 2022.
- [Quick Start Guide](#) sent to faculty and staff from August 17, 2022.
- The [LSU Eunice EAB Navigate Website](#).
- The [EAB Navigate Home page](#).

Because the use of EAB Navigate began with Fall 2022, no data has yet been collected. Nevertheless, evidence of EAB Navigate use for the first few weeks of Fall 2022 is:

- [Academic performance](#) from September 14, 2022,
- [Attendance referral](#) from September 12, 2022, and
- [Tutoring referral](#) from September 6, 2022.

### **Section 5.6 Piloting Camps During Summer 2022**

In summer 2022, two [Bengal Academic Camps](#) were held in August. The first was Bengal Beginnings held August 2-4, 2022 to help transition students to higher education familiarizing them LSU Eunice. An [agenda for the camp](#) indicates various tours, how to access online courses, meeting with faculty, and setting expectations in entry level subjects. Summer of 2022 being a pilot, there was only a [few students that participated](#).

The second camp was for the Pathways to Success students who were placed in the program due to the lack of ACT scores held August 8-12, 2022. As the proposal states, the camp was to assist students with English and math fundamentals, prepare students for success in college, build on digital skills such as logging in and successfully navigating their MyLSUE (student information web portal) and their MyCourses (course management system) platforms. A [Bengal Bootcamp Agenda](#) that was original included in the proposal and Accuplacer Scores from the [first day of the camp](#) and from the [last day of the camp](#) are offered as evidence of completion.



## SECTION 6: SUMMARY

Keeping in mind that the changes that most affect students were in place for less than one semester during Spring 2022, the Vice Chancellor for Academic Affairs and Provost asked if there had been any changes in success rates, retention rates, or performance gaps for AY 2021-2022. As a result, [An Investigation into the Longitudinal Success and Withdrawal Rates AY 2021-2022](#) was written during Summer 2022 and was presented to the Chancellor's Extended Cabinet on August 23, 2022. The data indicated the following:

- [Table 2 and Figure 1 on page 17](#): The success decreased from 72.0% in AY 2020-2021 to 71.1% in AY 2021-2022 (see blue line and data). This was viewed as a positive because it decreased 0.9 of one percent whereas from the success rate for AY 2019-2020 was 75.2% and decreased 3.2 percentage points to 72.0% in AY 2020-2021. In addition, the withdrawal rate decreased by 0.4 of a percent from 11.8% in AY 2020-2021 to 11.4% in AY 2021-2022 (see pink line and data).
- Note that the right column in Table 2 on page 17 indicates that the success rate for AY 2021-2022 was still below the longitudinal overall of 73.9%. In addition, the withdrawal rate of 11.4% is still above the longitudinal overall of 10.3%.
- [Table 4 and Figure 3 on page 19](#): The success rate for Black (non-Hispanic) students fell 7.5 percentage points from 64.7% in AY 2019-2020 to 57.2% in AY 2020-2021 (see orange line). However, the decline in success decreased to 0.4 of a percent to 56.8% in AY 2021-2022.
- Interestingly enough, Table 4 and Figure 3 shows that the decline for White (non-Hispanic) students was one percentage point from 78.8% in AY 2019-2020 to 77.8% in AY 2020-2021 (see green line). In AY 2021-2022 the success rate was 75.9% meaning that the change was actually 1.9% from AY 2020-2021 to AY 2021-2022.
- [Table 5 and Figure 4 on page 20](#) indicates that the success rate for Pathways to Success (orange line) students increased 2.7 percentage points from AY 2020-2021 to AY 2021-2022 after decreasing 15 percentage points from 66.6% in AY 2017-2018.

Next, two retention graphs were shared with the Chancellor's Cabinet on September 15, 2022. Note that a retention report for new first-time students is not written as this Standard is being written so just the page numbers are noted:

- [Page 1](#): Overall retention increased from Fall 2021 to Fall 2022 to 47.5% and is 1.7 percentage points higher than the 45.8% from Fall 2020 to Fall 2021.
- [Page 2](#): Retention of Pathways to Success students increased 3.3 percentage points from 36.3% Fall 2020 to Fall 2021 to 39.6% Fall 2021 to Fall 2022. Retention of non-Pathways students increased as well 0.7 of a percent from 49.4% Fall 2020 to Fall 2021 to 50.1% Fall 2021 to Fall 2022.

Finally, an updated [disaggregated success paper for AY 2021-2022](#) was posted on September 19, 2022. It indicated the following:































- Course success rates fell in seven of the eleven courses studied with the two largest being Developmental Psychology of the Life Span ([PSYC 2070](#)) falling over fourteen percentage points from AY 2020-2021 and The United States to 1865 ([HIST 2055](#)) falling just over seven percentage points.
- Course success rates increased over AY 2020-2021 in three notable cases - Orientation to University Studies ([UNIV 1005](#)) up almost 12 percentage points, Fundamentals of Communication ([CMST 1061](#)) up almost 12 percentage points, and College Algebra ([MATH 1021](#)) up almost seven percentage points.
- Black (non-Hispanic) students performed below the five-point expected variance in all courses examined.

- Male students performed below the expected variance in Applied College Algebra ([MATH 1015](#)) and Introduction to Psychology ([PSYC 2000](#)) only.
- Finally, Pell Grant eligible students performed below the expected variance in six of the eleven courses; these being developmental English ([ENGL 0001](#)), General Biology ([BIOL 1001](#)), Introduction to Psychology ([PSYC 2000](#)), The United States to 1865 ([HIST 2055](#)), and College Algebra ([MATH 1021](#)).






















There is no doubt that there is work yet to be done; however, it appears as if the declines in success and retention are being slowed given that the only two staff members were working with students in the Library Commons in Spring 2022. Now that the Library Commons is completely staffed and that the early alert is almost completely operational, next year should show positive gains.

The efforts described in this standard will ultimately influence the Key Student Completion Indicator and narrow gaps in performance for at-risk populations.

## Sources

-  [1-11-21 Cabinet Meeting Minutes Strategic Planning \(Page 1\)](#)
-  [12-21-21 Email on Contacting Students](#)
-  [2-16-22 LSU Eunice ATD Action Plan](#)
-  [2-16-22 LSU Eunice ATD Action Plan \(Page 17\)](#)
-  [2-16-22 LSU Eunice ATD Action Plan \(Page 18\)](#)
-  [2-16-22 LSU Eunice ATD Action Plan \(Page 19\)](#)
-  [2-16-22 LSU Eunice ATD Action Plan \(Page 20\)](#)
-  [2-16-22 LSU Eunice ATD Action Plan \(Page 23\)](#)
-  [2-16-22 LSU Eunice ATD Action Plan \(Page 27\)](#)
-  [2019-05-31-lsu-bos-minutes \(Page 7\)](#)
-  [2021-06-18-lsu-bos-minutes \(Page 10\)](#)
-  [3-28-19 Letter from Wheelan showing NSC Rate](#)
-  [6-6-22 Report of the Integrated Learning Center Committee](#)
-  [9-12-22 Email on High School Dual Enrollment Students](#)
-  [ATD 12-17-21 Email to VCAAP on EMMs FA 2021](#)
-  [ATD 8-17-21 Sensemaking Emms Report](#)
-  [ATD EMM Presentation Convocation Fall 2021](#)
-  [ATD Fall 2021 Convocation Week Schedule](#)
-  [ATD Fall 2021 EMM](#)
-  [AY 2020-2021 Disaggregated Course Success Data](#)
-  [AY 2020-2021 Retention Report](#)
-  [AY 2020-2021 Retention Report \(Page 15\)](#)
-  [AY 2020-2021 Retention Report \(Page 16\)](#)
-  [AY 2020-2021 Retention Report \(Page 22\)](#)
-  [AY 2020-2021 Retention Report \(Page 26\)](#)
-  [AY 2020-2021 Retention Report \(Page 31\)](#)
-  [AY 2020-2021 Retention Report \(Page 32\)](#)
-  [AY 2020-2021 Retention Report \(Page 34\)](#)
-  [AY 2020-2021 Success and Withdrawal Rates](#)
-  [AY 2020-2021 Success and Withdrawal Rates \(Page 10\)](#)

-  AY 2020-2021 Success and Withdrawal Rates (Page 12)
-  AY 2020-2021 Success and Withdrawal Rates (Page 13)
-  AY 2020-2021 Success and Withdrawal Rates (Page 15)
-  AY 2020-2021 Success and Withdrawal Rates (Page 16)
-  AY 2021-2022 Disaggregated Success Rates Data
-  AY 2021-2022 Disaggregated Success Rates Data (Page 10)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 11)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 12)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 13)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 14)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 6)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 7)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 8)
-  AY 2021-2022 Disaggregated Success Rates Data (Page 9)
-  AY 2021-2022 Success Withdrawal Rates
-  AY 2021-2022 Success Withdrawal Rates (Page 17)
-  AY 2021-2022 Success Withdrawal Rates (Page 19)
-  AY 2021-2022 Success Withdrawal Rates (Page 20)
-  AY 2022-2023 Catalog Section 3 Institutional Mission
-  Academic Advising and Tutoring
-  Academic Advisor
-  Academic Advisor and Disability Services
-  Academic Advisor and Pathways
-  Accuplacer Scores Boot Camp 8-8-22
-  Accuplacer Scores Bootcamp 8-12-22
-  Actual Policy Statement Webpage
-  Bengal Academic Camps Project Proposal
-  Bengal Beginnings 2022 Sign-in Sheets
-  Bengal Beginnings Agenda
-  Bengal Bootcamp Agenda
-  Cabinet Policy Statement Review History
-  EAB Navigate Academic Performance 9-14-22
-  EAB Navigate Attendance Referral 9-12-22
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-  EAB Navigate Employee Quick Start Guide - LSUE 8-17-22
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-  EAB Navigate LSU Eunice Website as of September 14 2022
-  EAB Navigate Tutoring Referral 9-6-22
-  Fall 2022 Student Achievement
-  Fall 2022 Student Achievement (Page 10)
-  Fall 2022 Student Achievement (Page 12)
-  Fall 2022 Student Achievement (Page 4)
-  Fall 2022 Student Achievement (Page 5)
-  Fall 2022 Student Achievement (Page 6)
-  Fall 2022 Student Achievement (Page 7)

-  [ILCC Meeting Minutes April 22 2022](#)
-  [ILCC Meeting Minutes May 19 2022](#)
-  [ILCC Meeting Minutes with ATD Coach March 21 2022](#)
-  [LSU Eunice ATD Scope of Work \(Page 1\)](#)
-  [LSU Eunice Cabinet Policy Statement Review Site](#)
-  [LSU Eunice Policy Statements](#)
-  [LSU Strategic Planning Process](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 8\)](#)
-  [NSC Completions Report 2021 \(Page 1\)](#)
-  [NSC Completions Report 2021 \(Page 3\)](#)
-  [Organizational-Chart 2-17-22](#)
-  [Organizational-Chart 7-6-21](#)
-  [Retention as of 9-15-22 \(Page 1\)](#)
-  [Retention as of 9-15-22 \(Page 2\)](#)
-  [SWIM Enrollment Funnel 4-1-22 Email](#)
-  [SWIM Prelim Ex Summary 6-24-21 \(Page 1\)](#)
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-  [Student Achievement](#)
-  [Student Achievement Website](#)
-  [Student Achievement Website Introduction](#)
-  [early-momentum-metrics-leading-indicators 2019](#)

## 8.2.a Student Outcomes: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. student learning outcomes for each of its educational programs.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

Louisiana State University at Eunice uses an [Annual Planning and Evaluation Model](#) to identify expected outcomes for each of its educational programs within its [mission](#), to systematically assess achievement of those outcomes, and to effect improvement based on analysis of those outcomes. Academic program outcomes at LSU Eunice include a direct internal or external assessment of professional competency based on student learning outcomes (SLOs). Depending on the program, professional competency based on SLOs may be assessed using:

- clinical competency rubrics based on program accreditation outcomes in the Allied Health majors;
- a national or state assessment of student learning to be licensed;
- final exams, quizzes, or specialized projects in courses offered at the end of the program in majors such as Accounting Clerk and Management; and
- direct observation of student performance at the end of the program such as Care and Development of Young Children.

assessment also takes place using:

- annual retention rates of students;
- overall retention and graduation of students;
- employer and student surveys; and
- employment or transfer upon graduation.

Program outcomes are ultimately determined by the faculty. The Director of Institutional Effectiveness (IE) and the Deans add input, if necessary, to ensure that the objectives and SLOs are measurable and that sound methodology is used given the requirements of the program. Gathering and entering data for program outcomes at LSU Eunice is an effort led by the Director of Institutional Effectiveness and involves the Vice Chancellor for Academic Affairs and Provost, the Deans of the [two Academic Divisions](#), the Program Directors, Coordinators, Chairs, and individual faculty.

In most cases, the Program Directors or Chairs enter the data annually during the summer. Upon completion, the Director of Institutional Effectiveness reviews the entry and either edits the text or make recommendations to the author. If editing takes place or is needed, an email is sent to the author(s) notifying them that changes were made (see [September 4, 2021](#) email exchange for the Associate of Science in Nursing; [August 22, 2022](#) email exchange for the Associate in Science in Respiratory Care; and the final [August 22, 2022](#) email from the Associate of Science in Respiratory Care).

In other cases, the Director of Institutional Effectiveness may write individual objectives to assist faculty. In this case, the Director of Institutional Effectiveness notifies the faculty member that an objective is complete and asks to review it and to recommend an improvement plan (see [February 24, 2022](#) email to Criminal Justice program head about retention and [May 4, 2021](#) email to Liberal Arts Dean about placement in the Associate of General Studies and the Associate of Arts Louisiana Transfer programs). Regardless of who completes the objectives, the Director of Institutional Effectiveness is responsible for marking it complete in the planning system, indicating whether or not the objective was met, and that an improvement plan is written.

The 20 tables below contain the IE documentation for each of LSU Eunice's academic programs. Each section provides the title of the specific degree with a short summary of the program assessment used and the site offered paralleling the Institutional Summary Form. The tables below provide only an elementary summary of the efforts to increase effectiveness from academic year (AY) 2019-2020 through 2021-2022. The details for each of the goals and objectives are obtained by clicking the links in each table. For example, each departmental **goal** contains the:

- goal number,
- text of the goal itself,
- start and end dates that run behind the academic year to allow data to be entered,
- progress that details the current status,
- providing department,
- budget information where "none (existing)" means that no additional funds were requested from the general fund,
- related items (connected up) details which strategic goals that the departmental goal links to in order to operationalize the institutional mission, and
- supported by (connected down) details the departmental objectives that link to the departmental goal.

Next, each departmental **objective** in the tables below is hyperlinked to the institutional effectiveness objectives themselves. Each objective may have linked evidence including, but not limited to benchmarks, improvement plans, or rationales for methodology. The objectives contain the:

- objective number and a short description,
- start and end date that runs slightly behind the given academic year to allow time for data to be entered,
- progress that details the current status,
- objective with intended outcomes (competency objectives include the program outcomes),
- strategy including a benchmark and a rationale for the benchmark,
- progress report with data broken out by site that includes a short statement about whether the objective was met in the previous year (and if not met, information on whether the improvement plan was followed or not), and
- a required improvement plan even if the objective was met.

While faculty the freedom to assess students by the means they deem appropriate to their programs, students in the same program are assessed in a similar fashion regardless of the student's location: face-to-face, online, or at a remote site. Note that the assessments below include all student data regardless of site or methodology, unless otherwise noted; LSU Eunice does not use sampling. All students enrolled in a program or course assessed for student learning are included in the data.

Note that the academic divisions were reorganized in spring 2022. The Division of Liberal Arts and the Division of Sciences and Mathematics became the Division of Arts and Sciences. The Division of Health Sciences, Business Technology, and Public Protection and Safety did not change. The change is illustrated in the current Organizational Chart from [May 2022](#) compared to version from [July 2021](#).

Finally, a note on COVID-19. Similar to all other institutions of higher education in the United States, the pandemic seriously affected operations at LSU Eunice. While courses were moved online and the campus was closed for a period of time to face-to-face instruction, instruction proceeded to the best of the ability of the faculty and staff and Institutional Effectiveness continued on as usual each semester. The assessments presented below represent the work of all faculty and staff at LSU Eunice during that "unprecedented time".

**SECTION 2: PROGRAM OUTCOMES FOR THE DIVISION OF HEALTH SCIENCE AND BUSINESS TECHNOLOGY**

**2.1 Accounting Technology: Account Clerk, Certificate of Technical Studies (CTS)**

This program requires a total of 30 credit hours and is a hybrid program with 50% or more of the program offered online and face-to-face at the LSU Eunice site only. Table 8.2a-1 details that some program outcomes are directly assessed by the SLOs in three courses. Additionally, indirect assessment takes place using placement or continuing education in the field. Retention is not examined because this program is a one-year program.

**Table 8.2a-1: Institutional Effectiveness for Accounting Technology, Certificate of Technical Studies**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 2 linked to strategic goals and objectives.	Goal 2 linked to strategic goals and objectives.	Goal 2 linked to strategic goals and objectives.
Objective 2.1-Professional Competency: Direct assessment of SLOs from three courses. Met.  Improvement: Work additional problems.	Objective 2.1-Professional competency: Direct assessment of SLOs from three courses. Met.  Improvement: Course specific (see linked objective's improvement plan).	Objective 2.1-Professional competency: Direct assessment of SLOs from three courses. Met.  Improvement: Course specific (see linked objective's improvement plan).
Objective 2.2-Placement: Phone calls to students. Met.  Improvement: Monitor-some academic years had no completers.	Objective 2.2-Placement: Attempted to call the one student with no results. Results inconclusive.  Improvement: Methodological change to begin using survey data at time of graduation.	Objective 2.2-Placement: One completer employed. Results inconclusive (n = 1).  Improvement: Monitor for completers.

Given the data in Table 8.2a-1 for the Certificate of Technical Studies in Accounting Technology, the program objectives were partially met given that the competencies were met while job placement was largely inconclusive due to methodological issues or low completers.

**2.2 Administrative Technology Specialist, Certificate of Technical Studies (CTS)**

This program requires a total of 33 credit hours with 50% or more of the program online only. Table 8.2a-2 indicates that some program outcomes are directly assessed from SLOs in two courses. Additionally, indirect assessment place using placement or continuing education in the field. Retention is not examined because this program is a one-year program.

**Table 8.2a-2: Institutional Effectiveness for Administrative Technology Specialist, Certificate of Technical Studies**



AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 3 linked to strategic goals and objectives.	Goal 3 linked to strategic goals and objectives.	Goal 3 linked to strategic goals and objectives
Objective 3.1-Professional Competency: Delayed. SLOs from two courses not assessed. No students enrolled in program.  Improvement: Monitor for enrollment.	Objective 3.1-Professional Competency: Delayed. SLOs from two courses not assessed. No students enrolled in program.  Improvement: Monitor for enrollment.	Objective 3.1-Professional Competency: Delayed. SLOs from two courses not assessed. No students enrolled in program.  Improvement: Monitor for enrollment.
Objective 3.2-Placement: Delayed. No students completed the program during the year studied.  Improvement: Monitor for completers.	Objective 3.2-Placement: Delayed. No students completed the program during the year studied.  Improvement: Monitor for completers.	Objective 3.2-Placement: Delayed. No students completed the program during the year studied.  Improvement: Monitor for completers.

Given the data in Table 8.2a-2 for the Certificate of Technical Studies in Administrative Technology Specialist, the program objectives were inconclusive because there were no completers during the time period examined.

### **2.3 Computer Information Technology, Associate of Applied Science (AAS)**

This program requires a total of 60 credit hours and is offered as a hybrid program with some courses offered online and some offered face-to-face at the LSU Eunice site only; however, 50% or more of the program is offered face-to-face at the Eunice site only. Table 8.2a-3 indicates that the program outcomes are directly assessed using SLOs from three courses. Additionally, indirect assessment takes place using placement or continuing education in the field, along with first-year student retention to the second year.

**Table 8.2a-3: Institutional Effectiveness for Computer Information Technology, Associate of Applied Science**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 6 linked to strategic goals and objectives.	Goal 6 linked to strategic goals and objectives.	Goal 6 linked to strategic goals and objectives.
Objective 6.1-Professional Competency: Direct assessment of SLOs from three courses. Met.  Improvement: Course specific (see linked objective's improvement plan).	Objective 6.1-Professional Competency: Direct assessment of SLOs from three courses. Met.  Improvement: Course specific (see linked objective's improvement plan).	Objective 6.1-Professional Competency: Direct assessment of SLOs from three courses. Met.  Improvement: Course specific (see linked objective's improvement plan).
Objective 6.2-Placement: Phone calls made to students. Met.	Objective 6.2-Placement: Phone calls made to students. Not met.	Objective 6.2-Placement: Phone calls made to students. Met.

Improvement: Continue tracking graduates.	Improvement: Network with companies to hire graduates.	Improvement: Program underwent accreditation. Recommendations made (see linked objective's improvement plan documentation).
<b>Objective 6.3</b> -Retention: Institutional Research data. Not met.	<b>Objective 6.3</b> -Retention: Institutional Research data. Met.	<b>Objective 6.3</b> -Retention: Institutional Research data. Not met.
Improvement: Reach out to students with poor attendance or poor grades; use "show your presence" in online courses.	Improvement: Monitor data given disruptions by CV-19.	Improvement: Continue reaching out to at-risk students.

Given the data in Table 8.2a-3 for the Associate of Applied Science in Computer Information Technology, the program objectives were partially met given methodological issues with collecting placement data and not meeting retention benchmarks.

**2.4 Criminal Justice, Associate of Science (AS)**

This program requires a total of 60 credit hours. Many general education courses are offered online and face-to-face; however, the criminal justice courses are offered online only. As Table 8.2a-4 indicates, this program is directly assesses SLOs from two taken toward the end of the curriculum. The program is also indirectly assessed using retention and employment data.

**Table 8.2a-4: Institutional Effectiveness for Criminal Justice, Associate of Science**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
<b>Goal 1</b> linked to strategic goals and program objectives.	<b>Goal 1</b> linked to strategic goals and program objectives.	<b>Goal 1</b> linked to strategic goals and program objectives.
<b>Objective 1.1</b> -Professional Competency: Direct assessment of SLOs from two courses. Delayed. The interim coordinator left without submitting SLO data.  Improvement: n/a.	<b>Objective 1.1</b> -Professional Competency: Direct assessment of SLOs from two courses. Met.  Improvement: Course specific (see linked objective's improvement plan).	<b>Objective 1.1</b> -Professional Competency: Direct assessment of SLOs from two courses. Met.  Improvement: Course specific (see linked objective's improvement plan).
<b>Objective 1.2</b> -Retention: Institutional Research data. Not met.	<b>Objective 1.2</b> -Retention: Institutional Research data. Met.	<b>Objective 1.2</b> -Retention: Institutional Research data. Met.

Improvement: Incomplete because the Interim coordinator left without discussing objectives with the Director of IE.	Improvement: New director hired; created new courses; conducted professional development for faculty; Revised CJ syllabi.	Improvement: The director hired last year resigned and was replaced with a new hire. Monitor into next year.
Objective 1.3-Placement: Phone calls made to students. Not met.	Objective 1.3-Placement: Phone calls made to students. Not met	Objective 1.3-Placement: Phone calls made to students. Met.
Improvement: Monitor-three out of five students could not be contacted.	Improvement: Methodological change to surveys; will use AY 2021-2022 to create document.	Improvement: New job placement survey given at graduation (see linked objective's documentation in the improvement plan).

Given the data in Table 8.2a-4 for the Associate of Science in Criminal Justice, the program objectives were partially met given that SLO data was not reported in AY 2019-2020.

**2.5 Diagnostic Medical Sonography (DMS), Associate of Applied Science (AAS)**

This DMS AAS require a total of 71 credit hours with the face-to-face program originating from the LSU Eunice site. DMS program outcomes follow guidelines established by the Joint Review Committee on Diagnostic Medical Sonography (JRCDMS). As Table 8.2a-5 indicates, direct assessment takes place using SLOs in two clinical courses toward the end of the program. In addition, the JRCDMS also requires the DMS program to assess completion rates and employment indirectly.

**Table 8.2a-5: Institutional Effectiveness for the Diagnostic Medical Sonography, Associate of Applied Science**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 1 linked to strategic goals and program objectives.	Goal 1 linked to strategic goals and program objectives.	Goal 1 linked to strategic goals and program objectives.
Objective 1.1-Professional Competency: Direct assessment of SLOs Per the Joint Review Committee on Diagnostic Medical Sonography (JRCDMS) requirements; Outcomes assessed in clinicals and final exams. Met.	Objective 1.1-Professional Competency: Direct assessment of SLOs Per the JRCDMS requirements; Outcomes assessed in clinicals and final exams. Met.	Objective 1.1-Professional Competency: Direct assessment of SLOs Per the JRCDMS requirements; Outcomes assessed in clinicals and final exams. Met.
Improvement: Faculty believe that the clinical assignments and overall scan time along with patient interaction should be monitored.	Improvement: Begin assessing for SLOs 2 and 4 through clinical methods to eliminate a discrepancy (see linked objective's improvement plan).	Improvement: Begin assessing all outcomes in clinicals and specialized software (see linked objective's improvement plan).

<p><b>Objective 1.2</b>-Completion Rate: Completion of all courses and American Registry of Diagnostic Medical Sonographers (ARDMS) exam. Met.</p> <p>Improvement: Faculty will use scores from the ARDMS (American Registry of Diagnostic Medical Sonographers) exams instead of completion of the DMS coursework.</p>	<p><b>Objective 1.2</b>-Completion Rate: Completion of all courses and the ARDMS exam. Met.</p> <p>Improvement: Review current curriculum and check for alignment with ARDMS.</p>	<p><b>Objective 1.2</b>-Completion Rate: Completion of all courses and the ARDMS exam. Met.</p> <p>Improvement: OB/Gyn registry pass rate improved from 80% to 100% pass rate on first attempt for current AY. Faculty will monitor all aspects of student performance on the ARDMS registries (SPI, AB, OB) for weakness.</p>
<p><b>Objective 1.3</b>-Employment: Surveys per JRCDCMS. Met.</p> <p>Improvement: Begin offering coursework in vascular sonography.</p>	<p><b>Objective 1.3</b>-Employment: Surveys per JRCDCMS. Met.</p> <p>Improvement: Monitor employment of graduates.</p>	<p><b>Objective 1.3</b>-Employment: Surveys per JRCDCMS. Met.</p> <p>Improvement: Monitor needs of surrounding communities and employers.</p>

Given the data in Table 8.2a-5 for the Associate of Applied Science in DMS, the program objectives were met.

**2.6 Fire and Emergency Services, Associate of Applied Science (AAS) and Fire Services Technology, Certificate of Technical Studies (CTS)**

The Fire and Emergency Services, AAS Program requires a total of 60 credit hours and is offered with a combination of face-to-face and online general education courses; however, all Fire and Emergency Services and related courses are offered online only. The Fire Services Technology, is an area of concentration requiring 15 credit hours within the AAS and is also a stand alone Certificate of Technical Studies requiring a total of 36 credit hours offered online only. Given the number of common courses, almost all students graduating in the Associate of Applied Science in Fire and Emergency Service are also eligible for Fire Services Technology Certificate. Given the similarities, the two separate program assessments were combined into one beginning in fall 2020. As Table 8.2a-6 indicates, the program outcomes for each program are directly assessed using SLOs from the same two courses offered toward the end of the curriculum. Additionally, indirect assessment takes place through student retention and employment for the AAS and employment only for the CTS.

**Table 8.2a-6: Institutional Effectiveness for Fire and Emergency Services Associate of Applied Science, and Fire Services Technology, Certificate of Technical Studies**

AY 2019-2020	AY 2020-2021	AY 2021-2022
<p><b>Goal 2</b> Fire and Emergency Services (FES): linked to strategic goals and program objectives.</p>	<p><b>Goal 2</b> linked to strategic goals and program objectives.</p>	<p><b>Goal 2</b> linked to strategic goals and program objectives.</p>

<p><b>Goal 3</b> Fire Services Technology (FST): linked to strategic goals and program objectives.</p>		
<p><b>Objective 2.1</b>-Professional Competency (FES): Direct assessment of SLOs from two courses. Delayed. The interim coordinator left without submitting SLO data.</p> <p><b>Objective 3.1</b>-Professional Competency (FST): Direct assessment of SLOs from two courses. Delayed. The interim coordinator left without submitting SLO data.</p> <p>Improvement for both: N/A.</p>	<p><b>Objective 2.1</b>-Professional Competency: Direct assessment of SLOs from two courses. Met.</p> <p>Improvement: Encourage time management because the course is 8-weeks. Email students if they are turning in assignments late.</p>	<p><b>Objective 2.1</b>-Professional Competency: Direct assessment of SLOs from two courses. Met.</p> <p>Improvement: Stress time management as the course is an 8-week course; email students if they are turning assignments late.</p>
<p><b>Objective 2.2</b>-Retention (FES only): Institutional Research data. Met.</p> <p>Improvement: Monitor given changes in leadership.</p>	<p><b>Objective 2.2</b>-Retention: Institutional Research data. n = 5. Partially met.</p> <p>Improvement: Implement new strategies and have professional development sessions for all faculty (see link in objective's improvement plan).</p>	<p><b>Objective 2.2</b>-Retention: Institutional Research data. Partially Met.</p> <p>Improvement: New coordinator from last year resigned and a new one was hired for fall 2021. Monitor at the end of the first year to allow him to get to know students.</p>
<p><b>Objective 2.3</b>-Employment (FES): Phone calls made to students. Not met.</p> <p>Improvement: Monitor for completers due to n = 9.</p> <p><b>Objective 3.2</b>-Employment (FST): Phone calls made to students. No completers. Results inconclusive.</p> <p>Improvement: Monitor given no completers</p>	<p><b>Objective 2.3</b>-Employment: Phone calls made to students. Not met.</p> <p>Improvement: Methodological change to surveys; will use AY 2021-2022 to create document.</p>	<p><b>Objective 2.3</b>-Employment: Phone calls made to students. Met.</p> <p>Improvement: New job placement survey given at graduation (see linked objective's documentation in the improvement plan).</p>

Given the data in Table 8.2a-6 for the Associate of Applied Science in Fire and Emergency Services and the Certificate of Technical Studies in Fire Services Technology, the program objectives were partially met because SLO data was not turned for AY 2019-2020, retention data was partially met for two years, and the employment objectives were not met for two years out of the three years.

**2.7 Health Sciences, Associate of Science (AS)**

Implemented in AY 2021-2022, this program requires a total of 61 credit hours and is offered as a hybrid program with 50% or more of the program being online and face-to-face at the LSU Eunice site only. As Table 8.2a-7 indicates, this program directly assesses student learning using SLOs in three courses. Additionally, assessment of the program takes place using placement or continuing education in the field, along with first to retention for new first-time students. Because the program was just implemented and only had three graduates, there is no data to report. The information for AY 2021-2022 is to illustrate that an assessment plan is in place beginning AY 2022-2023.

**Table 8.2a-7: Institutional Effectiveness for Health Sciences, Associate of Science**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Program did not exist.	Program did not exist.	Goal 1 linked to strategic goals and program objectives.
		Objective 1.1-Professional Competency: Direct assessment of SLOs assessed from three courses. There were only three graduates from the program during the current year. The results would not have been statistically sound with an n = 3. Delayed.  Improvement: N/A.
		Objective 1.2-Placement: Phone calls made to students. No data to report from AY 2020-2021. Delayed.  Improvement: N/A.
		Objective 1.3-Retention: Institutional Research data. No data to report from fall 2020. Delayed.  Improvement: N/A.

Given that the program was implemented in AY 2021-2022 and that there was no data collected for the Associate of Science in Health Sciences, there are no conclusions.

**2.8 Human Resources Management Certificate of Technical Studies (CTS)**

This program requires a total of 18 credit hours whereby 50% or more of the program is offered online. As Table 8.2a-8 indicates, this program directly assesses student learning through SLOs from two courses. Additionally, assessment of the program takes place using placement or continuing education in the field. Retention is not examined because this program is a one-year program.

**Table 8.2a-8: Institutional Effectiveness for Human Resource Management, Certificate of Technical Studies**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 4 linked to strategic goals and program objectives.	Goal 4 linked to strategic goals and program objectives.	Goal 4 linked to strategic goals and program objectives.
Objective 4.1-Professional Competency: Direct assessment of SLOs assessed from two courses. Met.	Objective 4.1-Professional Competency: Direct assessment of SLOs assessed from two courses. Met.	Objective 4.1-Professional Competency: Direct assessment of SLOs assessed from two courses. Met.
Improvement: Course specific (see linked objective's improvement plan).	Improvement: Course specific (see linked objective's improvement plan).	Improvement: Course specific (see linked objective's improvement plan).
Objective 4.2-Placement: Phone calls made to students. Met	Objective 4.2-Placement: Phone calls made to students. Not met	Objective 4.2-Placement: Phone calls made to students. Not met
Improvement: Monitor the results because there are several years without completers.	Improvement: Methodological change to surveys; will use AY 2021-2022 to create document.	Improvement: New job placement survey given at graduation (see linked objective's documentation in the improvement plan).

Given the data in Table 8.2a-8 for the Certificate of Technical Studies in Human Resource Management, the program objectives were partially met, considering that the competencies were met, but there were methodological issues for collecting placement data and were no completers to assess placement for some years.

### **2.9 Management, Associate of Applied Science (AAS)**

This program requires a total of 60 credit hours and is offered as a hybrid program with 50% or more of the program offered online and face-to-face courses at the LSU Eunice site only. As Table 8.2a-9 indicates, this program directly assesses student learning through SLOs in five courses. Additionally, assessment of the program takes place using placement or continuing education in the field, along with first to retention for new first-time students.

**Table 8.2a-9: Institutional Effectiveness for Management, Associate of Applied Science**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 7 linked to strategic goals and program objectives.	Goal 7 linked to strategic goals and program objectives.	Goal 7 linked to strategic goals and program objectives.
Objective 7.1-Professional Competency: Direct assessment of SLOs assessed from five courses. Met.	Objective 7.1-Professional Competency: Direct assessment of SLOs assessed from five courses. Met.	Objective 7.1-Professional Competency: Direct assessment of SLOs assessed from five courses. Met.

Improvement: Course specific (see linked objective's improvement plan). <a href="#">Objective 7.2</a> -Placement: Phone calls made to students. Met	Improvement: Course specific (see linked objective's improvement plan). <a href="#">Objective 7.2</a> -Placement: Phone calls made to students. Not met.	Improvement: Course specific (see linked objective's improvement plan). <a href="#">Objective 7.2</a> -Placement: Phone calls made to students. Met
Improvement: Faculty will try having students filling out an exit form prior to graduating (see linked objective's improvement plan). <a href="#">Objective 7.3</a> -Retention: Institutional Research data. Not met.	Improvement: Methodological change to surveys; will use AY 2021-2022 to create document. <a href="#">Objective 7.3</a> -Retention: Institutional Research data. Met.	Improvement: New job placement survey given at graduation (see linked objective's documentation in the improvement plan). <a href="#">Objective 7.3</a> -Retention: Institutional Research data. Met.
Improvement: Follow up with students having difficulty in coursework; utilize the Student Success Center Workshops; make better use of the Facebook page (see linked objective's improvement plan).	Improvement: Even though the objective was met, the faculty decided to keep a similar improvement to last year (see linked objective's improvement plan).	Improvement: Monitor given the objective was met for two years.

Given the data in Table 8.2a-9 for the Associate of Applied Science in Management, the program objectives were partially met. While the professional competency objectives were met for all years shown in Table 8.2a-9, the placement objective did not meet the benchmark for one year. The Director of Institutional Effectiveness believes placement issues are related to methodological problems in not being able to contact students. Finally, the retention objective did not meet its benchmark for one year.

### **2.10 Medical Billing and Coding Certificate of Technical Studies (CTS)**

This program requires a total of 35 credit hours and is offered as an online program only. As Table 8.2a-10 indicates, this program is assessed through SLOs from four courses. assessment takes place through placement or continuing education in the field. Retention is not examined because this program is a one-year program.

**Table 8.2a-10: Institutional Effectiveness for Medical Billing and Coding, Certificate of Technical Studies**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
<a href="#">Goal 5</a> linked to strategic goals and program objectives.	<a href="#">Goal 5</a> linked to strategic goals and program objectives.	<a href="#">Goal 5</a> linked to strategic goals and program objectives.
<a href="#">Objective 5.1</a> -Professional Competency: Direct assessment of SLOs assessed from four courses. Met.	<a href="#">Objective 5.1</a> -Professional Competence: Direct assessment of SLOs assessed from four courses. Met.	<a href="#">Objective 5.1</a> -Professional Competence: Direct assessment of SLOs assessed from four courses. Met.



Improvement: Course specific (see linked objective's improvement plan). <b>Objective 5.2</b> -Placement: Phone calls made to students. Met	Improvement: Course specific (see linked objective's improvement plan). <b>Objective 5.2</b> -Placement: Phone calls made to students. Not met	Improvement: Course specific (see linked objective's improvement plan). <b>Objective 5.2</b> -Placement: Phone calls made to students. Not met
Improvement: Monitor results given the fact that many students could not be contacted and that the program had no completers in some years.	Improvement: New program coordinator taking over contacting students for placement purposes. Methodological change to surveys; will use AY 2021-2022 to create document.	Improvement: New job placement survey given at graduation (see linked objective's documentation in the improvement plan).

Given the data in Table 8.2a-10 for the Certificate of Technical Studies in Medical Billing and Coding, the program objectives were partially met considering that students met the competency objectives, but some objectives related to job placement were not met for two years.

### **2.11 Associate of Science in Nursing (ASN)**

This selective program requires a total of 72 credit hours. Some prerequisite courses are offered face-to-face and online; however, 50% or more of the program is offered with face-to-face Nursing courses at the LSU Eunice and Ochsner Lafayette General Orthopedic Hospital sites. Note that the Ochsner Hospital site offers only the nursing courses once the students are accepted into the program (i.e. there are no prerequisite or general education courses offered at the site). The data for the LSU Eunice and Ochsner Hospital sites are broken out in the institutional effectiveness documentation by site for most objectives. As Table 8.2a-11 indicates, this program directly assesses student learning through pass on the National Council Licensure Examination-Registered Nurse (NCLEX-RN) exam and SLOs in the final clinical course. Indirect assessment for the program takes place using employment in the field and completion (graduation) rates. Students at the Ochsner Hospital site graduate in the fall of each year and the students at the Eunice site graduate in the spring of each year.

**Table 8.2a-11: Institutional Effectiveness for the Associate of Nursing**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
<b>Goal 2</b> linked to strategic goals and program objectives.	<b>Goal 2</b> linked to strategic goals and program objectives.	<b>Goal 2</b> linked to strategic goals and program objectives.
<b>Objective 2.1</b> -Professional Competency: Based on the NCLEX-RN pass rate. Met.	<b>Objective 2.1</b> -Professional Competency Based on the NCLEX-RN pass rate. Met.	<b>Objective 2.1</b> -Professional Competency: Based on NCLEX-RN pass rate. Met.
Improvement: The test plan performance results are continuously monitored for ongoing improvements with NCLEX-RN	Improvement: The NCLEX-RN pass rates and meeting the National Council of State	Improvement: continues to use standardized assessments for NCLEX

content requirements and students' performance.	Boards of Nursing client needs area for passing will continue to be monitored.	preparation (ATI Tests of Essential Academic Skills and the Health Education Systems, Inc. test) to determine areas of opportunity to enhance student's education.
<p><b>Objective 2.1a</b>-Professional Competency Clinical: Assessed in clinical course, SLOs directly assessed by faculty using a rubric on each task. Met.</p> <p>Improvement: The director and faculty are continuing to monitor student's knowledge, skills and abilities to perform patient care at a basic entry-level nurse.</p>	<p><b>Objective 2.1a</b>-Professional Competency Clinical: Assessed in clinical course, SLOs directly assessed by faculty using a rubric on each task. Met.</p> <p>Improvement: Continue to monitor given the good results.</p>	<p><b>Objective 2.1a</b>-Professional Competency Clinical: Assessed in final clinical course, SLOs directly assessed by faculty using a rubric on each task. Met.</p> <p>Improvement: Continue to monitor.</p>
<p><b>Objective 2.2</b>-Graduation: Time to graduation tracked for both Licensed Practical Nurses (LPNs) and Traditional students; historical benchmark used. Partially met.</p> <p>Improvement: Mostly dealt with LPNs falling short of benchmark; Benchmarks adjusted for consistency (see linked objective's improvement plan).</p>	<p><b>Objective 2.2</b>-Graduation: Time to graduation tracked for both LPNs and Traditional students; historical benchmark used. Note that the site breakout is included in an attachment to the progress report. Met.</p> <p>Improvement: Monitor completion rates at one-and-one-half time the length of the program using the 60% benchmark for Traditional ASN and LPN to ASN graduates.</p>	<p><b>Objective 2.2</b>-Graduation: Time to graduation tracked for both LPNs and Traditional students; historical benchmark used. Met.</p> <p>Improvement: A success coach has been incorporated and modified improvement plans</p>
<p><b>Objective 2.3</b>-Employment: Nursing graduate form that is completed on the last day of classes. Met.</p> <p>Improvement: Monitor employment of students given CV-19.</p>	<p><b>Objective 2.3</b>-Employment: Nursing graduate form that is completed on the last day of classes. Met.</p> <p>Improvement: No changes anticipated. Continue to monitor graduation rates.</p>	<p><b>Objective 2.3</b>-Employment: Nursing graduate form that is completed on the last day of classes. Met</p> <p>Improvement: Continue to send out surveys and have created a social media nursing alumni page.</p>

Given the data from Table 8.2a-11 for the Associate of Science in Nursing, the program objectives were met given the direct assessment on the performance on the NCLEX-RN and in the final clinical course and indirect assessments on graduation and placement.

### **2.12 Radiologic Technology, Associate of Science (AS)**

This selective program requires a total of 92 credit hours. Some prerequisite courses are offered face-to-face and online; however, the Radiologic Technology Courses are offered face-to-face at the LSU Eunice site only. Accredited by the Joint Committee on Education in Radiology Technology (JRCERT), this program directly assesses SLOs by clinical evaluations, competency evaluation forms, and the American Registry of Radiologic Technologist (ARRT) exam (see Table 8.2a-12). Additionally, indirect assessment takes place using the results of surveys, retention, and employment.

**Table 8.2a-12: Institutional Effectiveness for Radiologic Technology, Associate of Science**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
Goal 3 linked to strategic goals and program objectives.	Goal 3 linked to strategic goals and program objectives.	Goal 3 linked to strategic goals and program objectives.
Objective 3.1-Professional Competency: Competencies assessed through final clinical course as specified by Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards in Radiologic Technology standards. Met.  Improvement: Specific to each skill (see linked objective's improvement plan).	Objective 3.1-Professional Competency: Competencies assessed through final clinical course as specified by JRCERT Standards in Radiologic Technology standards. Met.  Improvement: Evaluate how patient factors are being taught in the radiographic labs versus the clinical setting to determine if students have consistent information for proper application of technical aspects.	Objective 3.1-Professional Competency: Competencies assessed through final clinical course as specified by JRCERT Standards in Radiologic Technology standards. Met.  Improvement: Technical aspects improved. Patient factors being taught in labs and clinical setting.
Objective 3.2-Credentialing: Assessed by the ARRT Board Exam in Radiography. Met.  Improvement: Discuss with faculty and solicit input as necessary.	Objective 3.2-Credentialing: Assessed by the ARRT Board Exam in Radiography. Met.  Improvement: Continue to review ARRT content specifications and align with program curriculum.	Objective 3.2-Credentialing: Assessed by the ARRT Board Exam in Radiography. Met.  Improvement: Pass rate for 2021 was 72% so students will need to pass each course exam with a 77%; if not, faculty will provide remediation per policy (see file linked objective's improvement plan).
Objective 3.3-Retention: Assessed by program completion per JRCERT. Met.  Improvement: Timing of background	Objective 3.3-Retention: Assessed by program completion per JRCERT. Met.  Improvement: Continue to provide	Objective 3.3-Retention: Assessed by program completion per JRCERT. Met.  Improvement: The entry level RADT 1000 course content was improved to prepare

checks moved to when students are selected.	program requirements to students prior to selection.	possible applicants for the rigor of the RADT program.
<b>Objective 3.4</b> -Employment: Surveys to students and employers per JRCERT. Met.	<b>Objective 3.4</b> -Employment: Surveys or phone calls to students to determine if they are employed. Met.	<b>Objective 3.4</b> -Employment: Surveys or phone calls to students to determine if they are employed. Met.
Improvement: Need to try to increase survey return rates from students and employers.	Improvement: Job market improving; will monitor.	Improvement: Continue to monitor job market as students currently have many options for employment.

Given the data in Table 8.2a-12 for the Associate of Science in Radiologic Technology, the program objectives were met.

**2.13 Respiratory Care, Associate of Science (AS)**

This selective program requires a total of 83 credit hours. Prerequisite courses are offered face-to-face and online; however, the Respiratory Care Courses are offered face-to-face at the LSU Eunice site only. Accredited by the Commission on Accreditation for Respiratory Care (CoARC), this program directly assesses program SLOs using the National Board of Respiratory Care (NBRC) Exam, clinical evaluations, and competency evaluation forms (see Table 8.2a-13). Program outcomes are indirectly assessed through the use of surveys, retention, and employment.

**Table 8.2a-13: Institutional effectiveness for Respiratory Care, Associate of Science**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 4 linked to strategic goals and program objectives.	Goal 4 linked to strategic goals and program objectives.	Goal 4 linked to strategic goals and program objectives.
<b>Objective 4.1</b> -Professional Competency: Assessed by students taking and passing the NBRC Exam. Met.	<b>Objective 4.1</b> - Professional Competency Assessed by students taking and passing the NBRC Exam. Met.	<b>Objective 4.1</b> -Professional Competency: Assessed by students taking and passing the NBRC Exam. Met.
Improvement: Monitor curriculum to ensure it aligns with the content matrix supplied by NBRC.	Improvement: New equipment purchased to assist with student remediation and training.	Improvement: Update educational and tutorial software; purchase new laboratory equipment.
<b>Objective 4.2</b> -Retention: Assessed by student completing the program using definitions set by the Commission on Accreditation for Respiratory Care (CoARC). Met.	<b>Objective 4.2</b> -Retention: Assessed by student completing the program using definitions set by CoARC. Met.	<b>Objective 4.2</b> -Retention: Assessed by student completing the program using definitions set by CoARC. Met.

Improvement: Program selection process updated.	Improvement: Monitor student progress and remediate if necessary.	Improvement: Monitor student progress and remediate if necessary.
<b>Objective 4.3</b> -Employment: Program director conducting interviews with students. Met.	<b>Objective 4.3</b> -Employment: Survey research and interviews to determine if students are employed. Met.	<b>Objective 4.3</b> -Employment: Survey research and interviews to determine if students are employed. Met.
Improvement: Increased equipment.	Improvement: Continue to meet with students.	Improvement: Continue to meet with students upon exiting the program.

Given the data in Table 8.2a-13 for the Associate of Science in Respiratory Care, the program objectives were met.

### **2.14 Surgical Technology, Associate of Applied Science (AAS)**

This selective program requires a total of 63 credit hours. Prerequisite courses are offered face-to-face and online; however, the Surgical Technology courses are offered face-to-face at the Ochsner Lafayette General Orthopedic Hospital site only. Accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP), this program directly assesses program SLOs using the Certified Surgical Technology (CST) Exam, clinical evaluations, and competency evaluation forms (see Table 8.2a-14). Program outcomes are indirectly assessed through the use of surveys, retention, and employment.

Director of IE's note: For Surgical Technology in AY 2019-2020, Objective 11.1 is for the class graduating in 2020; however, the remaining objectives were written (and repeated) for 2019. This oversight was corrected for the remaining two years supplied.

**Table 8.2a-14: Institutional Effectiveness for Surgical Technology, Associate of Applied Science**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
<b>Goal 11</b> linked to strategic goals and program objectives.	<b>Goal 11</b> linked to strategic goals and program objectives.	<b>Goal 11</b> linked to strategic goals and program objectives.
<b>Objective 11.1</b> -Professional on the CST Exam. Met.	<b>Objective 11.1</b> -Professional on the CST Exam. Met.	<b>Objective 11.1</b> -Professional on the CST Exam. Met.
Improvement: Monitor as AY 2019-2020 was the first year student took the exam.	Improvement: Program using KaHoot-an app based quizzing platform.	Improvement: Faculty holding reviews for students two weeks prior to the CST.
<b>Objective 11.2</b> -Professional on Ten Clinical SLOs. Met.	<b>Objective 11.2</b> -Professional on Clinical SLOs. Met.	<b>Objective 11.2</b> -Professional on Ten Clinical SLOs. Met.
Improvement: Restate course SLOs to better parallel clinical rubrics.	Improvement: Faculty will begin assessing students every two weeks.	

		Improvement: Faculty seek to increase evaluations from every other week to weekly.
Objective 11.3-Graduation: Completion rate as calculated per the Commission on Accreditation of Allied Health Programs (CAAHEP) standards. Met.	Objective 11.3-Graduation: Completion rate as calculated per CAAHEP standards. Met.	Objective 11.3-Graduation: Completion rate as calculated per CAAHEP standards. Not met.
Improvement: Students were required to use new software in response to conduct issues.	Improvement: Revise the selection process to include the Test of Essential Academic Skills (TEAS) pre-entrance exam.	Improvement: Offer open houses to better inform students on the rigor of the program and a general description of the profession.
Objective 11.4-Employment Rate: Students employed per CAAHEP's methodology. Met.	Objective 11.4-Employment Rate: Students employed per CAAHEP's methodology. Met.	Objective 11.4-Employment Rate: Students employed per CAAHEP's methodology. Met.
Improvement: Co-host a career fair at the hospital site.	Improvement: Continue working with hospitals to hold informative sessions about opportunities in the field.	Improvement: Hold career fairs for the service area at the hospital site.

Given the data in Table 8.2a-14 for the Associate of Applied Science in Surgical Technology, the program objectives were met based on the data understanding that graduation decreased in AY 2021-2022.

**SECTION 3: PROGRAM OUTCOMES FOR THE DIVISION OF ARTS AND SCIENCES**

**3.1 Agriculture, Associate of Science (AS)**

Implemented in AY 2021-2022, the Associate of Science in Agriculture requires a total of 60 credit hours with 50% of the program offered online and face-to-face courses at the LSU Eunice site only. Because this program was created as a transfer degree, the Peregrine General Education Assessment was used as the direct assessment. This program uses the same set of general education topics as the Associate of Science Louisiana Transfer (see Table 8.2a-15). Additionally, assessment of the program takes place using placement or continuing education in the field, along with first to retention for new first-time students. Institutional Research indicated that four students were enrolled in the program during AY 2021-2022; therefore, no data was collected because data from four students would not have approximated the population parameters. The information for AY 2021-2022 is to illustrate that an assessment plan is in place for AY 2022-2023.

**Table 8.2a-15: Institutional Effectiveness for Agriculture, Associate of Science**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Program did not exist.	Program did not exist.	Goal 3 linked to strategic goals and program objectives.
		Objective 3.1-Professional Competency: Direct assessment of SLOs from the Peregrine General Education Exam. (see linked objective's objective section for topics). No students completed the program. Delayed.  Improvement: N/A.
		Objective 3.2-Retention: Institutional Research data. No data to report; the program did not exist in AY 2020-2021. Delayed.  Improvement: N/A.
		Objective 3.3-Placement: Phone calls made to students. No students completed the program. Delayed.  Improvement: N/A.

Given that the program was implemented in AY 2021-2022 and that there was no data collected for Associate Science in Agriculture, there are no conclusions.

**3.2 Associate of Arts, Louisiana Transfer (AALT)**

This program requires a total of 60 credit hours with 50% or more of the courses offered online and face-to-face at the LSU Eunice and LSU Alexandria sites. The AALT degree is one program with several concentrations, including Business, Criminal Justice, Fine Arts, Humanities, Mass Communication, and Social Sciences made up a mixing of general education courses. As Table 8.2a-16 indicates, direct assessment of this program is through the Peregrine Academic General Education Exam given the semester students graduate. In addition, the program outcomes are indirectly assessed using student retention and employment or the students continuing their education.

**Table 8.2a-16: Institutional Effectiveness for the Associate of Arts Louisiana Transfer**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 5 linked to strategic goals and program objectives.	Goal 5 linked to strategic goals and program objectives.	Goal 5 linked to strategic goals and program objectives.
Objective 5.1-Professional Competency: Direct assessment of SLOs	Objective using SLOs from AY 2019-2020 discontinued in favor of Peregrine Academic General Education Exam.	

from two courses. Delayed (see linked objective's Progress Report for rationale).  Improvement: N/A.		
<b>Objective 5.2</b> -Professional Competency: Assessed using the Peregrine General Education Exam. Met.  Improvement: Continue to collect data; have more graduates take exam.	<b>Objective 5.1</b> -Professional Competency: Assessed using the Peregrine General Education Exam. Not met.  Improvement: Monitor given issues that took place in the year (see linked objective's improvement plan).	<b>Objective 5.1</b> -Professional Competency: Assessed using the Peregrine General Education Exam. Met.  Improvement: Remind deans to urge students to take the assessment.
<b>Objective 5.3</b> -Retention: Institutional Research data. Tentatively met.  Improvement: Note that this objective is problematic given that it is assessing a transfer degree and some students transfer after their first year.	<b>Objective 5.2</b> -Retention: Institutional Research data. Not met.  Improvement: Students switching majors may be an issue; may want to include in data.	<b>Objective 5.2</b> -Retention: Institutional Research data. Met.  Improvement: Students changing majors are removed from the original number of students.
<b>Objective 5.4</b> -Placement: Phone calls made to students. Inconclusive-many graduates could not be contacted.  Improvement: Dean stepped back into the classroom without offering a plan.	<b>Objective 5.3</b> -Placement: Phone calls made to students. Not met.  Improvement: Methodological change from phone calls to surveys at graduation (see linked objective's improvement plan).	<b>Objective 5.3</b> -Placement: Phone calls made to students. Met.  Improvement: Students not contacted removed from the total number of students; Employment data will be collected at graduation via surveys.

Given the data in Table 8.2a-16 for the Associate of Arts Louisiana Transfer, the program objectives were partially met because of the slight difference in the Peregrine General Education Assessment results for AY 2020-2021, the retention was not met in AY 2020-2021. In addition, placement was inconclusive or not met in two of the three years.

### **3.3 Associate of General Studies (AGS)**

This program requires a total of 60 credit hours with 50% or more of the courses offered online and face-to-face at the LSU Eunice and LSU Alexandria sites. As Table 8.2a-17 indicates, direct assessment of this program is through the Peregrine Academic General Education Exam given the semester students graduate. The program outcomes are indirectly assessed using student retention and employment or the students continuing their education.



**Table 8.2a-17: Institutional Effectiveness for the Associate of General Studies**

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 7 linked to strategic goals and program objectives.	Goal 7 linked to strategic goals and program objectives.	Goal 7 linked to strategic goals and program objectives.
<p><b>Objective 7.1</b>-Professional Competency: Direct assessment of SLOs from two courses. Delayed (see linked objective's Progress Report for rationale).</p> <p>Improvement: N/A.</p>	Objective using SLOs from AY 2019-2020 discontinued in favor of Peregrine Academic General Education Exam.	
<p><b>Objective 7.2</b>-Professional Competency: Assessed using the Peregrine General Education Exam. Met.</p> <p>Improvement: Continue to collect data longitudinally to determine patterns in testing.</p>	<p><b>Objective 7.1</b>-Professional Competency: Assessed using the Peregrine General Education Exam. Met.</p> <p>Improvement: Monitor given the issues that took place in the year (see linked objective's improvement plan).</p>	<p><b>Objective 7.1</b>-Professional Competency: Assessed using the Peregrine General Education Exam. Met.</p> <p>Improvement: Remind deans to urge students to take the assessment.</p>
<p><b>Objective 7.3</b>-Retention: Institutional Research data. Not met.</p> <p>Improvement: Note that this objective is problematic given that it is assessing a transfer degree and some students transfer after their first year.</p>	<p><b>Objective 7.2</b>-Retention: Institutional Research data. Met.</p> <p>Improvement: Monitor given CV-19. Dean resigned and a search is in progress.</p>	<p><b>Objective 7.2</b>-Retention: Institutional Research data. Met.</p> <p>Improvement: Students changing their major were removed from the original number of students.</p>
<p><b>Objective 7.4</b>-Placement: Phone calls made to students. 61% of the students could not be contacted. Results inconclusive.</p> <p>Improvement: Dean stepped back into the classroom without offering a plan.</p>	<p><b>Objective 7.3</b>-Placement: Phone calls made to students. Not met</p> <p>Improvement: Methodological change from phone calls to surveys at graduation (see linked objective's improvement plan).</p>	<p><b>Objective 7.3</b>-Placement: Phone calls made to students. Met.</p> <p>Improvement: Changing from phone calls to survey data collected on the day of graduation.</p>

Given the data in Table 8.2a-17 for the Associate of General Studies, the program objectives were met, considering that the majority of the objectives were met and placing more weight on the direct assessment.

### **3.4 Care and Development of Young Children, Associate of Science (AS)**

This program requires a total of 60 credit hours with 50% or more of the courses offered online and face-to-face at LSU Eunice. Table 8.2a-18 indicates that this program directly assesses SLOs in three courses. Additionally, program outcomes are indirectly assessed using retention and employment or continuing education.

**Table 8.2a-18: Institutional Effectiveness for the Care and Development of Young Children, Associate of Science**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
Goal 6 linked to strategic goals and program objectives.	Goal 6 linked to strategic goals and program objectives.	Goal 6 linked to strategic goals and program objectives.
Objective 6.1-Professional Competency: Direct assessment of SLOs from three courses. Note that in person observations were simulated given CV-19. Met.	Objective 6.1-Professional Competency: Direct assessment of SLOs from three courses. Note that in person observations were simulated given the lingering issues with CV-19. Met.	Objective 6.1-Professional Competency: Direct assessment of SLOs from three courses. One faculty member turned in data that was not usable. Tentatively met.
Improvement: Course specific (see linked objective's improvement plan).	Improvement: Course specific (see linked objective's improvement plan).	Improvement: Course specific (see linked objective's improvement plan).
Objective 6.2-Placement: Phone calls made to students. Met.	Objective 6.2-Placement: Phone calls made to students. No students could be contacted. Results inconclusive	Objective 6.2-Placement: Phone calls made to students. Met (note n = 4).
Improvement: Monitor given the low number of students (n = 3).	Improvement: Methodological change to surveys; will use AY 2021-2022 to create document.	Improvement: Monitor because the procedure is changing from phone calls to surveys at graduation.
Objective 6.3-Retention: Institutional Research data. Met.	Objective 6.3-Retention: Institutional Research data. Not met.	Objective 6.3-Retention: Institutional Research data. Students changing majors removed for original number of students. Not met.
Improvement: May want to determine how many students change their major in the first semester of attendance.	Improvement: Students changing major are still included in data.	Improvement: Several reports issues on success and retention (see linked objective's improvement plan).

Given the data in Table 8.2a-18 for the Associate of Science in the Care and Development of Young Children, the program results were partially met, considering the low number of students enrolled, SLO data issues in AY 2021-2022, and that retention was not met in two out of the three years.

### **3.5 Associate of Science Louisiana Transfer (ASLT)**

This program requires a total of 60 credit hours with 50% or more of the program offered face-to-face at the LSU Eunice and the LSU Alexandria sites. The ASLT is a single degree with two concentrations--Biological Sciences and Physical Sciences--that are a mixing of the general education courses. Table 8.2a-19 indicates, direct assessment of this program is through the Peregrine Academic General Education Exam given the semester students graduate. Additionally, indirect assessment takes place using student retention and employment or the students continuing their education.

**Table 8.2a-19: Institutional Effectiveness for the Associate of Science Louisiana Transfer**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
Goal 1 linked to strategic goals and program objectives.	Goal 1 linked to strategic goals and program objectives.	Goal 1 linked to strategic goals and program objectives.
Objective 1.1-Professional Competency: Direct assessment of SLOs from two courses. Delayed (see linked objective's Progress Report for rationale).  Improvement: N/A.	Objective using SLOs from AY 2019-2020 discontinued in favor of Peregrine Academic General Education Exam.	
Objective 1.2-Professional Competency: Assessed using the Peregrine General Education Exam. Met.  Improvement: Monitor and try to have additional students take the exam.	Objective 1.1-Professional Competency: Assessed using the Peregrine General Education Exam. Met.  Improvement: Benchmarking to national numbers problematics (see linked objective's improvement plan).	Objective 1.1-Professional Competency: Assessed using the Peregrine General Education Exam. Met.  Improvement: Remind deans to urge student to take the exam.
Objective 1.3-Retention: Institutional Research data. Met.  Improvement: Data needs to include all science majors in this calculation.	Objective 1.2-Retention: Institutional Research data. Met.  Improvement: Tracked majors not necessary; instead need to consider those changing major in first semester of attendance.	Objective 1.2-Retention: Institutional Research data. Not met.  Improvement: Several reports issued related to decreasing success and retention rates (see linked objective's improvement plan).
Objective 1.4-Placement: Phone calls made to students. n = 17, but 88.7% could not be contacted. Results inconclusive.  Improvement: Monitor results.	Objective 1.3-Placement: Phone calls made to students. Not met.  Improvement: Methodological change from	Objective 1.3-Placement: Phone calls made to students. n = 8, but no students could be contacted. Results inconclusive.

	phone calls to surveys at graduation (see linked objective's improvement plan).	Improvement: Employment data will be collected at graduation via surveys.
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Given the data in Table 8.2a-19 for the Associate of Science Louisiana Transfer, the program objectives were partially met because the retention objective did not meet the benchmarks in AY 2021-2022 and the placement results were problematic (mostly due to methodological reasons).

### **3.6 Chemical Technology, Certificate of Technical Studies (CTS)**

This program requires a total of 34 credit hours and is offered with face-to-face courses at the LSU Eunice site. Table 8.2a-20 indicates that program outcomes are directly assessed using SLOs from specific courses; however, only two students declaring this major have completed the necessary coursework as this Standard is completed. As a result, there is no data to report.

**Table 8.2a-20: Institutional Effectiveness for Chemical Technology, Certificate of Technical Studies**

<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
Goal 8 linked to strategic goals and program objectives.	Goal 8 linked to strategic goals and program objectives.	Goal 8 linked to strategic goals and program objectives.
Objective 8.1-Professional Competency: SLOs in prescribed courses. No students in program. As a result, no data to report. Delayed.	Objective 8.1-Professional Competency: SLOs in prescribed courses. One student completed the program. As a result, there was no data to report. Delayed.	Objective 8.1-Professional Competency: SLOs in prescribed courses. One student completed the program. As a result, there was no data to report. Delayed.
Improvement: N/A.	Improvement: Attend career fairs.	Improvement: N/A.
Objective 8.2-Placement: Phone calls made to students. No data to report because no students completed this program. Delayed.	Objective 8.2-Placement: Phone calls made to students. No data to report because no students completed this program the year prior. Delayed.	Objective 8.2-Placement: Phone calls made to students. The one student completing the program could not be contacted. No data to report. Delayed.
Improvement: N/A.	Improvement: N/A.	Improvement: N/A.

Given the data in Table 8.2a-20 for the Certificate in Technical Studies in Chemical Technology, the results on the program objectives are inconclusive because the assessment is continually delayed.

#### SECTION 4: SUMMARY

This reply to Standard 8.2a has examined the assessment processes used by LSU Eunice to assess its 21 academic programs. In each case, program outcomes were identified, along with whether or not the outcomes were met, and improvements were documented where possible. The data spans over three years and includes both face-to-face including LSU Eunice, LSU Alexandria, Ochsner Lafayette General Orthopedic Hospital, and high school dual enrollment to the degree possible. Online methodologies were also included in the assessments. A wealth of data is presented to increase LSU Eunice's effectiveness, maintain academic excellence, and increase student success.

#### Sources

-  2-24-22 Criminal Justice Retention AY 2021-2022
-  5-4-21 AGS and AALT Placement AY 2020-2021
-  8-22-22 Final Email for RC
-  8-22-22 email Respiratory Care Exchange Completion of IE AY 2021-2022
-  9-4-21 Nursing Exchange Completion of IE in AY 2020-2021
-  AY 2022-2023 Catalog Section 3 Institutional Mission
-  LSU Eunice Organizational Chart
-  Organizational Chart July 2021
-  Organizational Chart May 2022
-  Planning and Assessment Manual 5-19-22

## 9.1 Program Content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: COMPATIBILITY WITH INSTITUTIONAL MISSION

Based on the [mission statement](#), Louisiana State University at Eunice offers high-quality certificates, associate degrees, transfer degrees, 2 + 2 agreements, and pre-professional programs that serve the student, business, and workforce needs of the south-central region of Louisiana. The 21 programs offered are approved by the Louisiana Board of Regents as indicated by the [Inventory of Degree and Certificate Programs](#) encompassing five different classifications of degrees. To further fulfill the [mission statement](#), LSU Eunice has numerous transfer and pre-professional agreements established in innovative high-demand disciplines with several four-year universities across the state. Depending upon the program, courses amounting to 50% or more of a program are offered at four locations: the LSU Eunice face-to-face site; LSU Alexandria face-to-face site; Ochsner Lafayette General Orthopedic Hospital face-to-face site, and online as documented by the LSU Eunice Instructional Locations Table ([as a PDF](#) and as a [website link](#) - internet connection required).

Led by the Vice Chancellor for Academic Affairs and Provost, LSU Eunice has two academic divisions: Health Sciences, Business Technology, and Public Protection and Safety and the Division of Arts and Sciences (see the [LSU Eunice Organizational Chart](#)). First, the Division of Health Sciences, Business Technology, and Public Protection and Safety offers an integrated sequence of curricula in the field of medical and health services, along with curricula in Management, Computer Information Technology, Criminal Justice, Fire and Emergency Services, and several certificate programs. The Division of Arts and Sciences offers curricula in Associate of General Studies degree along with the Associate of Arts Louisiana Transfer and the Associate of Science Louisiana Transfer with different concentrations that are a mixing of general education courses. The Division of Arts and Sciences also offers the Associate of Science in the Care and Development of Young Children, Associate of Science in Agriculture, and the Chemical Technician, Certificate of Technical Studies.

#### SECTION 2: PROGRAMS EMBODY A COHERENT COURSE OF STUDY

The following program definitions and documentation demonstrate that LSU Eunice degree and certificate programs present a coherent course of study.

### 2.1 Degree Program Definitions from the AY 2020-2021 LSU Eunice Catalog

**2.1.1 Louisiana Transfer Associate:** According to the [Program Definitions from the AY 2021-2022 LSU Eunice Catalog](#), the Division of Arts and Sciences offers Associate of Arts Louisiana Transfer (AALT) and the Associate of Science Louisiana Transfer (ASLT). Both transfer degrees follow a prescribed curriculum (providing both structure and flexibility) and assure transfer of the 60 hours in the degree plus credit for completion of the required general education block at any public university in the State of Louisiana. Louisiana Transfer graduates are eligible to enter a four-year Louisiana public university as a junior, with all 60 college level credits transferring to the receiving university. [The Transfer Degree Guarantee \(TDG\)](#) refers to a guaranteed and easy transfer for students from a two-year community college to a public university in Louisiana. Students may complete either an AALT or ASLT, depending on their interests and aspirations for further study, and a bachelor's degree. Each consists of a 39-hour

General Education block and 21-hours of additional course work related to the prospective major. Students must complete each course in the degree with a grade of "C" or better.

- Example: [Associate of Arts Louisiana Transfer](#)--offered by the Division of Arts and Sciences (In January 2022 the Division Science and Math merged with the Division of Liberal Arts and is now the Division of Arts and Sciences.)
- Example: [Associate of Science Louisiana Transfer](#)--offered by the Division of Arts and Sciences

To further facilitate transferability, the Louisiana Board of Regent maintains an Articulation Matrix. The portion of the [Articulation Matrix](#) shown illustrates how course offerings at LSU Eunice transfer to other two-year (LCTCS, LSUE, and SUSLA) and four-year (LSU System except LSUE, UL System, and SU System except SUSLA) institutions within the state. The Articulation Matrix also shows that LSU Baton Rouge, LSU Eunice, and LSU Alexandria use the same course numbers in many cases to further simplify the transfer process.

**2.1.2 Associate (A):** An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this particular degree designation should be limited to cases wherein other associate degree designations (A.A.S., A.A., or A.S.) have been determined to be inappropriate. All coursework must meet SACSCOC requirements. Non-designated associate degrees are limited to community colleges and two-year transfer institutions.

- Example: [Associate of General Studies](#)--offered by the Division of Arts and Sciences

**2.1.3 Associate of Science (A.S.):** An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements. Community colleges and two-year transfer institutions usually offer A.S. degrees.

- Example: [Associate of Science in Criminal Justice](#)--offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety
- Example: [Associate of Science in the Care and Development of Young Children](#)--offered by the Division of Arts and Sciences
- Example: [Associate of Science in Radiological Technology](#)--offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety

**2.1.4 Associate of Applied Science (A.A.S.):** An applied/academic degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. A.A.S. degrees can be formed by combining a Technical Diploma with 15 hours of required general education or can be a distinct curriculum unrelated to any preexisting program of technical studies. All general education coursework must meet SACSCOC requirements. If coursework required of the degree is intended for transfer to a four-year institution, this coursework must meet appropriate SACSCOC requirements.

- Example: [Associate of Applied Science in Computer Information Technology](#)--offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety
- Example: [Associate of Applied Science in Fire and Emergency Services](#)--offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety

- Example: [Associate of Applied Science in Diagnostic Medical Sonography](#)--offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety

**2.1.5 Certificate of Technical Studies (C.T.S.):** An applied, technical program (usually 16-33 hours) to provide a student with a broad technical competency in a specific area or field. The C.T.S. is not designed for transfer into an academic degree program.

- Example: [Administrative Technology Specialist, Certificate of Technical Studies](#)-- offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety
- Example: [Medical Coding and Billing, Certificate of Technical Studies](#)--offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety
- Example: [Fire Service Technology, Certificate of Technical Studies](#)--offered by the Division of Health Sciences, Business Technology, and Public Protection and Safety
- Example: [Chemical Technician, Certificate of Technical Studies](#)--offered by the Division of Arts and Sciences

## **2.2 Transfer Degrees**

Next, to further demonstrate coherent courses of study, LSU Eunice offers many transfer degrees separate from the AALT and ASLT, according to the "Transfer" section of the AY 2021-2022 LSU Eunice Catalog. The University also has several 2+2 Matriculation Agreements and Pre-Professional Programs in cooperation with local four-year institutions. Examples of transfer degrees follow.

### **2.2.1 Division of Arts and Sciences:**

- Transfer program in [Elementary Education](#) with Louisiana State University and the University of Louisiana at Lafayette
- Transfer program in [Humanities and Social Sciences](#) with Louisiana State University (bottom of page)
- Transfer in [Selected Curricula in Agriculture](#) with four-year institutions within the state
- Transfer curriculum in [Microbiology](#) with Louisiana State University and the University of Louisiana at Lafayette
- Transfer curriculum in [Physics](#) with Louisiana State University, the University of Louisiana at Lafayette, and McNeese State University

## **2.3 2+2 Matriculation Agreements**

Next, LSU Eunice has ten 2+2 Matriculation Agreements; seven in the Division of Health Sciences, Business Technology, and Public Protection and Safety, three in the Division of Arts and Sciences.

**2.3.1 Division of Health Sciences, Business Technology, and Public Protection and Safety:** LSU Eunice's Division of Health Sciences, Business Technology, and Public Protection and Safety has agreements with the following universities, Louisiana State University Alexandria (LSUA), McNeese State University Northwestern State University, University of Louisiana at Lafayette

- [Memorandum of Understanding in Business](#) with Louisiana State University Alexandria (LSUA)
- [Memorandum of Understanding in Nursing](#) with Northwestern State University
- [Memorandum of Understanding in Radiological Technology](#) with Northwestern State University



- [Memorandum of Understanding in Respiratory Care](#) with Northwestern State University
- [Memorandum of Understanding in Business Administration](#) with Northwestern State University
- [Memorandum of Understanding in Unified Public Safety and Protection](#) with Northwestern State University
- [memorandum of Understanding in Computer Information Technology](#) with University of Louisiana at Lafayette

**2.3.2 Division of Arts and Sciences:** The Division of Arts and Sciences has three agreements with two universities, the University of Louisiana at Lafayette and Northwestern State University.

- [Memorandum of Understanding in Elementary Education](#) with the University of Louisiana at Lafayette
- [Memorandum of Understanding in Criminal Justice](#) with Northwestern State University
- [Memorandum of Understanding in Biology](#) with the University of Louisiana at Lafayette

**2.3.4 Pre-Professional Programs:** Additionally, students planning to enroll at the [LSU Medical Center in Medical Technology](#) (bottom of the page) have the option of either completing two years at LSU Eunice before transferring for the final two years (the 2 + 2 option) or remaining at LSU Eunice for three years before transferring to complete the final year (the 3 + 1 option). Admission to Allied Health programs at the LSU Medical Center is on a competitive basis. Potential applicants contact their choice of professional schools as early as a year in advance of the desired date of enrollment. Students interested in any curricula not detailed in the catalog may request information from the appropriate dean or faculty advisor.

**2.3.5 Additional Evidence of the Embodiment of a Coherent Course of Study:** Program coherency is also illustrated in degree and certificate audits from AY 2021-2022 and fall 2022.

Division of Health Sciences, Business Technology, and Public Protection and Safety

- Associate of Science in [Nursing](#) LPN to RN fall 2021,
- Associate of Science in [Nursing](#) traditional RN spring 2022,
- Associate of Science in [Nursing](#) traditional RN fall 2022
- Associate of Science in [Radiologic Technology](#) spring 2022 (Note that 91 credit hours is correct for the [Catalog](#) referenced),
- Associate of Science in [Radiologic Technology](#) spring 2022 (Note that 91 credit hours is correct for the [Catalog](#) referenced),
- Associate of Science in [Respiratory Care](#) fall 2022,
- Associate of Science in [Criminal Justice](#) spring 2022,
- Associate of Applied Science in [Computer Information Technology](#) fall 2021,
- Associate of Applied Science in [Surgical Technology](#) summer 2022,
- Associate of Applied Science in [Management](#) spring 2022,
- [Associate of Arts Louisiana Transfer](#) concentration in Criminal Justice fall 2021,
- Certificate of Technical Studies in [Medical Billing and Coding](#) spring 2022, and
- Certificate [Accounting Technology, Accounting Clerk](#) spring 2022.

Division of Arts and Sciences

- [Associate of Arts Louisiana Transfer](#) concentration in Business spring 2022,
- [Associate of Arts Louisiana Transfer](#) concentration in Humanities spring 2022,
- [Associate of Arts Louisiana Transfer](#) concentration in Social Sciences spring 2022,

- [Associate of General Studies](#) fall 2022
- Associate of Science in [Care and Development of Young Children](#) fall 2022, and
- [Associate of Science Louisiana Transfer](#) concentration in Biological Sciences fall 2022.

## **SECTION 3: FIELDS OF STUDY APPROPRIATE FOR HIGHER EDUCATION**

### **3.1 Appropriateness and Coherence**

New Programs at LSU Eunice are carefully chosen, often considering occupational rankings provided by the [Louisiana Workforce Commission](#). Occupations are ranked based on a scale of 1-5 with jobs having four and five stars being considered as those with the best long-term outlook and wages. According to the Louisiana Workforce Commission, occupations are developed annually based on demand projections, wage data, and openings data (see [slide two](#) of the Louisiana Economic Development document). For example, an [Associate Degree in Nursing](#) has a five-star rating, while [Firefighters and Emergency Personnel](#) have a two-star rating and [Surgical Technology](#) have a four-star rating.

While information from the Louisiana Workforce Commission may be used to develop new programs, faculty members are responsible for the development and review of the curriculum as stated in the [Employee Handbook](#) ("Duties"), the Curriculum Development Manual, and [LSU Eunice Policy Statement 3](#) (lines 17-41): Responsibilities and Concerns of University Personnel. As stated in the [Curriculum Development Manual](#) (paragraphs 1 and 3 of Section IV: General Policy), "all additions, deletions, and modifications in courses and curricula including the use of distance education technology at Louisiana State University Eunice originate with divisional faculty." According to policy, any curricular modification begins with the completion of a standardized form by the Dean and forwarded to the Office for Academic Affairs, who transmits the form to the campus Courses and Curricula Committee, a [standing committee](#) (p. 5) of the Faculty Senate, for review. If the new program is to be offered through distance education technology whereby a student can earn 50% or more of required coursework, the request must also comply with the Board of Regents Academic Affairs Policy 2.12: [Delivery of Degree Programs through Distance Learning Technology](#).

The Courses and Curriculum Committee, comprised of faculty and student representatives along with a member from Student Affairs and Administrative Council, reviews all proposals for [new programs](#), proposals to [drop a program](#), or proposals to [revise an existing program](#), including changes to individual courses. As part of the new program approval process, any academic division submitting a new program must describe the nature and objective of the program, list and describe course offerings, outline the curriculum in sequence, confirm a need for the program, project student enrollment and graduation rates, list faculty members, detail library resources relevant to the program, and estimate costs associated with the new program. This process provides the sequencing necessary to establish a coherent program of study among all degree and certification programs and ensures that the proposed program fits within the [mission of the institution](#).

Two of the most recently developed programs include the Associate of Science in Health Sciences and Associate of Science in Agriculture.

- Proposal paperwork for [AS in Health Sciences](#) and [AS in Agriculture](#).
- Minutes of Courses and Curricula meeting approving the AS in Health Sciences and Agriculture (see highlighted in the [meeting minutes](#)).

### **3.2 External Evaluation Procedures for Fields of Study**

In addition to internal course and curriculum approvals, many professional and certificate programs are accredited by outside agencies that impose specific course content and practice requirements to achieve and maintain full accreditation. Preparation for accreditation of professional programs

necessarily demands additional review and revision of curricula. Where programs include curricular requirements set by external accreditation agencies, changes in such requirements may be made without prior notice, and students may be required to conform to such changes when they become effective. Should the University find it necessary to discontinue an academic program, every reasonable effort will be made to enable students already admitted to the program to complete degree requirements on schedule. The following hold national accreditation specific to their program.

- [Nursing](#), AS by the Accreditation Commission for Nursing in Education
- [Respiratory Care](#), AAS by the Commission on Accreditation for Respiratory Care
- [Diagnostic Medical Sonography](#), AAS by the Commission on Accreditation of Allied Health Education Programs
- [Management](#), AAS by the Accreditation Council for Business Schools and Programs
- [Surgical Technology](#), AAS by the Commission on Accreditation of Allied Health Education Programs
- [Computer Information Technology](#) by the Association of Technology, Management, and Applied Engineering (ATMAE)

## Sources

- [11 2022 CIT ATMAE Accreditation Letter](#)
- [AA-2-12 Delivery of Degree Programs through Distance Education Technology \(Page 1\)](#)
- [AY 2022-2023 Catalog Section 10 Transfer Curricula \(Page 2\)](#)
- [AY 2022-2023 Catalog Section 10 Transfer Curricula \(Page 3\)](#)
- [AY 2022-2023 Catalog Section 10 Transfer Curricula \(Page 5\)](#)
- [AY 2022-2023 Catalog Section 10 Transfer Curricula \(Page 6\)](#)
- [AY 2022-2023 Catalog Section 3 Institutional Mission](#)
- [AY 2022-2023 Catalog Section 3 Institutional Mission \(Page 1\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 20\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 3\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 33\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 36\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 40\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 50\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 51\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 53\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 55\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 6\)](#)
- [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 64\)](#)

-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 65\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 67\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 68\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 72\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 73\)](#)
-  [Accreditation - Business Programs](#)
-  [Accreditation - Diagnostic Medical Sonography](#)
-  [Accreditation - Nursing](#)
-  [Accreditation - Radiologic Technology](#)
-  [Accreditation - Respiratory Care](#)
-  [Accreditation - Surgical Technology](#)
-  [Articulation Matrix AY 2021-2022](#)
-  [C and C meeting minutes high lighted](#)
-  [Curriculum Development Manual 2022 \(Page 13\)](#)
-  [Curriculum Development Manual 2022 \(Page 37\)](#)
-  [Curriculum Development Manual 2022 \(Page 41\)](#)
-  [Curriculum Development Manual 2022 \(Page 45\)](#)
-  [Degree Cert Checkout SP 22 CTS MBC](#)
-  [Degree Cert Checkout SP 22 CTS in Accounting Technology](#)
-  [Degree Checkout FA 21 AALT Criminal Justice](#)
-  [Degree Checkout FA 21 AAS Computer Information Technology](#)
-  [Degree Checkout FA 21 Associate of Science Nursing-LPN to RN](#)
-  [Degree Checkout Fa 22 AGS 1](#)
-  [Degree Checkout Fa 22 CDYC](#)
-  [Degree Checkout Fa 22 Transfer ASLT Biology](#)
-  [Degree Checkout Fa 22 Transfer Nursing 1](#)
-  [Degree Checkout Fa 22 Transfer RC 1](#)
-  [Degree Checkout SP 22 AALT Business Student One](#)
-  [Degree Checkout SP 22 Associate of Applied Management](#)
-  [Degree Checkout SP 22 Associate of Science Criminal Justice](#)
-  [Degree Checkout SP 22 Associate of Science Nursing-2](#)
-  [Degree Checkout Sp 22 AALT Humanities](#)
-  [Degree Checkout Sp 22 AALT Humanities Social Science](#)
-  [Degree Checkout Sp 22 AS in Radiologic Technology](#)
-  [Degree Checkout Su 22 Surgical Technology 1](#)
-  [Email Confirmation from BOR](#)
-  [Final AS in Health Sciences](#)
-  [Final AS in Agriculture](#)
-  [Final AS in Health Sciences Request to Establish to BOR](#)
-  [Inventory of Degree and Certificate Programs LSU Eunice 5-13-22](#)
-  [LSU Eunice Faculty Senate Bylaws \(Page 5\)](#)

-  [LSU Eunice Instructional Locations Website](#)
-  [LSU Eunice Instructional Locations Website](#)
-  [LSU Eunice Organizational Chart](#)
-  [LSU-Eunice-Employee-Handbook \(Page 51\)](#)
-  [Louisiana Star Jobs Health Care](#)
-  [Louisiana Transfer Degree–Louisiana Board of Regents](#)
-  [MCNEESE NURS](#)
-  [MOU Management](#)
-  [MOU Northwestern \(UPSA\) \(FES\)](#)
-  [MOU with LSUA Business](#)
-  [MOU with Northwestern \(CJ\)](#)
-  [MOU with ULL CIT](#)
-  [NO03 Responsibilities and Concerns of University Personnel](#)
-  [NSU NURS](#)
-  [NSU RADT](#)
-  [NSU RC](#)
-  [RADT AY 2018-2019 Catalog \(Page 8\)](#)
-  [Star Jobs Firefighters](#)
-  [Star Jobs Nursing](#)
-  [Star Jobs Surgical Tech.](#)
-  [ULL 2 plus 2 Elementary Education](#)
-  [ULL 2 plus 2 biological sciences](#)
-  [Workforce Demand and Gap Analysis](#)

## 9.2 Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: DEGREE PROGRAMS BASED ON 60 SEMESTER CREDIT HOURS

To fulfill its [mission](#), Louisiana State University at Eunice offers 15 associate degree programs based on at least 60 semester credit hours (Table 9.2-1). All associate degrees meet the standard minimum number of credit hours as established by the [Louisiana Board of Regents Academic Affairs Policy 2.15](#) and referenced by the definition of "Undergraduate Certificates and Degrees" in the LSU Eunice [Curriculum Development Manual](#). These degree requirements apply to all sites and methodologies as well as any changes made and approved by the Vice Chancellor for Academic Affairs and Provost and the Chancellor.

**Table 9.2-1: Associate-Level Degree Programs**

Degree	Number of Hours	Concentrations/Tracks
<b>Health Sciences, Business Technology, and Public Protection and Safety</b>		
<a href="#">Associate of Science in Nursing</a>	72	
<a href="#">Associate of Science in Radiologic Technology</a>	92	
<a href="#">Associate of Science in Respiratory Care</a>	83	
<a href="#">Associate of Applied Science in Surgical Technology</a>	63	
<a href="#">Associate of Applied Science Medical Diagnostic Sonography</a>	71	
<a href="#">Associate of Science in Health Science</a>	61	
<a href="#">Associate of Applied Science in Computer Information Technology</a>	60	Systems Analysis and Programming Cybersecurity
<a href="#">Associate of Applied Science in Management</a>	60	Accounting Management Administrative Management Health Care Management
<a href="#">Associate of Science in Criminal Justice</a>	60	Law and Society
<a href="#">Associate of Applied Science in Fire and Emergency Services</a>	60	Emergency Services Technology Safety and Health Compliance Fire Service Technology
<b>Division of Arts and Sciences</b>		
<a href="#">Associate of Arts Louisiana Transfer</a>	60	Humanities, Social Sciences, Fine Arts,

		<a href="#">Mass Communication</a> , <a href="#">Criminal Justice</a> , and <a href="#">Business</a>
<a href="#">Associate of General Studies</a>	60	
<a href="#">Associate of Science in the Care and Development of Young Children</a>	61	
<a href="#">Associate of Science in Agriculture</a>	60	
<a href="#">Associate of Science Louisiana Transfer Degree</a>	60	Biological Sciences Physical Sciences

## SECTION 2: POLICIES AND PROCEDURES FOR ESTABLISHING NEW PROGRAMS
































Faculty are responsible for the development and review of the curriculum as stated in the [Employee Handbook](#) ("Duties"), the [Curriculum Development Manual](#) (paragraphs 1 and 3 of Section I: General Policy), and [Policy Statement Number 3](#) (see lines 17-27): Responsibilities and Concerns of University Personnel. As stated in the [Curriculum Development Manual](#), "all additions, deletions, and modifications in courses and curricula including the use of distance education technology at LSU Eunice originate with divisional faculty" (paragraph 3 of Section IV: General Policy). The Curriculum Development Manual spells out the procedures and directions for completing forms for the consideration of a [new curriculum](#) or the [modification of an existing curriculum](#). According to policy, the consideration of a new curriculum or any curricular modification begins with the completion of a standardized form by the faculty and dean forwarded to the Office for Academic Affairs, who transmits the form to the campus [Courses and Curricula Committee](#), a standing committee of the [Faculty Senate](#), for review. Following the Courses and Curricula Committee review, recommendations are submitted to the Vice Chancellor for Academic Affairs and Provost, who then forwards the request and a recommendation to the Chancellor for review and approval. These processes ensure that agreement between the curricular offerings and institutional purpose receives major emphasis in both planning and review in order to meet the [mission of the institution](#). Two examples are included as documentation showing the structure for approvals, along with the signatures of the Dean of the respective division, the SACSCOC Accreditation Liaison, the Campus Courses and Curricula Chair, the Vice Chancellor for Academic Affairs and Provost, and the Chancellor.

The addition of a new Associate of Science Degrees, in Health Science (March 2021) and in Agriculture in April 2021.












- Proposal paperwork as approved for the [Associate of Health Sciences](#), signed by the Courses and Curricula Committee on March 17, 2020 and approved by the [LSU Board of Supervisors](#) on May 22, 2020 and the [Louisiana Board of Regents](#) on August 13, 2020.
- Proposal to [Revise the Associate of Health Sciences](#) approved by the [Courses and Curricula Committee](#) on April 30, 2021 (see page 3).
- Proposal paperwork as approved for the [Associate of Science in Agriculture](#). signed by the Courses and Curricula Chair on May 7, 2021. The [request was on the agenda](#) and approved by the [LSU Board of Supervisors](#) on January 29, 2016 and the [Louisiana Board of Regents](#) on September 22, 2021. A memo was written by LSU Interim Executive Vice President and [Provost on July 9, 2021](#) explaining the five-year gap in approvals.

LSU Eunice uses credit hours only; therefore, there are no equivalencies. In addition, LSU Eunice does not have any degree programs with fewer than the required number of semester credit hours.

## Sources

-  2016-01-29-Isu-bos-minutes-ag approved (Page 100)
-  2016-01-29-Isu-bos-minutes-ag approved (Page 99)
-  4-30-21 Courses and Curricula Meeting Minutes Revise Health Sciences
-  AA-2-15 Definitions of Undergrad Degrees and Undergrad-Grad Certificates (Page 1)
-  AY 2022-2023 Catalog Section 3 Institutional Mission (Page 1)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 10)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 20)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 28)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 33)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 36)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 4)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 40)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 42)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 44)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 55)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 56)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 58)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 6)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 60)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 61)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 64)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 65)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 67)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 68)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 8)
-  BoR Minutes 9-22-2021 (Page 8)
-  Curriculum Development Manual 2022 (Page 11)
-  Curriculum Development Manual 2022 (Page 13)
-  Curriculum Development Manual 2022 (Page 26)
-  Curriculum Development Manual 2022 (Page 37)
-  Curriculum Development Manual 2022 (Page 45)



-  Curriculum Development Manual 2022 (Page 9)
-  Email Confirmation from BOR
-  Final AS in Health Sciences
-  Final AS in Agriculture
-  Final AS in Health Sciences Request to Establish to BOR
-  LSU Eunice Faculty Senate Bylaws (Page 3)
-  LSU Eunice Faculty Senate Bylaws (Page 5)
-  LSU-Eunice-Employee-Handbook (Page 51)
-  Memo for AS in Agriculture 2021
-  NO03 Responsibilities and Concerns of University Personnel (Page 1)
-  Revised AS in Health Science

## 9.3 General Education Requirements

The institution requires the successful completion of a general education component at the undergraduate level that:

- a. is based on a coherent rationale.
- b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: ITEM A-COHERENT RATIONALE

Within the scope of the mission and regardless of delivery method, Louisiana State University at Eunice's associate and certificate programs conform to the Louisiana Board of Regents mandated statewide general education requirements as detailed in [Academic Affairs Policy 2.16: Statewide General Education Requirements](#) and its [Requirements for Degree](#). The policy states,

The Board of Regents recognizes that all undergraduate academic credentials should contain a broad-based common educational experience that enhances students' ability to describe, interpret, and analyze their world. In addition to building awareness of a wide range of material and enriching the academic experience, general education should promote intellectual inquiry through basic content and methodology and contribute to the graduate's ability to communicate effectively in oral and written English ([Academic Affairs Policy 2.16: Statewide General Education Requirements](#)).

For associate degree programs, LSU Eunice requires the successful completion of a common core of general education courses. To ensure breadth of knowledge, degree programs must undergo a faculty review, a campus board review, and a Board of Regents review. In addition, a committee of LSU Eunice faculty, staff, and administrators generated objectives for all general education courses. The general education courses are listed in the [2021-2022 LSU Eunice Catalog](#).

#### SECTION 2: ITEM B-SUBSTANTIAL COMPONENT

The general education component of each associate degree curriculum shall comprise at least twenty-five percent of the total curriculum. The general education component must include at least three credit hours of English composition, at least three hours of mathematics, and the appropriate number of fine arts, humanities, natural sciences, and social sciences as specified by the Board of Regents Statewide General Education Requirements.

#### SECTION 3: ITEM C-BREATH OF KNOWLEDGE

LSU Eunice's [General Education Requirements](#) represent a conviction on the part of the faculty that all students need to reason logically, communicate effectively, and relate to the world around them. LSU Eunice believes that students should acquire a substantial knowledge when completing any associate degree program. Specifically, students who attain an associate degree, both on

campus and through distance learning, are expected to demonstrate the following general education objectives. An LSU Eunice graduate will:

1. Demonstrate effective communication of complex knowledge and ideas.
2. Use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. Apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. Demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
5. Demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. Demonstrate an aesthetic and historical understanding of the arts.

General education requirements are defined in LSU Eunice [Curriculum Development Manual](#). The definition includes LSU Eunice's outcomes and includes additional information on SACSCOC requirements and the SACSCOC Board Interpretation for faculty creating or changing a curriculum. The general education requirements and curricula for associate degrees are published in the LSU Eunice Catalog and those course that are pure humanities are listed as such in the in the [LSU Eunice Catalog](#).

**Table 9.3-1: General Education Requirements by Credential**

<b>Degree Plan</b>	<b>Total Credit Hours</b>	<b>General Education Hours</b>	<b>English Hours (#1)</b>	<b>Math Hours (#2)</b>	<b>Natural Sciences Hours (#3)</b>	<b>Humanities Hours (#4)</b>	<b>Social Sciences Hours (#5)</b>	<b>Fine Arts Hours (#6)</b>
Associate of Science in Health Science	61	33	6	6	12	3	3	3
Associate of Science in Nursing	72	27	6	6	6	3	3	3
Associate of Science in Radiologic Technology	92	30	6	6	9	3	3	3
Associate of Science in Respiratory Care	83	33	6	6	12	3	3	3
Associate of Applied Science in Computer Information Technology	60	18	6	3	3	3	3	0
Associate of Applied Science in Diagnostic Medical Sonography	71	21	3	3	9	3	3	0
Associate of Applied Science in Fire and Emergency Services	60	18	6	3	3	3	3	0
Associate of Applied Science in Management	60	21	6	6	3	3	3	0
Associate of Applied Science in Surgical Technology	63	18	3	3	6	3	3	0
Associate of Arts Louisiana Transfer - Concentration in Fine Arts	60	39	6	6	9	9	6	3
Associate of Arts Louisiana Transfer - Concentration in Business	60	39	6	6	9	9	6	3
Associate of Arts Louisiana Transfer - Concentration in Criminal Justice	60	39	6	6	9	9	6	3
Associate of Arts Louisiana Transfer - Concentration in Humanities	60	39	6	6	9	9	6	3
Associate of Arts Louisiana Transfer - Concentration in Mass Communications	60	39	6	6	9	9	6	3
Associate of Arts Louisiana Transfer - Concentration in Social Sciences	60	39	6	6	9	9	6	3
Associate of General Studies	60	36	6	6	6	9	6	3
Associate of Science in Care and Development of Young Children	60	27	6	6	6	3	3	3
Associate of Science in Agriculture	60	36	6	6	9	6	6	3

<a href="#">Associate of Science in Criminal Justice</a>	60	27	6	6	6	3	3	3
<a href="#">Associate of Science Louisiana Transfer - Concentration in Natural Sciences (Biological Sciences)</a>	60	42	6	6	12	9	6	3
<a href="#">Associate of Science Louisiana Transfer - Concentration in Natural Sciences (Physical Sciences)</a>	60	44	6	9	11	9	6	3

This broad foundation of traditional education coursework is designed to be transferred easily to other colleges and universities in Louisiana, as shown in the [Louisiana Board of Regents Master Course Articulation Matrix](#).

### **Section 3.1: Evidence**

Sample LSU Eunice student degree audits:

Associate of Science

- Fall 2021: [Nursing](#),
- Spring 2022: [Radiologic Technology](#) (Note that 91 credit hours is correct for the [Catalog referenced](#)),
- Spring 2022: [Criminal Justice](#),
- Fall 2022: [Respiratory Care](#), and
- Fall 2022: [Care and Development of Young Children](#)

Associate of Applied Science

- Fall 2021: [Computer Information Technology](#),
- Spring 2022: [Management](#), and
- Summer 2022: [Surgical Technology](#)

Associate of Arts Louisiana Transfer

- Spring 2022: [Associate of Arts Louisiana Transfer](#), Humanities Concentration,
- Spring 2022: [Associate of Arts Louisiana Transfer](#), Business Concentration, and
- Spring 2022: [Associate of Arts Louisiana Transfer](#), Social Science Concentration

Associate of General Studies

- Fall 2022: General Studies [example one](#) and [example two](#)






Associate of Science Louisiana Transfer

- Spring 2022: [Associate of Science Louisiana Transfer](#)














Examples from Transfer Students (transfer courses are highlighted)

- Spring 2022: [Associate of Science Louisiana Transfer](#),
- Fall 2022: [Associate of Science in Nursing](#) traditional track,
- Fall 2022: Associate of Science in [Respiratory Care](#),
- Fall 2022: Associate of Science in [Nursing](#) (LPN to RN),
- Fall 2022: [Associate of Arts Louisiana Transfer](#), and
- Fall 2022: [Associate of Science Louisiana Transfer](#).

### **Sources**

-  [AA-2-16 Statewide General Education Requirements Policy](#)
-  [AA-2-16 Statewide General Education Requirements Table](#)
-  [AY 2022-2023 Catalog Section 11 General Education Requirements](#)
-  [AY 2022-2023 Catalog Section 11 General Education Requirements \(Page 3\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs](#)

-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 10\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 20\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 28\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 33\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 36\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 4\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 40\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 42\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 44\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 55\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 57\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 58\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 6\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 60\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 61\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 64\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 65\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 67\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 68\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 69\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 8\)](#)
-  [Articulation Matrix AY 2021-2022](#)
-  [Curriculum Development Manual 2022 \(Page 6\)](#)
-  [Degree Checkout FA 21 AAS Computer Information Technology](#)
-  [Degree Checkout FA 21 Associate of Science Nursing-1](#)
-  [Degree Checkout Fa 22 AALT Communications Transfer](#)
-  [Degree Checkout Fa 22 AGS 1](#)
-  [Degree Checkout Fa 22 AGS 2](#)
-  [Degree Checkout Fa 22 CDYC](#)
-  [Degree Checkout Fa 22 Transfer ASLT Biology](#)

-  Degree Checkout Fa 22 Transfer Nursing 1
-  Degree Checkout Fa 22 Transfer Nursing LPN to RN
-  Degree Checkout Fa 22 Transfer RC 1
-  Degree Checkout Fa 22 Transfer RC 2
-  Degree Checkout SP 22 AALT Business Student One
-  Degree Checkout SP 22 Associate of Applied Management
-  Degree Checkout SP 22 Associate of Science Criminal Justice
-  Degree Checkout Sp 22 AALT Humanities
-  Degree Checkout Sp 22 AALT Humanities Social Science
-  Degree Checkout Sp 22 AS in Radiologic Technology
-  Degree Checkout Sp 22 Transfer ASLT Biology
-  Degree Checkout Su 22 Surgical Technology 1
-  RADT AY 2018-2019 Catalog (Page 8)



## 10.2 Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

Louisiana State University at Eunice makes available to all current students (regardless of modality) and the general public the academic calendar, grading policies, and refund policies. For convenience, live internet links are included here for the

- [Academic calendar](#) (Internet connection required) or [Academic Calendar](#) (PDF) from the LSU Eunice AY 2022-2023 Catalog and the [Academic Calendar Archive Page](#),
- [Grading system](#) (Internet connection required) or [grading system](#) (PDF) from the LSU Eunice AY 2022-2023 Catalog,
- [Refund policy](#) (Internet connection required) or [refund policy](#) (PDF) from the LSU Eunice AY 2022-2023 Catalog, and
- [Cost of attendance](#) (Internet connection required) or [cost of attendance](#) (PDF) from the [Financial Aid webpage](#).

#### SECTION 1: ACADEMIC CALENDAR

The University electronically publishes its academic calendar in the [LSU Eunice Catalog](#) on the LSU Eunice website, on the [Academics Tab](#), and on the [LSU Eunice Registrar's Office Website](#) for each semester. New students learn about the academic calendar in the following ways.

- The [Student Handbook](#), which is reviewed at orientations at the [main campus](#) and [LSU Alexandria site](#),
- An [e-mail sent out](#) to all first-time registered students at all sites prior to the start of classes,
- In the online [dual enrollment orientation](#), and
- In the online [orientation for online students](#).

#### SECTION 2: GRADING SYSTEM

The University's general grading system is explained in the [AY 2022-2023 LSU Eunice Catalog](#). The specific grading policy is provided in each program's handbook or by the course instructor in the course syllabus. Course syllabi follow a general policy found in Section VIII: Course Syllabus Guide of the [Curriculum Development Manual](#) and follow the guidelines in Section B: Syllabus Format, beginning at the bottom of the same page. Examples of grading policies:

- [ACCT 2001](#): Introduction to Financial Accounting (Fall 2022)
- [ACCT 2101](#): Introduction to Managerial Accounting (Fall 2022)
- [BIOL 2160](#): Human Physiology (Spring 2023)
- [CJ 2153](#): Criminal and Related Law (Fall 2022)
- [ECON 2000](#): Principles of Microeconomics (Fall 2021)
- [ENGL 0001](#): (Developmental) English Composition (Fall 2022)
- [ENGL 1001](#): General Education English Composition (Fall 2022)
- [ISDS 2100](#): Microcomputer Applications in Business (Fall 2022)
- [MATH 1015](#): Applied College Algebra (Spring 2023)
- [MGMT 2999](#): Principles of Management (Fall 2022)

- [NURS 1230](#): Nursing Concepts I (Fall 2022). Note that Nursing and Allied Health courses use a seven point scale.
- [NURS 2535](#): Nursing Clinical Practice IV (Fall 2022). Note that this course is a pass/fail with the minimum passing set a 77%.
- [RADT 1001](#): Introduction to Radiologic Technology (Spring 2023)
- [RADT 2038](#): Radiologic Technology Registry Review (Spring 2022).
- [UNIV 0008](#): College Reading (Spring 2022)

### SECTION 3: REFUND POLICIES

Information regarding tuition & fee refund policies is provided to students and the general public in the Section 6 of the [AY 2022-2023 LSU Eunice Catalog](#). New students are informed of the refund schedule in the following ways:

- The [Student Handbook](#) (Important Terms and Definitions on p. 10), which is reviewed at orientations at the [main campus](#) and [LSU Alexandria site](#),
- An [e-mail sent out](#) to all first-time registered students at all sites prior to the start of classes (see Registration Guide),
- In the online [dual enrollment orientation](#), and
- In the online [orientation for online students](#).







### SECTION 4: COST OF ATTENDANCE







Finally, the cost of attendance for all students is publicly available on the [LSU Eunice Financial Aid website](#). For high school dual enrollment, the state of Louisiana requires the posting of costs on the [Course Choice website](#), which details [the cost for every course offered to dual credit students](#) by higher education institutions around the state. Also, the cost of attendance is covered in both the online [dual enrollment orientation](#) and the online [orientation for online students](#).








In addition, the cost of attendance for LSU Eunice's Allied Health programs is available from the Financial Aid website and from each program website by way of a "cost of attendance" button. Documentation includes the two programs that are offered at the Ochsner Lafayette General Orthopedic Hospital site.

- [Nursing Program Website](#) (live link - internet connection required and as a [PDF](#) on the bottom of page 3) at the LSU Eunice and the Ochsner Lafayette General Orthopedic Hospital site [cost of attendance](#). The link to the cost of attendance is in the column to the right for the live Website and highlighted toward the bottom for the PDF.
- [Surgical Technology](#) (live link - internet connection required and as a [PDF](#) on the bottom of page 3) at the Ochsner Lafayette General Orthopedic Hospital site [cost of attendance](#). The link to the cost of attendance is in the column to the right for the live Website and highlighted toward the bottom for the PDF.

## Sources

-  [9-20-22 Cost of Attendance Website as a PDF \(Page 2\)](#)
-  [9-20-22 Cost of Attendance Website as a PDF \(Page 4\)](#)
-  [9-20-22 Nursing Program Website as a PDF](#)
-  [9-20-22 Surgical Technology Program Website as a PDF](#)
-  [AY 2022-2023 Catalog Section 1 Academic Calendar \(Page 1\)](#)
-  [AY 2022-2023 Catalog Section 6 Fees Financial Aid and Scholarships \(Page 2\)](#)

-  [AY 2022-2023 Catalog Section 7 Campus-Regulations \(Page 1\)](#)
-  [Academic Calendar - Catalog](#)
-  [Academic Calendar 2022 23](#)
-  [Academics Tab](#)
-  [Calendar Archive Page](#)
-  [Comp Guide Email \(Non-DE\)](#)
-  [Cost of Attendance](#)
-  [Course Choice - Pricing](#)
-  [Course Choice Reporting](#)
-  [Curriculum Development Manual 2022 \(Page 57\)](#)
-  [Fall 2021 ECON 2000 Syllabus \(Page 5\)](#)
-  [Fall 2022 ACCT 2001 Syllabus](#)
-  [Fall 2022 ACCT 2101 Syllabus](#)
-  [Fall 2022 CJ 2153 Syllabus \(Page 3\)](#)
-  [Fall 2022 ENGL 0001 Syllabus \(Page 1\)](#)
-  [Fall 2022 ENGL 1001 Syllabus \(Page 2\)](#)
-  [Fall 2022 ISDS 2100 Syllabus](#)
-  [Fall 2022 MGMT 2999 Syllabus](#)
-  [Fall 2022 NURS 1230 Syllabus \(Page 2\)](#)
-  [Fall 2022 NURS 2535 Syllabus](#)
-  [Fall 2022 Orientation-High School Dual Enrollment \(Page 11\)](#)
-  [Fall 2022 Orientation-High School Dual Enrollment \(Page 6\)](#)
-  [Fall 2022 Orientation-High School Dual Enrollment \(Page 7\)](#)
-  [Fall 2022 Orientation-High School Dual Enrollment \(Page 8\)](#)
-  [Fall 2022 Orientation-Online \(Page 10\)](#)
-  [Fall 2022 Orientation-Online \(Page 13\)](#)
-  [Fall 2022 Orientation-Online \(Page 29\)](#)
-  [Fall 2022 Orientation-Online \(Page 4\)](#)
-  [Fall 2022 Orientation-Online \(Page 5\)](#)
-  [Fin Aid Home Page](#)
-  [Financial Aid - Cost of Attendance](#)
-  [Grading System - Catalog](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 10\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 15\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 16\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 7\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 2\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 7\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 16\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 3\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 7\)](#)
-  [Nursing Main Page](#)
-  [Office of Registrar](#)
-  [Orientation - Fin Aid Stu Services](#)
-  [Refund Policy - Catalog](#)
-  [Spring 2022 RADT 2038 Syllabus](#)

-  [Spring 2022 UNIV 0008 Syllabus \(Page 2\)](#)
-  [Spring 2023 BIOL 2160 Syllabus](#)
-  [Spring 2023 Math 1015 face-to-face Syllabus \(Page 16\)](#)
-  [Spring 2023 RADT 1000 Syllabus](#)
-  [Student Registration Entry](#)
-  [Surgical Technology Main Page](#)
-  [Tuition Page from Home Page](#)

## 10.5 Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: ADMISSIONS POLICIES

Louisiana State University at Eunice publishes and adheres to admission policies consistent with its [mission](#) in providing programs and services of an open admission institution, including offering certificate programs, associate degrees, transfer curricula, and continuing education programs. Offerings originate from the LSU Eunice site, but extend to online, the Louisiana State University of Alexandria face-to-face site, the Ochsner Lafayette General Orthopedic Hospital face-to-face site, and several high school dual enrollment sites. Admissions policies are published in the 2022-2023 LSU Eunice Catalog, stating that graduates of state-approved high schools and individuals holding a high school equivalency are eligible for admission to the University (see the screen shot of the [Admissions home page](#) and the [complete text](#) from the Admissions section of the LSU Eunice Catalog). LSU Eunice's admission policies conform to the Louisiana Board of Regents minimum requirements for entering college-level math and English, which are stated in the [Academic Affairs Policy 2.18](#). The 2022-2023 LSU Eunice Catalog states that

Louisiana residents who are graduates of state approved high schools or who hold the G.E.D. or HiSET and who have not attended a college or university will be considered for admission to the freshman class when they have completed the admissions application. Residents of Louisiana who have not attended another college or university and who are not graduates of state approved high schools may apply for admission by submitting their G.E.D. or HiSET transcript. Students who have graduated from a high school not approved by the State Department of Education or who do not have a G.E.D. or HiSET transcript can be admitted under the Ability to Benefit provision. Such students must be at least 17 years of age and it is recommended that they take the ACCUPLACER test for placement into the appropriate level of English composition and mathematics. Students admitted under the Ability to Benefit provision do not qualify for financial aid (Contact the Office of Financial Aid for more details). Students who do not have placement test scores or whose scores indicate that college preparatory courses are needed will be placed into the appropriate courses and programs ([Requirements for Freshmen on page 2](#)).

Specific policies and procedures for admission and requirements for freshmen ([page 2](#)), transfer students ([pages 4-5](#)), international students ([page 6](#)), former students ([page 7](#)), "home-schooled" applicants ([page 3](#)), and Advanced College Program (high school dual enrollment) students ([page 7](#)) are also cited in the 2022-2023 LSU Eunice Catalog.

Establishing and maintaining institution-wide criteria for admission are the responsibilities of the Registrar and Director of Admissions. The director annually reviews the admission policies prior to publication of the new campus catalog. Examples of the collaboration in editing and revising the LSU Eunice Catalog follow

1. Accreditation Liaison definition of a credit hour (see [pages 19-20](#)), Placement (see [pages 36-37](#)), and degree program definitions (see [page 87](#)),
2. Program Director for Diagnostic Medical Sonography (see [pages 2-4](#)), and
3. Program Director for Surgical Technology (see [pages 1-6](#)).

As noted in the [Institutional Summary Form](#), LSU Eunice has several programs that are completely online, with all services originating from LSU Eunice. Effective May 16, 2019, LSU Eunice has entered into a collaborative agreement with Louisiana State University A & M in Baton Rouge to offer the Associate of General Studies through "LSU Online." LSU Eunice signed a [Memorandum of Understanding](#) with LSU (which are the same legal entity according to the first sentence in the MOU) to define services offered to students. LSU provides resources, marketing and recruitment, learner concierge support, tracking for all students, professional development for faculty, and data on results. LSU Eunice provides the actual instruction, additional marketing, cost sharing, student support services, and a single point of contact for program information. While students entering the LSU Online program will receive assistance from LSU personnel, they are admitted to LSU Eunice in the same way as all other new students. LSU is separately accredited by SACSCOC and, as such, must comply with all recruiting and advertising policies of the Commission.

The Office of Admissions is responsible for a large amount of student information data entry for all sites, requiring that policies and procedures be followed precisely. When errors in the information system occur and data needs to be corrected, a [Data Change Request](#) is made to the Office of Information Technology to correct all issues with the data. The Data Change Request requires that evidence of an existing procedure be in place, along with any changes to those procedures that are necessary to prevent the issue from occurring again.

## **SECTION 2: LSU OF ALEXANDRIA**

Course offerings for LSU Eunice at the LSU Alexandria site began with developmental courses in fall 2007 as the [Louisiana Board of Regents changed the admissions policies](#) for four-year institutions of higher education. By becoming selective admissions, four-year institutions, including LSU Alexandria, were no longer permitted to accept students requiring more than one developmental education course. LSU Alexandria partnered with LSU Eunice to provide the required developmental education course work students needed in order to meet the minimum requirements for transfer to LSU Alexandria.

LSU Eunice offers a limited number of general education courses so that students can maintain full-time status with LSU Eunice while they finish their requirements to transfer to LSU Alexandria. Students may apply through the online LSU Eunice admissions application to attend LSU Eunice classes at LSU Alexandria, or students can gain admission to LSU Eunice at LSU Alexandria by referral. Applicants to LSU Alexandria denied admission are [sent a letter by the LSU Alexandria Admissions Office](#) offering these prospective students provisional acceptance to the LSU Eunice program hosted on the LSU Alexandria site (referred students receive full admission after official records are received by the LSU Eunice Admissions Office). LSU Eunice encourages prospective students to visit the [LSU Alexandria Referral website](#) to obtain more information.

## **SECTION 3: DUAL ENROLLMENT AND THE LSU EUNICE ACADEMY**

LSU Eunice adheres to the dual enrollment admission guidelines established by the [Louisiana Board of Regents](#) for all dual enrollment programs, including the LSU Eunice Academy offered at the main LSU Eunice site. Dual enrollment and LSU Eunice Academy admission policies are found on the [Dual Enrollment and the LSU Eunice Academy](#) websites. The Director of the LSU Eunice Academy and Dual Enrollment conducts presentations with students ([student presentation](#)) and parents ([parent presentation](#)) as to the benefits of a student enrolling in either program.

## **SECTION 4: DEVELOPMENTAL STUDIES**

Admission policies concerning students who must take developmental courses are published in the LSU Eunice Catalog. LSU Eunice offers the Pathways to Success program to help students with an ACT composite score of fifteen or below (or those with no ACT scores) prepare for their general education coursework. This mandatory one-year program consists of writing skills (ENGL 0001), quantitative skills (MATH 0001, MATH 0015, and MATH 0021), an orientation to university studies (UNIV 1005), critical reading (UNIV 0008), and approved electives in several different academic disciplines. Upon admission to the University, students placed into the Pathways to Success program follow a prearranged set of classes as indicated below and are permitted to enroll in a maximum of 12 credit hours per semester (AY 2022-2023 LSU Eunice Catalog [pages 2-3](#)).

In addition, according to the AY [2022-2023 LSU Eunice Catalog](#), all students, whether online or at off-site locations, have the opportunity to test out of any developmental course and test into a general education course using the College Board's ACCUPLACER Next-Generation Assessment. Students not living near LSU Eunice may use a remote voucher to take the ACCUPLACER Assessment at a site near their place of residence. Standard "cut scores" established by ACT and the College Board, along with the [Board of Regents Academic Affairs Policy 2.18](#), are used to generate the [LSU Eunice Cut Score Table](#) and place students in the appropriate entry-level courses. Placement for dual enrollment students follows the [Board of Regents Academic Affairs Policy 2.22](#).

## **SECTION 5: SELECTIVE ADMISSION**

### **Section 5.1: Introduction**

Admission into the Nursing and Allied Health Programs is on a selective basis after students have completed the prerequisites specified in the LSU Eunice Catalog. Selection recommendations are made by the Health Sciences Section Committee to the Dean. The number of students selected each year depends upon a number of factors, including the financial, personnel, and other resources available to the programs. Specific requirements for the programs leading to the degrees of Associate of Science in Nursing, Associate of Science in Respiratory Care, Associate of Science in Radiologic Technology, Associate of Applied Science in Diagnostic Medical Sonography, and Associate of Applied Science in Surgical Technology are detailed in the AY 2022-2023 LSU Eunice Catalog:

- Nursing ([pages 10-19](#))
- Respiratory Care ([pages 28-32](#))
- Radiologic Technology ([pages 20-27](#))
- Diagnostic Medical Sonography ([pages 36-39](#))
- Surgical Technology ([pages 44-48](#))

### **Section 5.2: Associate of Science in Nursing Degree**

The AY 2022-2023 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Nursing program and also states that Admission to the Nursing Degree Program is on a selective basis. Selection recommendations are made by the Health Sciences Selection Committee to the Dean. The number of students selected each year will depend upon a number of factors, including the financial, personnel, and other resources available to the Nursing Program (AY 2022-2023 LSU Eunice Catalog, [pages 10-19](#)).

Completed Degree Audit for the 2022-2023 academic year: [Associate of Science in Nursing Degree](#)

### **Section 5.3: Associate of Science in Respiratory Care Degree**

The AY 2022-2023 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Respiratory Care program and also states that Admission to the second (clinical) year of the program is on a selective basis. Selection recommendations are made by the Health Sciences Selection Committee to the Dean. The number of

students selected each year (maximum of 20 students) will depend upon a number of factors, including the financial, personnel, and other resources available to the Respiratory Care Program (AY 2022-2023 LSU Eunice Catalog, [pages 28-32](#)).

Completed Degree Audit for the 2022-2023 academic year: [Associate of Science in Respiratory Care Degree](#)

#### **Section 5.4: Associate of Science in Radiologic Technology Degree**

The AY 2022-2023 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Radiologic Technology program and also states that Admission to the Radiologic Technology Program is on a selective basis. Selection recommendations are made by the Health Sciences Selection Committee to the Division Head. The number of students selected each year will depend upon a number of factors, including the financial, personnel, and other resources available to the Radiologic Technology Program (AY 2022-2023 LSU Eunice Catalog [pages 20-27](#)).

Completed Degree Audit for the 2022-2023 academic year: [Associate of Science in Radiologic Technology Degree](#)

#### **Section 5.5: Associate of Applied Science in Diagnostic Medical Sonography**

The AY 2022-2023 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Diagnostic Medical Sonography program and also states that Admission to the Associate Program of Applied Science in Diagnostic Medical Sonography (DMS) is on a selective basis. Selection recommendations are made by the Health Sciences Selection Committee to the Dean. The number of students selected each year will depend upon a number of factors, including the accreditation standards mandated by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), as well as financial, personnel, and other resources available to the DMS program (AY 2022-2023 LSU Eunice Catalog [pages 36-39](#)).

Completed Degree Audit for the 2022-2023 academic year: [Associate of Applied Science in Diagnostic Medical Sonography Degree](#)

#### **Section 5.6: Associate of Applied Science in Surgical Technology**

The AY 2022-2023 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Surgical Technology program and also states that

Admission to the Associate of Applied Science in Surgical Technology Program is on a selective basis. Selection recommendations are made by the Health Sciences Selection Committee to the Dean. The number of students selected each year will depend on a number of factors, including accreditation standards mandated by the Commission on Accreditation of Allied Health Education Program (CAAHEP), as well as financial, personnel, and other resources available to the Surgical Technology Program (AY 2022-2023 LSU Eunice Catalog [pages 44-48](#)).

Completed Degree Audit for the 2022-2023 academic year: [Associate of Applied Science in Surgical Technology Degree](#)

LSU Eunice has no exceptions to its admissions policies.

### **SECTION 6: RECRUITMENT & PUBLICATIONS**

#### **Section 6.1 Recruitment**

LSU Eunice recruitment efforts are in alignment with the [SACSCOC Policy](#) on Advertising and Student Recruitment as evidenced herein. Those efforts are coordinated through the Office of Outreach and Recruitment, which is led by the [Director of Outreach and Recruitment](#). Professional staff [Admissions Counselors](#) coordinate with academic departments and with various student services offices to ensure that LSU Eunice's programs and services are accurately represented. Admissions Counselors recruit, select, train, and supervise a staff of [Bengal Ambassadors](#). Bengal Ambassadors are student



leaders who serve new students at orientation, give campus tours, volunteer at recruiting events, and conduct outreach campaigns to incoming students to guide them through the enrollment process.

There are multiple face-to-face recruitment and informational activities throughout the year that assist in communicating the university's mission, programs, services, policies, and procedures, including on-campus events such as [Bengal Day](#), [campus tours](#), and [open house events](#) as well as and off-campus events such regional [college fairs](#). At on-campus events, individualized conversations with potential students take place with Admission Counselors, and potential students have the opportunity to ask questions about the university and programs. A [recruiting calendar](#) is maintained by the Office of Outreach and Recruitment, which allows faculty, staff, and administrators with access to the calendar to view past, current, and upcoming recruiting events.

LSU Eunice does not use independent contractors or agents for the purpose of recruiting and admissions functions.

### **Section 6.2 LSU Eunice Referrals from LSU Alexandria**

Students who are referred to LSU Eunice (see narrative above) are provided with a [student resource guide](#), which details all available services and resources and how to access them. LSU Eunice also encourages prospective students to visit the [LSU Alexandria referral website](#) to gain more information.

### **Section 6.3: Dual Enrollment**

Recruiting efforts for dual enrollment, including the LSU Eunice Academy, are completed through a variety of methods, including the [LSU Eunice website](#), [recruiting publications](#), and [face-to-face presentations](#) at high schools. The Academy Director hosts informational meetings at high schools to discuss dual enrollment with sophomore-level students, junior-level students, and parents as requested by the high school counseling team. The Academy Director also meets with high school administrators and counselors to develop a plan to maintain and increase enrollment in dual enrollment for each school.

### **Section 6.4: Training**

LSU Eunice employs a mentor model in order to train newly hired Admissions Counselors. The Director utilizes the [Admissions Counselor Onboarding Checklist](#) to ensure that newly hired Admissions Counselors have access to and are trained to use the software systems used in recruitment and that they are knowledgeable about all aspects of the institution, including admission policies, course placement, academic programs, and entrance requirements. Admissions Counselors attend conferences for networking and professional development, such as the [ACT Enrollment Management Summit](#), to keep abreast of best practices in recruiting and enrollment management.

According to the [2022 Noel Levitz Student Satisfactory Survey](#), students rated that "Admissions counselors accurately portray program offerings in their recruiting practices," higher than the national benchmark of other community colleges.

Bengal Ambassadors are [trained](#) in alignment with the [Bengal Ambassador Handbook](#), which outlines the duties and responsibilities of the position in detail. Ambassadors are [trained to use Radius](#), the Customer Relationship Management (CRM) system, which is used to communicate with prospects and applicants, and they are trained to use a [tour script](#), which they can carry with them to guide the key points that need to be highlighted when leading campus tours.

### **Section 6.5: Recruitment Materials**

LSU Eunice views all publications and recruiting material as important aids to the recruiting effort at the institution. The University's major publications are the [Academic Catalog](#), the [Student](#)

[Handbook](#), the [LSU Eunice website](#), and print materials available on campus and at off-campus recruiting events.

Any material intended to become part of the university recruiting materials must be [approved](#) by the Director of Public Affairs and Recruiting and the appropriate academic dean (if applicable) to ensure that the university's practices and policies are accurately portrayed.

There are currently no programs awaiting SACSCOC approval. Therefore, the need to include the disclaimer that any information on our recruitment materials is pending approval from SACSCOC does not currently apply to any materials currently in use.


















Various brochures are available in print and on the LSU Eunice website. The following are examples of recruitment materials:

- [Contact card](#) (Completed by a prospective student at a recruiting event)
- Information card for the [Respiratory Care](#) program
- Information card for the [Computer information Technology](#) program
- Information card for [Housing](#)
  
- Poster for [Bengal Day](#)
- Presentation for the [Health Sciences Open House](#) event
- Information card for prospective [Dual Enrollment](#) students
- Presentation for a [Dual Enrollment recruiting event](#)

### **SECTION 7: EXCEPTIONS**

Because LSU Eunice is an open admissions institution, there have been no exceptions to admissions policies.

### **Sources**

-  [2022 2023 academic catalog AL Edits \(Page 19\)](#)
-  [2022 2023 academic catalog AL Edits \(Page 37\)](#)
-  [2022 2023 academic catalog AL Edits \(Page 87\)](#)
-  [2022 2023 academic catalog DMS Edits \(Page 2\)](#)
-  [2022 2023 academic catalog SURT Edits \(Page 1\)](#)
-  [ACT Conference](#)
-  [AY 2022-2023 Catalog Section 0 Catalog Home](#)
-  [AY 2022-2023 Catalog Section 3 Institutional Mission](#)
-  [AY 2022-2023 Catalog Section 4 General Information \(Page 2\)](#)
-  [AY 2022-2023 Catalog Section 5 Admission to LSU Eunice](#)
-  [AY 2022-2023 Catalog Section 5 Admission to LSU Eunice \(Page 2\)](#)
-  [AY 2022-2023 Catalog Section 5 Admission to LSU Eunice \(Page 3\)](#)
-  [AY 2022-2023 Catalog Section 5 Admission to LSU Eunice \(Page 4\)](#)
-  [AY 2022-2023 Catalog Section 5 Admission to LSU Eunice \(Page 6\)](#)
-  [AY 2022-2023 Catalog Section 5 Admission to LSU Eunice \(Page 7\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 10\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 20\)](#)

-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 28)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 36)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 44)
-  Academy card
-  Accuplacer-Cut-Scores
-  Admissions Counselor JD
-  Admissions Counselor Onboarding
-  BOR Academic Affairs Policy 2-18
-  BOR Academic Affairs Policy 2-22
-  BOR Minimum Admissions Standards FT FR
-  Bengal Ambassador Handbook
-  Bengal Ambassador Radius Training
-  Bengal Ambassador Training Agenda 2-18-22
-  Bengal Ambassador Website
-  Bengal Day
-  Bengal Day Agenda 11-22-22
-  Campus Tours
-  DE Recruiting Presentation
-  DE card
-  DE webpage
-  DMS degree audit
-  Data change request
-  Degree Checkout FA 21 Associate of Science Nursing-1
-  Degree Checkout Fa 22 Transfer RC 1
-  Degree Checkout Sp 22 AS in Radiologic Technology
-  Degree Checkout Su 22 Surgical Technology 1
-  Director Recruitment JD
-  Dual Enroll and Academy
-  Evangeline Parish Career Fair Invitation Letter
-  HS Open House Agenda
-  HS Open House Presentation
-  LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22
-  LSUA - Services Guide for LSUE at LSUA Students
-  LSUA Referral Site
-  LSUA admissions letter
-  LSUE Admissions home page
-  LSUE Main Webpage
-  MOU LSU Online
-  NL-Sequential Site
-  New admissions counselor onboarding form
-  PR Approval
-  Parent Presentation
-  Part\_4\_Institutional\_Summary\_Form

-  Rec Material - Bengal Day
-  Rec Material - CIT Card
-  Rec Material - Contact Card Redacted
-  Rec Material - DE Card
-  Rec Material - Housing Card
-  Rec Material - Resp Care Card
-  Recruiting calendar
-  SACSCOC Advertising & Recruiting Policy
-  SACSCOC Advertising & Recruiting Policy
-  Student Presentation
-  Tour Script
-  Isua referral page

## 10.6a Distance and Correspondence Education

An institution that offers distance or correspondence education: a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INITIAL CONTACT AND STUDENT INFORMATION SYSTEM (myLSUE)

Louisiana State University at Eunice demonstrates that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit. LSU Eunice verifies the identity of a student who participates in coursework by issuing a unique secure computer user identification number and password using the information from the student's [application for admission](#). This information serves to establish student identity for all students. The student's identification number is generated by the Office of Information Technology, and the initial password is the student's birth date, which must correspond to the date entered into the application.

- The [Acceptance Letter](#) emailed to the student's personal email account informs the student their user name and that their birthdate is the password. In the Acceptance Letter the user name is visible to the student, but the birth date is not. The birth date with special required characters is given as !Su3MMDDYYYY to further verify identification.
- [Paper Acceptance Letters](#) are printed once each week and mailed to the home address on file along with a [trifold brochure](#) that explains students' next steps in the admissions process.
- Students are then directed to the [New Applicant Page](#) that walks them through the next steps including providing transcripts, ACT Scores, FAFSA, and other needed information.
- As noted on the acceptance letter, the next step is to activate their student accounts by visiting the website shown on the Acceptance Letter (<https://www.lsu.edu/activate>). The [Student Technology Activation](#) site serves three purposes. The first is to activate the [Single Sign On](#) for their Bengal Account to access their myLSUE (student information system) and myCourses (course management system). The system then asks students for some additional information in order for the student to register for Self-Service Password Reset in order to change their password at a later date. The third item is to set up their email accounts as shown on the website. This is rather important because after the first email sent to their personal account, all future emails regarding University services are sent to their LSU Eunice email account. Note that at the bottom of the Student Technology Activation site is a section on Future Support with Technology.
- Once the student completes the technology activation, they can then sign in to their Bengal Account using the [Single Sign On](#), then access the login screen to [myLSUE student information system](#), and then proceed to their [myLSUE home screen](#) students see upon clicking login or hitting enter.

#### SECTION 2: LSU EUNICE'S COURSE MANAGEMENT SYSTEM (myCourses)

LSU Eunice online courses are delivered through myCourses, a Moodle-based course management platform. As shown above, both myLSUE and myCourses utilize Single Sign On so in order to access myCourses so students use the same computer login and password that they use to access the student information system. Access becomes available to myCourses when students have paid their tuition and fees for the semester.

- Screen shot of the login screen students use to log into [myCourses Course Management System](#).
- Screen shot of the home page students see when they log into [myCourses Course Management System](#).

In addition to requiring student identification and password, some faculty require that exams be proctored using the proctoring service Proctor U or the LSU Eunice Testing Center to ensure the identity of the student and the integrity of the test. Students have two options:

- [Proctor U](#). (see the syllabus statement) and
- [LSU Eunice Testing Center](#) requiring photo identification to verify identity (Note that all LSU Eunice student identification cards contain a picture of the student). The cost for taking an exam at the [Testing Center](#) is \$5.00.

To maintain security and integrity of the student information and course management systems, students, just like faculty and staff, must change their password every six months. In addition, students are locked out of their Bengal Accounts after they have entered an incorrect password six times. Students must then use the Self-Service Password Reset information they originally entered when they activated their LSU Eunice Bengal Account from the Student Technology Activation Website. If necessary, the student may call 337-550-1307, email the Office of Information Technology at [it@lsue.edu](mailto:it@lsue.edu) or click on Need "Password Assistance" on their Support Service Desk website.

To add a layer of security, LSU Eunice's Office of Information Technology added Multi-Factor Authentication to students' myLSUE and MyCourses accounts beginning spring 2023. Students were notified on [December 19, 2022](#), that it would be required when they attempted to login from off campus. After the student enters their credentials for the SSO, the system will send a code to the student's mobile device or email. The student must then respond with the correct code before the system will allow the student to proceed past the login screen. As spring 2023 will begin in just a few days, the Office of Information Technology is [assisting students](#) with the new Multi-Factor Authentication.

### **SECTION 3: RESPONSIBILITY**

Policy related to students' online conduct can be found in the [LSU Eunice Student Handbook](#). Students are advised on page 18 (Online Conduct) that:



















"All students are expected to read the Code of Student Conduct. Students enrolled in online classes should become very familiar with the academic misconduct section of the Code of Student Conduct, particularly the violations that frequently occur online, such as theft, disrespect, and dishonesty. In short, do not cheat; make sure your work is your own; and be respectful and courteous when communicating with your online classmates and your instructor. Reference the Code of Student Conduct for more information on prohibited conduct and possible sanctions that could result if found responsible."

In addition, AY 2022-2023 Student Code of Conduct (revised October 2022) states that student computer misuse (see [Section D](#)) and identity misuse (see [Section K](#)) are prohibited.

Please note that LSU Eunice does not offer correspondence education courses.

### **Sources**

-  [1-9-23 Email Assistance for MFA](#)

-  [12-19-22 Email on Student MFA](#)
-  [AY 2022-2023 LSU Eunice Code of Student Conduct-Updated 10-22 \(Page 24\)](#)
-  [AY 2022-2023 LSU Eunice Code of Student Conduct-Updated 10-22 \(Page 26\)](#)
-  [Acceptance Letter - Redacted](#)
-  [Acceptance TriFold FINAL](#)
-  [Application page 1 highlights](#)
-  [Fall 2022 MATH 1425-25 Syllabus \(Page 14\)](#)
-  [LSU Eunice 2022 Student Login Screen](#)
-  [LSU Eunice 2022 Student MyCourses Home Page](#)
-  [LSU Eunice 2022 myLSUE home screen](#)
-  [LSU Eunice 2022 myLSUE login screen](#)
-  [LSU Eunice Sample Acceptance Letter](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 18\)](#)
-  [LSUE Eunice 2022 Welcome Email](#)
-  [New Applicant Page](#)
-  [Student Technology Activation Website](#)
-  [Testing Center Policies and Procedures](#)
-  [Testing Center Receipt Fall 2022](#)

## 10.6b Distance and Correspondence Education

An institution that offers distance or correspondence education:

b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

Louisiana State University at Eunice complies with the regulations of the Family Educational Rights and Privacy Act of 1974 (FERPA), which ensures students and parents of dependent students access to their educational records maintained by the University and prohibits the release of personally identifiable information from these records without the student's permission, except as specified in the Act. With regard to privacy rights, LSU Eunice applies its policies and procedures to all sites and methodologies and does not distinguish between students enrolled in distance education courses and students enrolled in traditional face-to-face courses.



LSU Eunice has the following written policies and/or procedures for protecting the privacy of all students:

- LSU Eunice Privacy [Procedures for Distance Education and Correspondence Education \(PDF\)](#).

- LSU Eunice Privacy [Procedures for Distance Education and Correspondence Education](#) (internet connection required).
- AY 2022-2023 LSU Eunice Catalog Section 7 Privacy and Release of Student Education Records.
  - Expanded section on Privacy and Release of Student Records ([pages 11-15](#)).
  - Department of Education contact information ([page 15](#)).
- LSU Eunice Policy Statement Number 34: Privacy Rights of Parents and Students.
  - Faculty Responsibility Regarding Privacy of Students' Grades ([lines 25-35](#)).
  - Overall Responsibility, Interpretation of Policy, and Custodian of Student Records ([lines 36-37](#)).
  - Discussion of privacy rights of [Parents](#) and [Students](#) based on LSU Eunice Policy Statement 34 appears on the Registrar's web page with links back to PS 34.
- LSU Eunice Information Security Policies.
  - Purpose (see [lines 13-19](#) of Policy Statement Number 120).
  - Security awareness for faculty and staff (see [lines 43-116](#) of Policy Statement Number 120 Standard 3).
  - Principle of "least privilege" (see [lines 37-38](#) and [lines 46-48](#) of Policy Statement Number 121 Standard 2).
  - Confidentiality of certain data (see [lines 44-59](#) of Policy Statement Number 124 Standard 4).
  - Network Acceptable Use (see [lines 39-86](#) of Policy Statement Number 121 Standard 1).
  - System Acceptable Use (see [lines 39-80](#) of Policy Statement Number 121 Standard 2).
  - Applications Acceptable Use (see [lines 33-75](#) of Policy Statement Number 121 Standard 3).
  - Electronic Mail Acceptable Use (see [lines 37-172](#) of Policy Statement Number 121 Standard 4).
  - Reporting all security incidents (see [lines 166-172](#) of Policy Statement Number 121 Standard 4).
- LSU Eunice Policy Statement 65.4: Security of Data General Policy ([lines 66-73](#)).
- LSU Eunice Policy Statement Number 65.5: Privacy of Computing Resources General Policy ([lines 75-96](#)).
- Computing and Information Usage Agreement Requiring Faculty/Staff Signature Acknowledging Items 3 and 8 related to Privacy (see user agreement for [Erin-staff member](#). Also see [Brett-faculty member](#), and [Elizabeth-faculty member](#)).
- The Academic Year 2022-2023 Student Handbook.
  - Family Educational Rights and Privacy Act (FERPA) ([page 10](#)).
  - Online Conduct ([page 18](#)).
  - Student Rights ([page 20](#)).
  - Student Responsibilities ([page 21](#)).
- AY 2022-2023 Student Code of Conduct (revised October 2022).
  - Section 2.0 Governance of the University (see [page 4](#)).
  - Section 10.2 Behavioral Misconduct Item D: [Computer Misuse](#).
  - Section 10.2 Behavioral Misconduct Item K: [Identity Misuse](#).
  - Section 12.0 Accountability Records (see [page 31](#)).

Please note that LSU Eunice does not offer correspondence courses.

## Sources

-  [AY 2022-2023 Catalog Section 7 Campus-Regulations](#)
-  [AY 2022-2023 Catalog Section 7 Campus-Regulations \(Page 11\)](#)



-  AY 2022-2023 Catalog Section 7 Campus-Regulations (Page 15)
-  AY 2022-2023 LSU Eunice Code of Student Conduct-Updated 10-22 (Page 24)
-  AY 2022-2023 LSU Eunice Code of Student Conduct-Updated 10-22 (Page 26)
-  AY 2022-2023 LSU Eunice Code of Student Conduct-Updated 10-22 (Page 31)
-  AY 2022-2023 LSU Eunice Code of Student Conduct-Updated 10-22 (Page 4)
-  FERPA for Parents
-  FERPA for Students
-  Faculty 1 Example of Computing and Usage Agreement
-  Faculty 2 Example of Computing and Usage Agreement
-  LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 (Page 10)
-  LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 (Page 18)
-  LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 (Page 20)
-  LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 (Page 21)
-  NO120 Information Security Program (Page 1)
-  NO120-ST-3 Security Awareness (Page 2)
-  NO121-ST-1 Network Acceptable Use (Page 2)
-  NO121-ST-2 System Acceptable Use (Page 1)
-  NO121-ST-2 System Acceptable Use (Page 2)
-  NO121-ST-3 Applications Acceptable Use (Page 1)
-  NO121-ST-4 Electronic Mail Acceptable Use (Page 1)
-  NO121-ST-4 Electronic Mail Acceptable Use (Page 5)
-  NO124-ST-4 Data Privacy (Page 2)
-  NO34 Privacy Rights of Parents and Students
-  NO65-4 Security of Data (Page 2)
-  NO65-5 Privacy of Computing Resources
-  NO65-5 Privacy of Computing Resources (Page 3)
-  NO65-5 Privacy of Computing Resources (Page 80)
-  Privacy Procedures for Distance Education and Correspondence Education
-  Privacy Procedures for Distance and Correspondence Education
-  Staff Example of Computing and Usage Agreement

## 10.6c Distance and Correspondence Education

An institution that offers distance or correspondence education:

- c. ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

### Judgment

Compliant    Non-Compliant    Not Applicable





### Narrative

Louisiana State University at Eunice notifies students in writing in advance of registration for classes and at the time of registration of projected costs associated with student identification. First, students are notified in advance of registration through the LSU Eunice Registration Guide published each semester (see item 5 in the Special Fees section on page 15 of the [Fall 2022](#) and page 15 of

the [Spring 2022](#) Registration Guides). Second, students are reminded of the projected costs during the registration process by a statement on their fee statement that says, "A separate fee may be assessed for identity verification and exam proctoring for online courses" (highlighted). Students registered by University personnel are given a print out of their [fee statement](#) prior to leaving their advisor, or via secure email if advised online. Further, instructors requiring their online exams to be proctored may use a proctoring service such as Proctor U or the LSU Eunice Testing Center to ensure the identity of the student and the integrity of the test. Instructors disclose this information in their [course syllabus](#).

Please note that LSU Eunice does not offer correspondence education courses.

## Sources

-  [2022-Fall-Registration-Guide \(Page 15\)](#)
-  [2022\\_Spring\\_Registration\\_Guide \(Page 15\)](#)
-  [Fall 2022 MATH 1425-25 Syllabus \(Page 14\)](#)
-  [LSU Eunice 2022 Course and Fee Summary-Separate Fee](#)

## 10.7 Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

Louisiana State University at Eunice maintains standards to ensure sound and acceptable practices for awarding credit for courses, regardless of format or mode of delivery. Faculty responsibilities and duties regarding the awarding of credit are in accordance with Louisiana State University policies as stated in the [LSU Board of Supervisors Regulations, Article I, Section 2.B.2.](#); the standards of the [Louisiana Board of Regents](#) (see the Preface and footnotes 1 and 2); and the policy of SACSCOC. In addition, courses offered at LSU Eunice are in compliance with Louisiana Board of Regents "[seat time](#)" policy (Louisiana Board of Regents Policy, January 25, 2001). This policy specifically addresses seat time for electronically delivered courses.

In addition, the 2021-2022 LSU Eunice Catalog defines a "[credit hour](#)" as

the amount of work necessary to cover the required material in a course and to accomplish the intended student learning outcomes. This credit hour policy applies to all courses that award academic credit (i.e. any course that appears on an official transcript issued by the University) and is consistent with the Carnegie unit for contact time (750 minutes for each credit awarded) for a total of 2,250 minutes for each 3-credit hour course. A mandatory examination period of 120 minutes at the end of each semester is in addition to the 2,250 minutes of instruction.

All courses at LSU Eunice award credit hours and LSU Eunice has no direct assessment programs. The credit hours awarded for each course of instruction and the amount of work required for completion of each program conform to commonly accepted practices in higher education and the [federal definition](#) (pages 2-3) of "credit hour". An example of the academic class schedule describing minutes, days, and weeks of classes for the current semester can be found in the LSU Eunice Bulletin Schedule of Classes ([Fall 2022](#) and [Spring 2022](#)). NOTE: At LSU Eunice, lecture classes meet 50 minutes per week per credit hour. Generally, three-credit hour classes meet Monday, Wednesday, and Friday for 50 minutes or Tuesday/Thursday for 80 minutes. Two or three contact hours of laboratory are assigned per credit hour.

The University ensures the assignment of appropriate levels to courses through its curriculum process and credit hour policy. Course numbering, descriptions, and credit awarded are generally consistent with [LSU A & M](#). In the development of a new course, faculty members review similar courses at other state institutions to identify common practice in credit-level and course content. The level assigned to courses is reviewed regularly and updated as needed by faculty. Courses at LSU Eunice are consistent with the level of similar courses around the state as viewed in the [Louisiana Board of Regents Master Course Articulation Matrix](#). To illustrate, the first entry on page two of the matrix uses the statewide common course number CACC 2113 for "Intro to Financial Accounting." All Louisiana public colleges with an equivalent course have listed the appropriate course number in the first row, including LSU Eunice with an entry for ACCT 2001.

Faculty are responsible for the development and review of the curriculum as stated in the [Employee Handbook \("Duties"\)](#), the [Curriculum Development Manual](#) (Section IV: General Policy, PDF pages 13-15), and [LSU Eunice Policy Statement Number 3: Responsibilities and Concerns of University Personnel](#) (lines 17-30): The Faculty. As stated in the [Curriculum Development Manual](#) (paragraph 3 of Section IV: General Policy), "all additions, deletions, and modifications in courses and curricula including the use of distance education technology at Louisiana State University Eunice originate with divisional faculty". According to policy, any curricular modification begins with the completion of a standardized form by the Dean forwarded to the Office for Academic Affairs, who transmits the form for review to the LSU Eunice Faculty Senate's [Courses and Curricula Committee](#) (Bylaws PDF pp. 5-6). Following Courses and Curricula Committee review, recommendations are submitted to the Vice Chancellor for Academic Affairs, who then forwards the request and a recommendation to the Chancellor for review and approval.

The process for curricular review and modification is clearly defined and is the primary mechanism for quality control. The approval and review processes are outlined by a [flowchart](#) and text in the [Curriculum Development Manual](#), Section VI: Procedures (PDF pages 19-23). These processes ensure that agreement between the curricular offerings and institutional purpose receives a major emphasis in both planning and review in order to meet the mission of the institution.

Examples from the Courses and Curriculum Committee below include proposals to review a new program or to revise an existing program, including changes to individual courses. Each example shows the structure for approvals with the signature of the Dean (Division Head), the SACSCOC Accreditation Liaison, the Campus Courses and Curricula Chair, the Vice Chancellor for Academic Affairs, and the Chancellor. In addition, changes in courses at LSU Eunice affect all course sections regardless of mode of delivery or location. Attached is the membership of the Courses and Curricula Committee for [AY 2021-2022](#) and for [AY 2022-2023](#).

Examples of the addition of new courses from each division:

- Adding [ART 1001](#) (Introduction to Fine Arts) considered March 14, 2022 (new form).
- Adding [MATH1029](#) (Introduction to Contemporary Mathematics) considered April 22, 2022 (new form).
- Adding [MATH0030](#) (Introduction to Contemporary Mathematics Corequisite) considered December 5, 2022 (new form).
- Adding [SURT2203](#) (Surgical Practicum III) considered March 1, 2021.
- Adding [SURT1240](#) (Technological Sciences for the Surgical Technologist) considered March 1, 2021.
- Adding [PHIL2020](#) (Ethics) considered March 1, 2021.

Examples of modifications to courses:

- Modifying [MATH0022](#) (College Algebra Corequisite) the number of credits considered December 5, 2022 (new form).
- Modifying [MATH0016](#) (Applied College Algebra Corequisite) the number of credits considered December 5, 2022 (new form).
- Modifying [PSYC2076](#) (Child Psychology) prerequisites considered December 5, 2022 (new form).
- Modifying [RADT1001](#) (Patient Care and Education) credit hours considered March 1, 2021.
- Modifying [ALLH1615](#) (Diagnostic Coding) hours and description considered November 12, 2020.

Examples of adding or changing a program:

- Change [AS in Criminal Justice](#) considered March 14, 2022.
- Change [AS in Care & Development of Young Children](#) considered March 14, 2022.
- Change [AS in Computer Information Technology](#) considered March 14, 2022.
- Change [CTS in Medical Billing and Coding](#) considered April 16, 2021.
- Change [AAS in Surgical Technology](#) considered February 12, 2021.

Credit earned by departmental or institutional examinations from other accredited colleges and universities and listed on the official transcript is recognized as residence credit earned in those institutions. Students are permitted to sit for examinations to receive advanced standing credit in a variety of courses.

Students may also be awarded credit based on the following:

- Advance Placement Examination of the [College Entrance Examination Board scores](#) (2021-2022 LSU Eunice Catalog begins on the bottom of PDF page 5).
- [CLEP scores](#) (AY 2022-2023 LSU Eunice Catalog see item 4 on PDF pages 7-8).
- [ACT scores](#) (AY 2022-2023 LSU Eunice Catalog PDF pages 5-6 Under Advance-Standing Program Item 2).

Prior Learning Assessment and Prior Learning Assessment with LSU online

- [ACE Military Credit](#) (AY 2022-2023 LSU Eunice Catalog Section 5 - the section paragraph of the section entitled Acceptance of [Credit from Other Collegiate Institutions](#))
- A student who has prior military experience must provide [DD214](#) forms to LSU Eunice.

Course credit is awarded for selected professional certifications that are evaluated as a foundation to the core curriculum for students entering the Public Protection and Safety Program. The criteria for the awarding of credit for fire fighter training and professional certifications are found in the [Fire & Emergency Services Articulation Agreement](#). The criteria for the awarding of credit for criminal justice training and professional certifications are found in the [Criminal Justice Articulation Agreement](#). The student provides documentation of educational experiences and certifications to the Program Coordinator for evaluation. The Program Coordinator evaluates the documentation and recommends applicable credits. The Articulation Agreement forms are signed by the Program Coordinator and then forwarded to the Dean. The approved credits are then applied to the student's transcript by the Registrar.

Examples of Completed Fire and Emergency Services and Criminal Justice Articulation Agreements

- Spring 2022 Criminal Justice [Articulation Agreement](#)
- Summer 2022 Criminal Justice [Articulation Agreement](#)
- Spring 2022 Fire and Emergency Services [Articulation Agreement](#)
- Fall 2022 Fire and Emergency Services [Articulation Agreement](#)
- Fall 2021 Fire and Emergency Services [Articulation Agreement](#)
- Spring 2020 Criminal Justice [Articulation Agreement](#)




























NOTE: The Vice Chancellor for Academic Affairs and Provost's signature is no longer needed on the form. The new form is in progress of being created, but has not been completed. An initial meeting was held on [November 4, 2020](#) to discuss the matter. It was decided at that meeting that the Vice Chancellor for Academic Affairs and Provost's signature would no longer be required as it was deemed to reside at the dean's authority thus [changing the process](#). The articulation forms were not changed as LSU Eunice has transitioned though two different personnel changes in Criminal Justice


























and Fire and Emergency Services. Edits to the form are to be made and approved by the respective dean.

Through the [LPN-ASN Advanced Standing Articulation](#) program of the Associate of Science in Nursing (ASN) Degree program, Licensed Practical Nurses (LPN) are given the opportunity to receive 14 hours of credit for the first and second semesters of clinical nursing courses. The credits are awarded at the successful completion of the summer transition courses and successful writing of a nationally standardized nursing achievement exam. The LPN-ASN student then enters the third and final semesters of clinical nursing courses in order to graduate and become eligible to write the national NCLEX-RN licensing exam.

- LPN to RN [Degree Checkout](#) Fall 2020
- LPN to RN [Degree Checkout](#) Spring 2021-1
- LPN to RN [Degree Checkout](#) Spring 2021-2
- LPN to RN [Degree Checkout](#) Fall 2022

## Sources

-  [1-20-23 Credit Form Meeting](#)
-  [1-20-23 Email on Credit Form](#)
-  [2-7-22 Selected Spring 2022 Class List Report](#)
-  [9-9-22 Selected Fall 2022 Class List Report](#)
-  [AY 2022-2023 Catalog Section 4 General Information \(Page 2\)](#)
-  [AY 2022-2023 Catalog Section 5 Admission to LSU Eunice \(Page 5\)](#)
-  [AY 22-23 Committee Membership \(Page 1\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 15\)](#)
-  [Articulation Agreement FA21 FES](#)
-  [Articulation Agreement FA22 FES](#)
-  [Articulation Agreement SP20 CJ](#)
-  [Articulation Agreement SP22 CJ](#)
-  [Articulation Agreement SP22 FES](#)
-  [Articulation Agreement SU22 CJ](#)
-  [Articulation Matrix AY 2021-2022 \(Page 1\)](#)
-  [BOR 21-22-Front-Matter-Matrix \(Page 1\)](#)
-  [BOR Policy Seat Time](#)
-  [C and C members 2021-22](#)
-  [CFR-2021-title34-vol3-part600](#)
-  [Curriculum Development Manual 2022 \(Page 13\)](#)
-  [Curriculum Development Manual 2022 \(Page 19\)](#)
-  [Curriculum Development Manual 2022 \(Page 24\)](#)
-  [DD214 Examples](#)
-  [Degree Checkout FA 20 LPN to RN Ex 2](#)
-  [Degree Checkout Fa 22 Transfer Nursing LPN to RN](#)
-  [Degree Checkout SP 21 LPN to RN Ex 1](#)
-  [Degree Checkout SP 21 LPN to RN Ex 3](#)
-  [Final AAS in Surgical Technology Curriculum](#)

-  Final ALLH 1615 change course
-  Final ART 1001
-  Final AS in Care & Development of Young Children Curriculum
-  Final AS in Computer Info. Technology
-  Final AS in Criminal Justice
-  Final MATH 0016 Change Hours
-  Final MATH 0022 Change Hours
-  Final MATH 0030 New Course
-  Final MATH 1029
-  Final Medical Billing & Coding Curriculum
-  Final PHIL 2020 new course
-  Final PSYC 2076 Change Prerequisites
-  Final RADT 1001 change hours
-  Final RADT 1091 change hours
-  Final SURT 1240 new course
-  Final SURT 2203 new course
-  LSU BOS Rules Regulations September 2021 (Page 8)
-  LSU Course Numbering (Page 5)
-  LSU Course Numbering (Page 6)
-  LSU Eunice Faculty Senate Bylaws (Page 5)
-  LSU-Eunice-Employee-Handbook (Page 52)
-  LSUE - CJ - Articulation Agreement
-  LSUE - FES - Articulation Agreement
-  Military Articulation and Transfer Process
-  NO03 Responsibilities and Concerns of University Personnel

## 11.1 Library and Learning/Information Resources

The institution provides an adequate and appropriate library and learning/information resources, services, and support for its mission.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: LIBRARY OVERVIEW

Louisiana State University at Eunice offers adequate and appropriate library and learning resources and services to support its [mission](#). The LeDoux Library is a 37,700 square foot, two story building that houses a print collection, a classroom with computers, study rooms, and a Learning Commons that features desktop computers, laptops, printers, scanners, and interactive smart boards. The [Gear2Geaux program](#) (pronounced "gear to go") allows students to check-out electronic items including laptops, mobile hotspots, microphones, web cams, and graphing calculators.

The library is open Monday through Thursday from 7:30 a.m. to 8:00 p.m. (4:30 p.m. during the summer), on Friday from 7:30 a.m. to 4:30 p.m., and as requested to accommodate student or community needs. Like most academic libraries, LSU Eunice has shifted its financial resources to licensing digital databases so that all library patrons, on or off the Eunice campus, can access the collection. This is accomplished [via EZproxy](#), a proxy server that [authenticates users](#) and delivers e-content to them 24/7. In addition to online access, LSU Eunice students attending classes at the [LSU Alexandria](#) site have access to the [Bolton Library](#).

The mission of the LeDoux Library is to provide informational resources to students and faculty while recognizing the varying levels of information literacy and the various information access methods of students from different locations. An overriding goal and theme is to teach information literacy skills and to encourage self-sufficiency in locating, critically evaluating, and utilizing the library's materials to become life-long learners.

In spring 2022, the Student Success Center and the library merged under the direction of the Executive Director of Library and Student Support Services. To provide a more holistic student experience, services in the library now also include tutoring, testing, disability services, career services, academic (first-year) advising, and support for developmental education (Pathways to Success). Detailed information on each service and how those services apply to online students and students at the Off Campus Instructional Sites is available in [Standard 12.1](#). The following sections are applicable and there is a Table of Contents at the beginning of Section 2.

- [2.1 Academic Advising](#)
- [2.8 Career Services](#)
- [2.10 Pathways to Success](#)
- [2.11 Tutoring](#)
- [2.12 Disability Services](#)
- [2.13 Library](#)
- [2.14 Testing Center](#)

#### SECTION 2: LIBRARY COLLECTION

LSU Eunice's digital collections and resources are provided through membership in [LOUIS: The Louisiana Library Network](#), a consortium that consists of membership by [all public institutions of higher education in Louisiana](#). LOUIS libraries participate in [cooperative procurement](#) and, in return,



receive professional development, reciprocal borrowing, library support services, and an extensive [core digital collection](#) that provides added collection depth and research functionality. For a smaller institution like LSU Eunice, this [membership and arrangement](#) expands the network and collection of library resources in a way that would not otherwise be possible. LOUIS also provides funding for Curriculum Driven Acquisitions (CDA) to purchase e-textbooks for courses, such as LSU Eunice's [EDCI 2027: Fostering Literacy in Young Children textbook](#), that is available through EBSCO's GOBI Library Solutions.

In addition to the extensive amount of databases provided through LOUIS, LSU Eunice subscribes to other digital resources to support its programs. Some of these resources include [ProQuest Academic Complete](#), a collection of over 227,000 multidisciplinary ebooks; [Films on Demand](#), a comprehensive, curriculum-focused video subscription platform featuring over 41,000 films and videos; and [Nursing Reference Center Plus](#), an evidence-based information resource that supports nursing practice, education, and research needs.

Although financial resources are now invested into the consortium and digital assets, the library does still house a [print collection](#) that consists of book and periodical material reflecting over 55 years of library collection development and building. Individual [subscriptions to periodicals](#) are obtained to support various academic programs and program accreditations. [Circulation of physical items](#) has decreased over the years as [students turn to e-books](#) and [online databases](#) due to accessibility.

### **SECTION 3: LIBRARY SERVICES AND INSTRUCTION**

To support the institution's curriculum and mission, the library provides a variety of services to students, faculty, and staff. The library is staffed with two professional librarians, that include a [library director](#) and a [reference librarian](#), who are available to answer reference questions, provide one-on-one research assistance, and offer basic computer support. Distance and off-campus learners may receive library reference services via phone, email, video conferencing, or [online via LibChat](#). The [library's web page](#) apprises and updates users of services and resources. Librarians speak at every new student orientation to [promote library services](#). Library facilities and services are described in the new student orientation:

- High school dual enrollment (see [pages 24-25](#)),
- Online (see [pages 26-27](#)),
- LSU Alexandria use of Oak (ID) Card (see [page 29](#)) and Gear2Geaux (see [page 32](#)), and
- LSU Eunice use of testing center (see [page 12](#)) and Gear2Geaux (see [page 26](#)).

Faculty are encouraged to schedule [bibliographic instruction sessions](#) that are intended to provide foundational skills for students in using the library and conducting research. These sessions are offered in all delivery modes: face-to-face, live online, and prerecorded videos. Students are [given an assessment](#) at the end of each session to determine what they've learned. This data is incorporated into LSU Eunice Institutional Effectiveness by [Library Outcome 4.1 - Bibliographic Instruction](#). Annual compiled data is used to target areas in need, to make changes and adjustments to library instruction, and to address collection needs or information gaps.

The LeDoux Library participates in interlibrary loan (ILL) and [reciprocal borrowing](#) through the LOUIS consortium, which allows member libraries and their users to borrow items not held in their library. In recent years, the number of ILL requests at LSU Eunice has declined to zero, which is an indicator that the collection is meeting the needs of its users.

Librarians work with program coordinators, directors, and department chairs to create resources that supplement course curricula. For example, LibGuides, specialized library guides, were developed for both the [Care and Development of Young Children](#) program and the [English department](#). Guides provide direct access to materials in various library collections and help to foster the development of

academic abilities such as beginning research skills. These guides include links to general databases, recommended reading from the library's physical collection, and individual articles relevant to the course information. Communication with faculty allows the library the opportunity to assess the adequacy and appropriateness of its materials on a broad and individual program level.

In addition to all its traditional services, the library also hosts various student organizations and [academic workshops](#), and the library strives to make itself available to the public for various community activities. For example, a [writers' guild](#), an [Aspergers support group](#), and local author [book signings and readings](#) are frequently hosted.

#### SECTION 4: EVALUATION OF LIBRARY COLLECTION AND SERVICES

Since LSU Eunice relies on LOUIS for access to resources, there is currently no formal collection development policy. However, the LOUIS [Electronic Resources Working Group](#) serves as an advisory board and presents recommendations to the Executive Board. To determine if the collection is adequate and appropriate and meets the needs of the member libraries, the group [evaluates the usage and cost-benefit](#) of current subscriptions and research products to ensure the core collection aligns with academic programs and/or research agendas. As a member of the [LOUIS Executive Board](#), the LSU Eunice Library Director is directly involved in the decision-making process and prioritization of resource acquisition (see highlighted on page 3). Such participation allows the opportunity to address the unique needs of LSU Eunice and other two-year institution members.



















Evidence of library adequacy and that the library staff is succeeding in accomplishing its mission is found in the [annual faculty](#) and [staff surveys](#), both of which routinely rank the campus library and its staff, services, and resources as one of the most highly rated units on the campus. Additionally, the Ruffalo Noel-Levitz [student satisfaction](#) survey indicates that student satisfaction with library and learning resources is above the national average. National statistics are benchmarked across other two-year institutions with a  $n \approx 58,500$ . Institutional effectiveness data for three years is depicted in Table 11.1-1:

**Table 11.1-1: Selected Library Institutional Effectiveness Data.**

Population	AY 2019-2020	AY 2020-2021	AY 2021-2022
Faculty Satisfaction	<a href="#">Objective 1.1</a> Met	<a href="#">Objective 1.1</a> Met	<a href="#">Objective 1.1</a> Met
Staff Satisfaction	<a href="#">Objective 1.2</a> Met	<a href="#">Objective 1.2</a> Met	<a href="#">Objective 1.2</a> Met
Student Satisfaction	<a href="#">Objective 1.3</a> Met	<a href="#">Objective 1.3</a> Met	<a href="#">Objective 1.3</a> Met

#### Sources

- [2021-2022Circ](#)
- [AY 2022-2023 Catalog Section 3 Institutional Mission \(Page 1\)](#)
- [Academic\\_Workshops](#)
- [Aspergers\\_Support\\_Group\\_Facebook](#)
- [BI\\_Quiz](#)
- [BookSignings\\_Facebook](#)
- [CDYC\\_LibGuide](#)
- [CJG\\_Resume](#)
- [Cooperative\\_Procurement](#)

-  Core\_Digital\_Collection
-  DatabaseUsageReport
-  ERWG\_2021\_MembershipReport
-  EZProxy
-  EZproxyInstructions
-  EbookUse2021-2022
-  Electronic\_Resources\_Working\_Group
-  English\_LibGuide
-  Faculty2022\_Library\_Satisfaction
-  Fall 2022 Orientation-High School Dual Enrollment (Page 24)
-  Fall 2022 Orientation-Online (Page 26)
-  Films\_On\_Demand
-  Gear2Geaux
-  LOUIS
-  LOUISLibraries\_Webpage
-  LOUIS\_Executive\_Board
-  LOUIS\_Reciprocal\_Borrowing\_Chart\_2021-2022
-  LSUA - Services Guide for LSUE at LSUA Students (Page 1)
-  LSUA - Services Guide for LSUE at LSUA Students (Page 6)
-  LSUA Orientation - FA22 - C101 (Page 29)
-  LSUA Orientation - FA22 - C101 (Page 32)
-  LSUE\_Membership\_Invoice
-  Lib\_Chat\_Reports
-  Library\_Webpage
-  MKC\_Resume
-  Main Campus Orientation - FA22 - C101 (Page 12)
-  Main Campus Orientation - FA22 - C101 (Page 26)
-  Nursing\_Reference\_Center\_Plus
-  Orientation\_Handout
-  Print\_Book\_Collection\_2023
-  Print\_Subscriptions
-  ProQuest\_Ebook
-  Schedule\_BI\_Email
-  Staff2022\_Library\_Satisfaction
-  Standard 12.1
-  Standard 12.1 Section 2.1
-  Standard 12.1 Section 2.10
-  Standard 12.1 Section 2.11
-  Standard 12.1 Section 2.12
-  Standard 12.1 Section 2.13
-  Standard 12.1 Section 2.14
-  Standard 12.1 Section 2.8
-  Standard 13.7
-  Student2022\_Library\_Satisfaction
-  WriteNowEunice\_Facebook
-  eTextbookEDCI2027

## 12.1 Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

Louisiana State University at Eunice provides appropriate academic and student support programs, services, and activities consistent with its [mission](#): Louisiana State University at Eunice, a campus of Louisiana State University, "is a comprehensive, open admissions institution of higher education...dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual."

#### 1.1 Student Body Profile

The LSU Eunice student body profile from Fall 2022 included 3,038 students. This student population is described in more detail below.

- 52.0% were full-time; 48.0% were part-time,
- 47.2% were from the immediate tri-parish service area; 47.2% were from the remaining 61 parishes; and 5.7% were from out-of-state, including 23 international students,
- 73.8% were female; 26.2% were male,
- Average student age was 21.9, with the youngest being 14 and the oldest being 66,
- 27.6% were minorities, of which 23.4% were African-American,
- 60.5% were Associate Degree-seeking; 16.67% in transfer programs; 6.3% in certificate programs; and 16.5% were undecided/other programs,
- Average ACT score was 20.0,
- 45.8% receive federal financial aid, and 35.5% receive Pell Grant funding, and
- 87.1% were students on the main campus; 19.5% were dual enrollment high school students, including students in the LSUE Academy; 14.4% were completely online; 1.9% were at the Louisiana State University of Alexandria campus site; 2.6% were at the Ochsner Lafayette General Orthopedic Hospital site.

LSU Eunice serves this diverse student population to help them achieve their academic, professional, and personal goals at both the main campus and the off-site locations, including the Ochsner Lafayette General site, the LSU Alexandria site, online, and dual enrollment sites teaching less than 50% of a program. Students and faculty at all sites have access to all support services on the main campus, as well as services available by phone, email, and/or online as detailed in the specific services sections contained herein.

#### 1.2 Organizational Structure

The [LSU Eunice Administrative Organizational Chart](#) shows the structure of the institution. Because student success is at the core of the institution's [mission](#), all campus offices and departments play a critical role in providing various types and levels of services to support students in their academic, personal, and professional goals. Although many services are primarily coordinated by offices within the Division of Academic Affairs, most of the services detailed in this narrative require interoffice and cross-campus collaboration, and faculty members play a critical role in engaging and supporting students.

## SECTION 2: STUDENT SUPPORT SERVICES

In support of the University's [mission](#) to provide the necessary support services to help students realize their maximum potential, LSU Eunice provides the below comprehensive support services for students. On the first day of classes each semester, new students at all sites receive an email entitled "[Your Complete Guide to LSUE](#)," which includes direct links to the Student Handbook, the Academic Catalog, the Academic Calendar, the Registration Guide, and contact information for the Office of Information Technology for technical support.

- [2.1 Academic Advising](#)
- [2.2 Orientation](#)
- [2.3 Financial Aid](#)
- [2.4 Bookstore](#)
- [2.5 Veterans Affairs](#)
- [2.6 Housing & Residence Life](#)
- [2.7 Student Organizations & Leadership](#)
- [2.8 Career Services](#)
- [2.9 Registrar](#)
- [2.10 Pathways to Success](#)
- [2.11 Tutoring Services](#)
- [2.12 Disability Services](#)
- [2.13 Library](#)
- [2.14 Testing Center](#)
- [2.15 Undergraduate Research Summer Institute \(URSI\)](#)
- [2.16 Information Technology](#)
- [2.17 Moodle/myCourses](#)
- [2.18 Instructional Technology](#)
- [2.19 Faculty Professional Development](#)
- [2.20 Mental Health Counseling Services](#)
- [2.21 Health Clinic](#)
- [2.22 Food Pantry](#)
- [2.23 Student Conduct](#)

### 2.1 Academic Advising

After all students are admitted to the University, their next steps are to connect with an academic advisor to be registered for classes. New students having less than or equal to 12 hours complete are assigned to the library's advising center. Students with 13 or more hours complete are assigned to a faculty advisor related to the student's major. At the end of each advising session, advisors include notes, recommendations, and any other pertinent information on each student's [advising worksheet](#).

The Vice Chancellor for Academic Affairs and Provost hosts meetings and professional development for faculty and advisors at the beginning of the fall and spring semesters as a part of [faculty and staff convocation](#), and a [mandatory advisor training](#) was hosted in March 2022 in advance of summer and fall registration for [all advisors](#). For students planning to transfer to bachelor's degree-granting institutions, academic advisors provide prescriptive advising using the [Louisiana Board of Regents Master Course Articulation Matrix](#).

**2.1.1. Main Campus Advising:** New students attending the main campus are instructed to [schedule an academic advising appointment](#) on campus in the library's advising center using the [online appointment scheduler](#). At this advising appointment, each student is able to turn in any missing admissions documents (test scores, immunization records/waiver, and transcripts) and meet one-on-one with an academic advisor who discusses the student's academic goals and assists the student with registering for classes. [A log of advising appointments](#) shows that 1,276 new & re-entry students scheduled advising appointments for the fall 2022 semester.

After transfer students are admitted to the University, they are [instructed to submit official transcripts](#) from their prior institution(s) and to contact their assigned academic advisor to be [advised](#) and registered for classes. More extensive academic advising is made available to incoming transfer students who have previous coursework completed at another institution as transcripts are [evaluated by the academic deans or his/her designee](#) and articulated before these students are cleared to registered for classes.

**2.1.2. Online & Off-Campus Sites:** After online students are admitted to the University, they are [instructed to log onto myLSUE](#) to view their advisor's contact information and to contact their assigned academic advisor to request to be registered for classes. Academic advisors will communicate through email, phone, and/or Zoom with online students to [advise](#) them and assist them with registering for classes. At the LSU Alexandria site, there is a dedicated faculty advisor who [communicates](#) with and [advises](#) all LSU Eunice students at that site, providing the same resources tailored specifically to their needs. Dual Enrollment students are [advised](#) by the Director of the LSUE Academy who utilizes the [Dual Enrollment Advising Guide](#) to [communicate to high school counselors](#) and students about what courses align between the high schools and the University. Because dual enrollment students receive both high school and college credit, [academic advising](#) follows the same LSU Eunice advising standards taught at advisor training discussed above. At the Ochsner Lafayette General site, the programs' directors, coordinators, and faculty [advise](#) students who have been admitted into the nursing and surgical technology programs.

## 2.2 Orientation

The University provides both in-person and online orientation programs that support the University's [mission](#) of (a) encouraging traditional and nontraditional populations to take advantage of educational opportunities and (b) providing the necessary support services to help students realize their maximum potential. All new students are [strongly encouraged to attend orientation](#) before the start of classes each semester. Out of the 757 new students starting in the fall 2022 semester, 90.22% completed orientation. This data was shared at the [August 31, 2022 Enrollment Management Meeting](#). New students who do not attend the in-person orientation sessions are invited to attend a late orientation session and provided with the link to access and complete the virtual orientation [via email](#) prior to the start of the semester.

**2.2.1. Main Campus Orientation:** The in-person [orientation](#) on the main campus is a half day program led by the Dean of Student Affairs and [Bengal Ambassadors](#), which are student leaders that give campus tours and help students navigate the enrollment process. Students receive a copy of the [Student Handbook](#), which is referenced throughout the morning at the various informational sessions. These events provide new students with information about resources and services available to them and connect them with staff, current students, and other new students. [Survey results](#) showed that 100% of respondents (N=120) said that orientation helped to make them more aware of support services that are available to help them succeed.

**2.2.2. Online & Off-Campus Sites:** The [online orientation](#) was specifically created for students taking all of their courses online. These students are [encouraged to complete](#) the six module orientation, taking a quiz at the end of each module that requires a passing grade to continue. Students at the LSU Alexandria campus attend an [orientation](#) session delivered on the Alexandria campus by LSU Eunice staff. This orientation program is made to specially fit the needs of students at LSU Alexandria, informing them of [services and resources available](#) to them. All dual enrollment students are required to complete [an online orientation](#), customized for to meet their needs and hosted in Moodle. The [Dual Enrollment Application Checklist](#) lists this requirement as a step in the enrollment process. Students are able to access the link to

the orientation on myLSUE. Students at the Ochsner Lafayette General campus are required to participate in a [programmatic orientation](#) that focuses on the specific requirements, services, and resources available to them as Nursing or Surgical Technology students, and reviews the [Ochsner Lafayette General Clinical Student Handbook](#) with new clinical students at that site.

## 2.3 Financial Aid

The [Office of Financial Aid](#) supports the University's mission of providing high-quality, low-cost educational opportunities by helping students to secure funding to support their academic and career goals. Important information about Financial Aid is posted in the [Student Handbook](#) and covered in great detail at [orientation](#). The financial aid staff encourages all students to apply annually for any of the numerous aid packages made available by the federal and state governments.

**2.3.1. TOPS and TOPS Tech:** In addition to the many grants, loans, and work-study opportunities available, the Office of Financial Aid also [helps students to understand](#) and navigate the state's [Taylor Opportunity Program for Students \(TOPS\)](#), which is a program that awards tuition scholarships to high school graduates whose ACT composite score is 20 or higher as well as TOPS Tech, which is a similar program for students who major in select technical fields who have a minimum ACT composite score of 17.

**2.3.2. Academic Progress and Financial Aid Appeals:** The Office of Financial Aid also tracks the academic progress of all recipients to ensure they remain in compliance with matriculation requirements. Students who have fallen below [minimum standards of academic progress \(SAP\)](#) are notified by [letter of their insufficient progress](#) and are encouraged to submit an [appeal](#) to the Financial Aid Appeals Committee, which reviews and either [approves](#) or [denies](#) the appeal.

**2.3.3: Stimulus Funds Disbursements:** Between May 6, 2020 and April 28, 2022, the Office of Financial Aid disbursed a total of \$5,854,915 in allocated federal stimulus funds to students through seven different disbursements. Below is a more in-depth breakdown of each stimulus disbursement that explains the criteria, average amounts per student for each, and more information.

- [Disbursement #1 - May 6, 2020](#)
- [Disbursement #2 - November 12, 2020](#)
- [Disbursement #3 - February 4, 2021](#)
- [Disbursement #4 - April 1, 2021](#)
- [Disbursement #5 - May 6, 2021](#)
- [Disbursement #6 - October 19, 2021](#)
- [Disbursement #7 - April 28, 2022](#)

**2.3.4. Online & Off-Campus Sites:** Students at all sites regardless of format or mode of delivery can access the [status](#) of their financial aid, including their [award letters](#), 24-hours a day through their [myLSUE accounts](#), and they also receive [correspondences from the department](#) through their University email accounts. Students at all sites are able to email the Office of Financial Aid from their password-protected University email accounts with any questions about financial aid, including [online](#) students, students at the [LSU Alexandria](#) site, and students at the Ochsner Lafayette General site. Because dual enrollment students are in high school, most are not eligible to receive federal financial aid. However, some students participating in the Academy did utilize financial aid, and the office also [counseled](#) these students.

## 2.4 Bookstore

The [Bookstore](#) is owned and operated by the University and serves to meet students' and faculty course material needs, technology needs, and more. Students can use the online [Textbook Lookup tool](#) on the Bookstore website to learn what books are needed for each class. The Bookstore has published policies and procedures for [textbook returns and buyback](#) and offers [textbook rental](#) services as well. Faculty members communicate their textbook and course material needs to the Bookstore using [a form](#) that must be submitted prior to each semester.

**2.4.1. Bengal Access:** [Bengal Access](#) is a program that provides students with required textbooks and other course materials in a digital format that is available to them on the first day of class through myCourses. These materials are provided at a savings of 20% to 65% off the price of a bound textbook.

**2.4.2. Online & Off-Campus Sites:** Bookstore personnel host [book sale/buybacks at the LSU Alexandria campus](#) both at orientation and on other special days at least once prior to the start of each semester. Students at all sites can view and purchase required books on myLSUE by clicking the [green "Buy My Books" button](#), which gives the student the option to have the book shipped or to access electronically through Bengal Access. Orientation sessions cover information about the bookstore for students attending at the [main campus](#), the [LSU Alexandria site](#), [online](#), and [high school dual enrollment](#).

## 2.5 Veterans Affairs

LSU Eunice is recognized as a "[Governor's Military and Veteran Friendly Campus](#)" by the Louisiana Board of Regents. Eligible students obtain a [Certificate of Eligibility](#) from the Department of Veterans Affairs and submit that with a [Request for Certification](#) to request to use their benefits along with [a degree audit](#) from their advisor, showing the courses they are taking count towards their degree program. A special [online veterans orientation program](#) was developed and implemented to inform veteran students about the resources, services, and benefits available to them. Students receiving veterans benefits are [eligible for priority enrollment](#), allowing them to schedule classes prior to registration opening for all students.

**2.5.1. Online & Off-Campus Sites.** All students, including online students, can easily [access the Veterans Affairs webpage](#) under the Students tab on the LSU Eunice website. Students at the LSU Alexandria site are informed about the opportunity to utilize veterans benefits at the [LSU Alexandria orientation](#). Students at the Ochsner Lafayette General site are informed about veterans benefits when they completed their orientation prior to attending at the Ochsner Lafayette General campus, and high school dual enrollment students are not eligible to receive veterans benefits.

## 2.6 Housing and Residence Life

The [Office of University Housing](#) operates the on-campus apartment community Bengal Village that has a capacity to accommodate up to 216 students. For the Fall 2022 semester Housing opened at [99.5% occupancy](#) (211 filled beds out of 212 available beds) and maintained near full capacity throughout the semester. The Office of University Housing is led by the [Director of Housing and Residence Education](#) who also serves as the primary [academic advisor](#) for student athletes, all of whom live on campus.

Any student accepted into the institution may apply to live on campus. To remain eligible, residents must maintain at least nine (9) registered credit hours per semester. The last step of the online housing application portal is a digital copy of the [housing contract](#), which residents sign electronically. The [electronic signature](#) is date/time stamped and recorded in the StarRez housing management system. At move in, the resident is provided a copy of the [Living on Campus Handbook](#), which outlines the policies, procedures, regulations, and community standards students are expected to follow while living on campus.



The [Coordinator for Student Life](#) is a live-in professional position with primary oversight for the residence life functions of the area, including staffing, training, and supervision of four (4) [resident assistants](#) (RA) who serve as live-in peer mentors and community leaders. RAs are available during the day and the evening in the office during pre-scheduled office hours, as well as after hours and on weekends on an [on-call rotation](#). The RA staff also conduct [Health and Wellness Inspections](#) to hold residents accountable for upholding [community standards](#) within their rooms.

## **2.7 Student Organizations and Leadership**

Recognizing the importance of student engagement and in support of the University's mission to develop the whole person, the Office of Student Affairs provides support and guidance for student organizations. The [Student Organization Handbook](#) is linked to the [student organizations website](#) and is distributed and reviewed at the [annual student organization advisor and officer training](#). The Handbook guides prospective and existing student organizations on the policies, procedures, and regulations necessary for student organizations to be successful. Student Affairs provides information and resources for individuals interested in chartering a new student organization, such as [sample constitutions](#), [a blank constitution template](#), and a page with [step-by-step instructions](#) that explain how to charter a new organization. New student organizations must submit the [New Student Organization Registration Form](#), and currently active student organizations submit the [Registration Renewal Form](#) annually to renew their active status for the following year. The Dean of Student Affairs reviews the submissions and attachment materials for new and renewing organizations and issues a letter of [confirmation of active status](#) to the advisor and the president of the organization, and a copy is kept on file in the Office of Student Affairs.

Students at all sites, regardless of location or mode of delivery, are eligible to become leaders and members of student organizations, and below are some examples of students at main campus, online, and off-campus sites taking advantage of those opportunities.

**2.7.1. Student Government Association:** The [Student Government Association \(SGA\)](#) serves as the voice of the student body. SGA consists of 20 officers who are elected by their peers. Students at all sites who meet the [minimum criteria](#) are invited to run for office via [email notification](#). Although a majority of the officers attend at the main campus, one dual enrollment student and one online student were elected to serve as senators for the 2021-2022 year ([SGA Officer Roster](#)). Students at all sites enrolled in six or more credit hours are eligible to vote online through CourseEval. Online voting allows students at all sites the ability to cast their votes. The [2022 SGA Senator election results](#) show 233 (9.4%) out of 2,485 eligible students voted in the Fall 2022 semester's elections. SGA meets bi-weekly, and those meeting dates are published on the online [Events Calendar](#), inviting all students to attend. [Meeting minutes](#) are recorded by the Secretary and posted to the [Student Government website](#).

**2.7.2. Campus Activities Board:** The [Campus Activities Board \(CAB\)](#) hosts campus activities throughout the year to engage students and to connect them to other students and to the campus overall. The fall and spring semesters begin with [Week of Welcome](#), a full week of activities focused on engaging students early in the semester. Students at all sites are [sent emails](#) informing them of upcoming campus events on the main campus. Similarly, students at LSU Alexandria are [sent emails](#) to notify them of activities on the LSU Alexandria campus, which they are invited to attend.

**2.7.3. Phi Theta Kappa:** [Phi Theta Kappa \(PTK\)](#) is an international honor society that recognizes and encourages scholarship among students attending two-year institutions. Students at all sites and all classifications, regardless of mode of delivery, who have completed 12 credit hours with a 3.5 grade point average, are [invited to accept membership](#) to the

University's chapter. The LSU Eunice chapter of PTK has 106 current members, of which 77 attend at main campus, 16 are dual enrollment, 8 attend online, 4 attend at Ochsner Lafayette General, and none attend at LSU Alexandria, which is to be expected because students who would meet the criteria for membership would have already met the transfer requirements to be admissible to LSU Alexandria. In April 2022, a delegation of [seven student members](#) traveled to represent LSU Eunice at the PTK International Convention in Denver, CO, including three dual enrollment students.

**2.7.4. Bengal Ambassadors:** The [Bengal Ambassador](#) program is the premier student leadership opportunity at the institution. Bengal Ambassadors serve as student recruiters, tour guides, and orientation leaders. All students who meet the minimum requirements who apply to become a Bengal Ambassador are [invited to participate in the selection process](#). The selection process is competitive, as students participate in [group interviews](#) followed by [individual interviews](#). Successful candidates must exhibit leadership potential, strong communication skills, and high academic standards. Once selected, they participate in an intensive [training program](#) that is built around the [Bengal Ambassador Handbook](#) and focused on preparing them to represent the University confidently.

## 2.8 Career Services

The Student Success Center offers career assessment and counseling services to all students, including those who are unsure of their specific career goals and those who want to explore their career options. All students are informed about and encouraged to take the [Kuder Career Assessment](#) at [orientation](#), and all students enrolled in the [UNIV 1005](#) (Orientation to University Studies) course are required to complete the Kuder Assessment. This assessment enables students to explore majors and career fields that empower them to make informed decisions based on workforce demand, projected income levels, and other factors. From August 1, 2021 through July 31, 2022, a total of [676 different students](#) used the online tool to assist in determining their career interests.

The Division of Health Sciences and Business Technology hosts the [Health Sciences Career Fair](#) to connect students in health sciences programs with employment opportunities, [inviting employers to register](#) to host a table at the event and providing students with [a list of registered employers](#) in advance of the event.

**2.8.1. Online & Off-Campus Sites:** The Kuder Career Assessment is an online tool that students at all sites have access to utilize to guide their academic and career decisions. Students at [main campus](#), the [LSU Alexandria site](#), [online](#), and in [high school dual enrollment](#) are informed about the Kuder Assessment at their respective orientations. Students at the Ochsner Lafayette General site also have access to the Kuder Assessment, but they typically have already chosen their careers in either nursing or surgical technology.

## 2.9 Registrar

The [Office of the Registrar](#) is the primary custodian of student records and holds primary responsibility over published academic policies, including the Academic Catalog, the Academic Calendar, and the Registration Guide. The Registrar solicits key university administrators for assistance in the review and edit process of the [Academic Catalog](#), the [Academic Calendar](#), and the [Registration Guide](#) on an annual basis. The office processes [requests for official transcripts](#) of current and former students to be sent directly to the student or directly to another institution of higher education using the [Parchment system](#). The Registrar holds final review duty and signature authority for all [degree audits](#) for students requesting to graduate in the upcoming semester and is the primary office responsible for planning and executing the logistics of [commencement](#) after the conclusion of each fall and spring semester.

**2.9.1. Online & Off-Campus Sites:** All policies, procedures, and information related to [student records](#) and [graduation](#) are posted electronically on the [Registrar's website](#), making them easily accessible for students attending online and at off-campus sites.

## 2.10 Pathways to Success

The Student Success Center facilitates the operation of a developmental education student support program called [Pathways to Success](#) to support "high risk" students who enter without an ACT score, an ACT composite score of 15 or below, or an ACT score older than 5 years. The [Pathways to Success curriculum](#) consists of writing skills (ENGL 0001), quantitative skills (MATH 0001 and MATH 0015/MATH 0021), an orientation to University studies ([UNIV 1005](#)), critical reading (UNIV 0008), and approved electives in several different academic disciplines. Students sign [an academic contract](#) agreeing to adhere to mandatory attendance and mandatory tutoring as an early intervention. Faculty members utilize [an early reporting system](#) to report students who [require tutoring](#) or who [violate the mandatory attendance policy](#). When students exceed the maximum allotted absences, they are informed via email and have the option to [appeal](#), and if approved, the students can sign [a contract supplement](#) that allows them the opportunity to continue in the course.

**2.10.1. Online & Off-Campus Sites:** Students at the LSU Alexandria site sign their [Pathways to Success contracts](#) at orientation. There are no online students in Pathways to Success because students in Pathways to Success are [not permitted to enroll in online classes](#), and students at the Ochsner Lafayette General site have already completed any developmental education requirements prior to admission into their selective admissions programs. For high school students to be eligible for dual enrollment, they must have [a minimum ACT composite score of a 19](#), which is above the Pathways to Success ACT composite score requirement of 15 or below.

## 2.11 Tutoring Services

The [Tutoring Center](#) provides flexible and appropriate tutoring services to support students' academic success, including both [face-to-face and online tutoring](#). Services include personalized educational coaching sessions, studying and test-taking skill development, and test preparation. Although a schedule of availability for each major subject area is [emailed to all students](#) and posted on [social media](#), no appointment is necessary. The Tutoring Center maintains [a log of face-to-face tutoring sessions](#) in which both faculty and peer-tutors provide individualized instruction.

**2.11.1. Online Tutoring Services:** Online tutoring services are available to all students through [Smarthinking](#), a web-based tutoring service that connects students with tutors in a variety of subject areas. This service is easily accessible via [students' myCourses dashboards](#). In AY 2021-2022, [a Smarthinking usage log](#) shows 268 virtual tutoring sessions were completed. Please note that LSU Eunice is [transitioning to NetTutor](#) as February 2023 begins. On February 6, 2023, the Executive Director of Library and Student Support Services verified that Office of Information Technology was working to determine an [effective login strategy](#).

**2.11.2. Off-Campus Sites:** Students at the LSU Alexandria site utilize the [LSU Alexandria Center for Academic Success](#) for in-person tutoring services, and they also have access to Smarthinking. Students at [main campus, LSU Alexandria, online](#), and in [high school dual enrollment](#) are informed of tutoring services at their respective orientation sessions. In addition to having access to on-campus and online tutoring services at LSU Eunice, many dual enrollment students receive tutoring directly from their high schools.

## 2.12 Disability Services

In support of Section 504 of the Rehabilitation Act of 1973, the [Office of Disability Services \(ODS\)](#) is committed to providing appropriate accommodations for students with documented disabilities. ODS works to implement individualized services to ensure that all students have equal opportunities to

earn an education at LSU Eunice. It is the student's responsibility to [request reasonable accommodations](#) and provide [written documentation](#) from qualified healthcare professionals within a timely manner. Information about disability services is found on every [course syllabus](#) (Page 3), in the [Academic Catalog](#), and the [Student Handbook](#). Disability services supports faculty instruction by providing clear [accommodations letters](#) that include specific details about the nature of students' accommodations. For students who require extended time and/or distraction-reduced environments, faculty can [submit tests electronically](#) to the Testing Center for tests to be proctored outside of the classroom.

Starting in August 2020, disability accommodated [test proctoring services moved to the Testing Center](#) from the Office of Disability Services. For the spring 2022 semester, [a log of Exam Scheduling Request Form submissions](#) shows 160 accommodated exams were proctored at the Testing Center for students registered with ODS.

**2.12.1. Online & Off-Campus Sites:** Students at all sites request accommodations from ODS located on the main campus, and they are informed of this process via their respective orientations ([LSU Alexandria orientation](#) and [resource guide, online orientation, and high school dual enrollment](#)). In AY 2021-2022, [a log of students registered with ODS](#) shows a total of 151 students receiving a total of 510 accommodations, showing that students receiving accommodations receive three an average of at least three accommodations. Three students are approved to receive nine different accommodations. Of these 151 students, 131 attend at the main campus, 11 attend online, 8 attend at the Ochsner Lafayette General site, and 1 attend at the LSU Alexandria site.

## 2.13 Library

The [Arnold Ledoux Library](#) provides students with sufficient information and technology resources to support their academic success. As a member of the Louisiana Online Information System (LOUIS), the [LeDoux Library](#) expands information access and connectivity to every institution of the higher education library collection in Louisiana, as well as to recognized consortium databases that provide added collection depth and broader research functionality. Additional [library services](#) include AV equipment, group study rooms, computer labs with printing access, photocopiers, microfilm, poster printer, and interlibrary loan services. Faculty encourage students to utilize library services and resources when conducting research for various assignments. More detailed information on learning/information resources housed in the library, other locations, and/or offered over a network can be found in [Standard 11.1](#) (Library and learning/information resources).

**2.13.1. Online & Off-Campus Sites:** Using their myLSUE login credentials, students, faculty, and staff at all sites regardless of format or mode of delivery have [access to LSU Eunice's Library online](#), which offers access to features such as various [databases and indexes](#), e-books, electronic references, and Citation Station. Additionally, students at the LSU Alexandria site have access to the [LSU Alexandria Bolton Library](#).

## 2.14 Testing Center

The [Testing Center](#), located on the first floor of the Arnold LeDoux Library, provides proctored testing services for both prospective students and current students. Students at all sites can use the [Exam Registration Form](#) on the Testing Center website to schedule in advance to take any of the following exams at the Testing Center: [ACCUPLACER](#) and [other exams](#), such as the Peregrine General Education Exam, HESI for Nursing & Allied Health, and others. Students who are required to take developmental coursework are [highly encouraged to take ACCUPLACER](#), and their first attempt per exam is free at the Testing Center. These students are able to test out of that coursework if they meet the [minimum cut score\(s\)](#) for the respective course.

**2.14.1. Online & Off-Campus Sites:** Students at all sites, including online and dual enrollment students, may use [remote vouchers](#) to be able to take the ACCUPLACER exam remotely. LSU Eunice accepts test scores from the [LSU Alexandria Testing Center](#), and students at LSU Alexandria are able to [utilize that testing center](#) for disability accommodated testing and other testing needs.

## **2.15 Undergraduate Research Summer Institute (URSI)**

Through the [Undergraduate Research Summer Institute \(URSI\)](#) students are able to collaborate with faculty members to work on [research projects](#) not usually made available until graduate school. Both the students and the faculty receive a stipend for their participation in URSI.

## **2.16 Information Technology**

The [Office of Information Technology](#) provides [technology support](#) by phone, email, or in person for various technology-related issues affecting students at all sites. There were a total of [3,341 resolved Information Technology Help Desk support](#) requests during AY 2021-2022. The Office of Information Technology also supports computer labs available to students throughout the main campus in [12 different convenient locations](#), including 11 on the main campus and one at the Ochsner Lafayette General site. These labs are updated regularly to support teaching and learning to meet the needs of the individual discipline in the area they serve. Additionally, a [campus-wide wireless network](#) allows faculty and student access to LSU Eunice online services and Internet from anywhere on campus. Students on the LSU Alexandria campus have access to many [on-campus computer labs](#), and dual enrollment students have access to computer labs at their high schools, which is necessary as some dual enrollment courses are delivered online.

**2.16.1. Free Microsoft Office 365:** Microsoft Office 365 is a line of subscription services offered by Microsoft, as part of the Microsoft Office product line. This includes Word, PowerPoint, Excel, Publisher, and more. LSU Eunice licensing allows installation on up to 5 different devices per user for all students, faculty, and staff. The account is tied to the user, not to any one device, so it allows seamless interaction between working on home devices and on mobile devices. [LSU Eunice's Office 365 environment](#) is accessible online for students at all sites.

**2.16.2. Stimulus Funds to Support Technology:** Using allocated institutional federal stimulus funds, the Office of Information Technology worked collaboratively with various areas of campus and the Office of Business Affairs to spend [a total of \\$2,221,573](#) on technology in support of improved teaching and learning environment in a post-pandemic setting, including \$835,144 on classroom technology, \$234,336 on faculty and staff laptops and other equipment to support remote learning, \$60,998 on student proctoring services, and \$815,356 on software and equipment to support remote delivery of both lectures and student services.

## **2.17 Moodle/myCourses**

[Moodle](#) is the learning management system branded as [myCourses](#) that faculty utilize to host course content, including syllabi, assignments, grades, articles, and more. Faculty at all sites have access to myCourses to host course content. LSU Eunice faculty members have access to the [LSU Faculty Technology Center](#), which provides live, individualized support for online course development, troubleshooting, and general questions/issues related to Moodle technology capabilities.

**2.17.1. Online & Off-Campus Sites.** Students at all sites have access to myCourses, and they learn about myCourses at [main campus orientation](#), [dual enrollment orientation](#), [online orientation](#), and [LSU Alexandria orientation](#). Students at the Ochsner Lafayette General site are in the clinical setting and typically receive their learning directly at the hospital sites and in the classroom.

## 2.18 Instructional Technology

Many classrooms located throughout the campus are equipped with [interactive podiums](#) connected to ceiling mounted projectors, and [smartboards](#) have been installed in [several classrooms](#), including at the Ochsner Lafayette General Hospital site, providing instructors with the optimal technology platforms to facilitate the most effective teaching and learning experience possible. Students are able to use all aforementioned classroom technology for classroom presentations as well as registered student organization meetings and events. A [full list of classrooms with smartboards and interactive podiums](#) is published on the Office of Information Technology webpage.

The [Faculty Technology Hub](#) provides faculty with access to software systems that support a wide variety of instructional needs and capabilities. Zoom, Panopto, ProctorU, iClicker, Microsoft Forms, TurnItIn, Microsoft Stream, Adobe Acrobat, Creative Cloud, Exemplify ExamSoft, Lumen Learning Waymaker, McGraw Hill Connect, Pearson MyLab & Mastering and Ally are all software systems available to faculty through the Faculty Technology Hub.

## 2.19 Faculty Professional Development

At the beginning of each fall and spring semester, academic affairs facilitates a [professional development session](#) for all faculty members. To further encourage and support faculty professional development, LSU Eunice has [annually budgeted funds](#) for reimbursement of expenses for faculty travel to professional meetings. The Faculty Professional Development Committee receives [request to travel](#) to professional development opportunities and manages the disbursement of funds in accordance with published criteria. Also, provided for review are [Faculty Professional Development Committee meeting minutes](#) with travel fund records that demonstrate faculty requests for professional development. In addition to these designated professional development funds, University departments also have [designated travel budgets](#) that enable specific faculty to engage in or travel to professional development opportunities.

## 2.20 Mental Health Counseling Services

Students experiencing anxiety, depression, relationship problems, substance abuse, and other emotional or behavioral issues are encouraged to seek assistance through mental health counseling resources that are available to students at all sites. Through an [agreement with Compass Behavioral Health](#), LSU Eunice offers free mental health counseling services delivered via telehealth to registered students at all sites, and the University is billed monthly for those services based on [pre-determined rates of usage](#) outlined in the agreement. All students, including dual enrollment and online students, are able to schedule an appointment with a counselor by following the instructions on the [eCare flyer](#), hosted on [LSU Eunice's Compass Health webpage](#). [Monthly logs](#) show that 41 telehealth appointments were completed for the 2021-2022 academic year.

**2.20.1. Online & Off-Campus Sites.** Students at all sites have access to these services, which are detailed in the Student Handbook ([page 24](#)). Information about these services is presented at [main campus orientation](#), [LSU Alexandria orientation](#), and [online orientation](#), and the Compass website can easily be accessed via [a link under the "Students" tab](#) on the LSU Eunice website. The [August 2022 log](#) shows an online student utilized the services.

## 2.21 Health Clinic

The [WellSmart Health Clinic](#), an affiliate of Opelousas General Health System, is a full-service walk-in clinic located in the Mumphrey Center, Room 118 on the main campus, and it is staffed with a Nurse Practitioner, a Licensed Practical Nurse, and clerical support staff. The clinic accepts all major insurance, including the [LSU First health insurance plans](#), which is the insurance plan of choice for many faculty and staff members.

**2.21.1. Online & Off-Campus Sites.** Students, faculty, and staff at all sites regardless of format or mode of delivery have access to the health clinic, and the clinic provides [telehealth](#)

services for patients that cannot attend in person. Information about the clinic is presented at [main campus orientation](#), and the clinic website can be easily accessed via [a link under the "Students" tab](#) on the LSU Eunice website.

## 2.22 Food Pantry

The University administered a Student Needs Assessment in the Fall 2021 semester that showed that [18.16% of respondents suffer food insecurity](#). As a result, the [the Food Pantry](#) was established in January 2022 and invited students, faculty, staff, and community members to utilize the food pantry through [an email announcement](#) as well as a visible [digital and paper marketing campaign](#). A total of 20 students and one staff member have [applied and been approved](#) to access the Food Pantry for the fall 2022 semester. Students at all sites regardless of format or mode of delivery have access to the Food Pantry.

## 2.23 Student Conduct

The Dean of Student Affairs has primary responsibility over the administration of student conduct in alignment with the [Code of Student Conduct](#). Upon receipt of a [report of alleged misconduct](#), the Dean or his/her designee will review the information in that report, and if there is enough initial information in that report to indicate that a violation of the Code may have occurred, the Dean or his/her designee will issue a [charge letter](#) to the student. The Dean or his/her designee hosts an accountability meeting at which the student is able to make a case for the alleged violation. Following the meeting the Dean or his/her designee will send an [outcome letter](#), which includes the findings of responsible or not responsible and as well as any sanctions that were issued. The student has an opportunity to appeal the findings of the Dean or his/her designee, and those procedures are detailed in the Code of Student Conduct. Reference Standard 12.4 Student complaints for a more detailed narrative regarding conduct appeals. During [AY 2021-2022](#), there were a total of 61 conduct cases, including 10 behavioral misconduct cases and 51 academic misconduct cases.

**2.23.1. Online & Off-Campus Sites.** The Code of Student Conduct has jurisdiction for students attending on-campus, online, and at off-campus sites. Accountability meetings and meetings of the University Hearing Panel can be held [via Zoom](#) for online students and students at off-campus sites, allowing the proceedings to continue regardless of the student's site or mode of delivery. Students learn about the Code of Student Conduct at orientation sessions held at the [main campus](#), at the [LSU Alexandria](#) site, [online](#), and [dual enrollment](#).

### SECTION 3: EVALUATION AND ASSESSMENT OF SUPPORT SERVICES

As this narrative depicts, a wide variety of services are available to students to support them in their pursuits of their personal, academic, and professional goals and to support faculty to effectively deliver instruction and to support students. Student satisfaction is assessed each spring semester using the [Ruffalo Noel Levitz Student Satisfaction Inventory](#) comparing LSU Eunice students to a national comparison group using the following scale:

- 1 - Not satisfied at all
- 2 - Not very satisfied
- 3 - Somewhat dissatisfied
- 4 - Neutral
- 5 - Somewhat satisfied
- 6 - Satisfied
- 7 - Very satisfied

The below selected highlighted questions from the [spring 2022 survey results](#) (n = 356) are provided as examples of student satisfaction with the LSU Eunice. The number on the left is the mean score for LSU Eunice students, and the number on the right is the national mean (n = [58,823](#)). All benchmarked survey items show LSU Eunice scoring higher than the national mean,

leading administration to the conclusion that support services are adequate and appropriate to meet students' needs. Survey items 42-49 are institution-specific items and therefore do not have a corresponding national mean. However, each of these items' standalone scores are high comparative to scores for the benchmarked items.

- 11. Counseling services are available if I need them. (6.04/5.94)
- 14. My academic advisor is knowledgeable about my program requirements. (6.06/6.01)
- 15. Financial aid counseling is available if I need it. (5.96/5.95)
- 18. Computer labs are adequate and accessible. (6.31/6.20)
- 22. My academic advisor is knowledgeable about transfer requirements of other schools. (5.93/5.79)
- 23. This institution helps me identify resources to finance my education. (5.76/5.71)
- 24. The equipment in the lab facilities is kept up to date. (6.05/5.95)
- 26. There are adequate services to help me decide upon a career. (5.92/5.83)
- 27. Tutoring services are readily available. (6.14/6.06)
- 28. This campus provides online access to services I need. (6.31/6.19)
- 42. The orientation program provides helpful information about campus life and access to services for new students. (6.04/--)
- 43. The library staff is helpful and approachable. (6.28/--)
- 48. Services for veterans and dependents are available if needed. (6.33/--)
- 49. Extra-curricular and recreational activities are available and adequate. (6.08/--)

- 1. Strongly disagree
- 2. Disagree
- 3. Neutral
- 4. Agree
- 5. Strongly agree





The following highlighted questions provide the degree of faculty satisfaction with support services from the [spring 2022 faculty survey](#) [n = 36 (56.25%) out of 64]:

- Q4 I have received adequate information to provide appropriate academic advisement to students. (3.5)
- Q14 There is adequate opportunity for professional development at LSU Eunice (3.2)
- Q20 Library resources and services are adequate to meet campus needs. (3.8)
- Q22 I am aware of all the support services available to students. (3.3)
- Q24 Resources and services are available to support classes taught at off campus teaching sites. (3.4)
- Q25 Laboratories and equipment are adequate on campus. (3.2)
- Q28 The computer equipment in the labs and offices meets my needs. (3.9)
- Q29 I have access to adequate computer support and services from the Office of Information Technology. (4.2)
- Q45 Staff in Financial Aid are helpful (4.3)
- Q46 Staff in the Library are helpful (4.6)
- Q47 Staff in the Registrar's Office are helpful (4.5)
- Q48 Staff in Student Affairs are helpful (4.3)
- Q49 Staff in Information Technology are helpful (4.4)

## Sources













































-  [2022-Fall-Registration-Guide \(Page 17\)](#)
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-  Advising - LSUA Advising Email - Redacted
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-  [Disbursement 3](#)
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-  [Fall 2022 Orientation-High School Dual Enrollment \(Page 22\)](#)
-  [Fall 2022 Orientation-High School Dual Enrollment \(Page 27\)](#)

-  Fall 2022 Orientation-High School Dual Enrollment (Page 4)
-  Fall 2022 Orientation-Online
-  Fall 2022 Orientation-Online (Page 14)
-  Fall 2022 Orientation-Online (Page 18)
-  Fall 2022 Orientation-Online (Page 2)
-  Fall 2022 Orientation-Online (Page 23)
-  Fall 2022 Orientation-Online (Page 24)
-  Fall 2022 Orientation-Online (Page 30)
-  Fall 2022 Orientation-Online (Page 8)
-  Financial Aid - TOPS Email - Redacted1
-  Financial Aid - Appeal Approval and Contract - Redacted
-  Financial Aid - Appeal Denial
-  Financial Aid - Appeal Form - Redacted
-  Financial Aid - Appeal Procedures
-  Financial Aid - DE student email - Redacted
-  Financial Aid - FAFSA Received Email - Redacted
-  Financial Aid - Home Webpage
-  Financial Aid - LSUA email
-  Financial Aid - Online Email FA Couns - Redacted
-  Financial Aid - SAP Letter
-  Financial Aid - SAP Policy
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-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 17\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 22\)](#)
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-  [LSUA - Services Guide for LSUE at LSUA Students \(Page 3\)](#)
-  [LSUA - Services Guide for LSUE at LSUA Students \(Page 4\)](#)
-  [LSUA - Services Guide for LSUE at LSUA Students \(Page 6\)](#)
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-  [LSUA Orientation - FA22 - C101 \(Page 20\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 22\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 23\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 25\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 26\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 31\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 32\)](#)
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-  [Main Campus Orientation - FA22 - C101 \(Page 20\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 25\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 28\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 29\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 30\)](#)
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-  OIT - Office
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## 12.4 Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

Louisiana State University at Eunice is committed to receiving and responding to student complaints in a fair, timely, and professional manner for students at all sites. Procedures are in place to guide the University response to complaints, appeals, and other serious concerns. Key statements from the [mission of the Division of Student Affairs](#) indicate that Student Affairs has a duty to support students through the complaint process to "ensure equal opportunities and support for all students." Additionally, Student Affairs is "committed to assisting and supporting students towards achievement of their personal, academic, and professional goals."

#### SECTION 2: WRITTEN STUDENT COMPLAINTS

The 2022-2023 Student Handbook ([page 21](#)) defines a written student complaint as "any report submission by a prospective, current, or former student through the University's official web-based system using the [Student Complaint Form](#), hosted on the LSU Eunice CARES webpage ([www.lsu.edu/care](http://www.lsu.edu/care))." All submitted written student complaints are kept on file electronically in the Office of Student Affairs and [a log](#) of these complaints is available for SACSCOC reviewers.

#### 2.1 Written Student Complaint Policy & Procedure Development & Approval

In an [August 23, 2022](#) meeting, the Dean of Student Affairs proposed updated verbiage in the Student Handbook to the [Chancellor's Expanded Cabinet](#). The proposed new verbiage was aimed at clarifying the written student complaint policy and procedure, making it more streamlined to better serve students. [Feedback was received](#) at that meeting that the proposed language was confusing and should be more easily understandable for students. The Dean of Student Affairs updated the proposed language and sent it out [via email](#) to Expanded Cabinet for additional review and feedback. No email feedback was received.

At a Faculty Senate meeting, held on [August 29, 2022](#), updated proposed language on student complaints was presented for review. The Faculty Senate Chair praised the updates that were made following the feedback that was received at the Extended Cabinet meeting. [No other feedback](#) or comments were received.

In the meeting of the Chancellor's Cabinet, held on [September 2, 2022](#), the most updated proposed language was [reviewed and approved](#). Cabinet's consensus was that this procedure adequately addresses written student complaints at LSU Eunice, providing appropriate opportunities for formal and/or informal resolution and adjudication of student complaints. An updated copy of the Student Handbook with this revised language was posted to the [Student Affairs website](#) on September 3, 2022.

#### 2.2 Written Student Complaint Resolution Procedure

Students are made aware of the procedure for submitting student complaints at [orientation](#) and in the Student Handbook (see [page 21](#)), which is sent via email to all students prior to each semester, and students are [encouraged to submit written student complaints](#) using the appropriate channel.



As stated in the policy, "written student complaint submissions should clearly state the action or decision being grieved and what relief or corrective action is being requested. Submissions that do not include this information will be kept on file in the Office of Student Affairs but may not require formal adjudication and resolution." When a [complaint submission](#) is received that does not include a clear indication of (a) the action or decision being grieved and/or (b) what relief or corrective action is being requested, the Student Affairs Office [encourages the complainant to expand](#) and provide more information. The Student Affairs Office [corresponds with the complainant](#) to provide updates on the status of the complaint submission and refers the student to the appropriate office to follow up if he/she would like to do so. When a complaint submission meets the requirements for formal adjudication and resolution, either through Policy Statement Number 8: General Appeal Procedure Available to Students or other procedure (traffic/parking ticket appeal, Title IX report, etc.), the Student Affairs Office [refers](#) the complainant to the appropriate appeals procedure. A [log of written student complaint submissions](#) is maintained in the Office of Student Affairs.

### SECTION 3: STUDENT APPEALS

It is the practice of LSU Eunice to try and resolve appeals at the lowest administrative level. LSU Eunice defines an appeal as "a request to determine if a grievance has merit and if so to arrive at an appropriate action by the University to address the situation," as stated in Policy Statement Number 8: General Appeal Procedure Available to Students (see [lines 24-25](#)). A grievance is defined as "a request by a student for reconsideration of an action or decision by a University employee, office, panel, or committee. This includes:

1. An action or decision on the part of an employee, faculty member, program director, or other administrator that a student perceives to be unfair or unreasonable, or
2. Application of standards different from those that were applied to other students under similar circumstances" (see [lines 28-33](#)).

Common types of appeals include, but are not limited to, grade appeals, traffic/parking ticket appeals, financial aid appeals, academic suspension appeals, and student conduct appeals (see Table 12.4-1). Policy Statement Number 8 was developed and revised after close consultation with landmark documents that provide the framework within which colleges and universities must operate to provide students with their constitutional due process rights. The policy was revised on [November 4, 2022](#), approved by the Chancellor's Cabinet on [November 11, 2022](#), and sent to the campus for 30-day review on [November 15, 2022](#). The updated policy was posted to the LSU Eunice Policy Statement website on [January 6, 2023](#).

**Table 12.4-1: Types of Appeals**

Type of Appeal	Responsible Body
Academic Suspension Appeal	Office of the Registrar ( <a href="#">see log</a> )
Traffic/Parking Ticket Appeal	Traffic/Parking ( <a href="#">see log</a> )
Financial Aid Appeal	Financial Aid Appeals Committee ( <a href="#">see log</a> )
Title IX	Title IX Coordinator ( <a href="#">see log</a> )
Student Conduct Appeal	Student Affairs ( <a href="#">see log</a> )
General Appeal	Academic Affairs ( <a href="#">see appeal</a> ) ( <a href="#">see result</a> )

#### **3.1 Academic Suspension Appeals**

The requirements for academic probation and suspension are detailed in the Academic Catalog (see [page 4](#)). Appeals of academic suspensions are adjudicated through Registrar's Office as described in the Academic Catalog (see [page 10](#)). Students placed on academic suspension are

notified via [email](#) of their statuses as well as appeals procedures, and they submit [appeals](#) requesting to be permitted to re-enroll. The [Academic Suspension Appeals Committee](#) meets the week prior to the fall and spring semesters to review submitted appeals, and the Registrar sends letters to inform students of appeal [approval](#) and [denial](#) decisions. A [log of academic suspension appeals](#) is kept on file in the Registrar's Office.

### **3.2 Traffic and Parking Ticket Appeals**

Students who intend to park at the main campus are informed about LSU Eunice [traffic and parking regulations](#) described in detail on the [LSU Eunice Police webpage](#) and in the Student Handbook (see [page 25](#)), which is distributed [via email](#) prior to each semester and discussed at [orientation](#). Additionally, the Business Office [distributes a print copy](#) of traffic and parking regulations to new students when they receive their parking permits each semester. Students wanting to submit appeals to contest moving vehicle and parking citations issued by LSU Eunice Police and Security are encouraged to do so. These [appeals](#) are logged when received and are reviewed and decided upon by the Traffic Ticket Appeals Committee. Students at the LSU Alexandria site, the Ochsner Lafayette General Hospital site, and at high school dual enrollment sites are responsible for being aware of all traffic and parking regulations at those sites. A [log of traffic and parking ticket appeals](#) is maintained in the Office of Student Affairs.

### **3.3 Financial Aid Appeals**

Students who fail to meet [standards of academic progress \(SAP\)](#) are sent [a letter from Financial Aid](#) that informs them of their ineligibility to receive financial aid. The letter includes a direct link to the [Financial Aid website](#), which explains SAP and has a link to the Financial Aid Appeal Form. Students may appeal in writing to the Office of Student Affairs by submitting the completed form. The Office of Student Affairs makes the [decision on all financial aid appeals](#). An example of a financial aid [approval](#) and [denial](#) are attached for documentation. A [log of financial aid appeals](#) is maintained in the Office of Student Affairs, and the attached log shows the various campus sites from which each appealing student attends. Note that blank spaces for decision date, decision, etc. in the log represent cases that were not heard when the log was downloaded for this response. Dual enrollment students are not eligible for financial aid, and there have been no submitted financial aid appeals from students at the Ochsner Lafayette General Hospital site.

### **3.4 Student Conduct Appeals**

The [Code of Student Conduct](#) describes the procedure for requesting a hearing with the University Hearing Panel (UHP) that exists to re-hear student conduct cases in which students feel they have been wrongfully or improperly charged and/or found responsible for a violation(s) of the Code of Student Conduct. Students at all sites are made aware of the Code of Student Conduct via the Student Handbook (see [page 20](#)), and students who are found responsible for one or more violations of the Code of Student Conduct are informed of their rights to appeal in the [outcome letter](#) that is sent following the accountability meeting. When a student decides to appeal, the student communicates that decision [via email](#). The Dean of Student Affairs schedules the hearing, [notifies the appealing student](#) of the date, time, and location of the hearing, and provides the student with a [helpful document](#) with information about what to expect and how to prepare for the hearing. Following the UHP hearing, a [notice of the UHP's decision and sanctions](#) is sent to the student. The student may then [appeal the UHP's decision](#) to the Chancellor on the grounds of new evidence, significant procedural deviation, and/or evidenced bias on behalf of the UHP. For appeals to the Chancellor that meet one or more of those criteria, the [Chancellor issues a decision](#), which concludes the appellate procedure, and all applied sanctions are final. A [log of conduct appeals](#) is maintained in the Office of Student Affairs.

### **3.5 Title IX Complaints**

Student complaints involving claims of sexual misconduct are filed with and investigated by the Title IX Coordinator in collaboration with Louisiana State University Title IX staff. Additionally, the

University has a published policy on sexual harassment, [Policy Statement Number 30: Policy on Sexual Harassment](#), which defines sexual harassment and delineates procedures for investigation and resolution by the Title IX Coordinator. Students at all sites are made aware of sexual misconduct reporting procedures via the Student Handbook (see [page 27](#)) and at orientation for students at [main campus](#), [LSU Alexandria](#), [online](#), and [dual enrollment](#). A [log of the Title IX complaints](#) is maintained by the Title IX Coordinator.





















### **3.6 General Appeals**




Both academic and non-academic appeals not fitting into one of the above specific categories are adjudicated through Policy Statement Number 8. Students are made aware of Policy Statement Number 8 in the Student Handbook (see [page 21](#)). The most common appeal falling into this category is the grade appeal. Students at all sites are informed about the grade appeal process in the Student Handbook (see [page 16](#)) and in the Academic Catalog (see [page 10](#)), links to which are emailed to all new students prior to the start of every semester. Students who are unsatisfied with the outcomes of their appeals after Steps 1 and 2 of the appeals process can [appeal](#) to the Step 3 administrator who issues a final [decision](#).

## **SECTION 4: SUMMARY**

All of the above published policies and procedures are consistently and periodically reviewed and revised in accordance with the [LSU Eunice Policy Protocol](#), which requires that all institutional policies and procedures be reviewed and that amendments be recommended to the Chancellor's Cabinet for approval as needed. Procedures for filing a complaint against the University or the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are available on the SACSCOC website. To date, no such complaints have been received.

## **Sources**

-  [AY 2022-2023 Catalog Section 7 Campus-Regulations \(Page 10\)](#)
-  [AY 2022-2023 Catalog Section 7 Campus-Regulations \(Page 11\)](#)
-  [AY 2022-2023 Catalog Section 7 Campus-Regulations \(Page 4\)](#)
-  [Acad Susp - Academic Appeals decisions log - Redacted](#)
-  [Acad Susp - Appeal - Redacted](#)
-  [Acad Susp - Appeal approval letter - Redacted](#)
-  [Acad Susp - Appeal denial letter - Redacted](#)
-  [Acad Susp - Committee](#)
-  [Acad Susp - Email notification - Redacted](#)
-  [Appeal Step 3 Decision Letter](#)
-  [Appeal Step 3 Form](#)
-  [CABINET AGENDA 9\\_2\\_22](#)
-  [CABINET MINUTES 8\\_23\\_22](#)
-  [CABINET MINUTES 9\\_2\\_22](#)
-  [Code](#)
-  [Comp Guide Email \(Non-DE\)](#)
-  [Complaint - Form Submission No PS8 - Redacted](#)
-  [Complaint Resolved No Action Letter - Redacted](#)
-  [Conduct - Appeal to Chancellor - Redacted](#)
-  [Conduct - Chancellor Decision - Redacted](#)

-  [Conduct - Outcome Letter - Redacted](#)
-  [Conduct - Student Panel Request - Redacted](#)
-  [Conduct - UHP Outcome Letter - Redacted](#)
-  [Conduct - UHP Sched Letter - Redacted](#)
-  [Conduct - What to Expect at UHP Hearing](#)
-  [Conduct Appeals Log](#)
-  [EXP CABINET AGENDA 8\\_23\\_22](#)
-  [Email - Expanded cabinet](#)
-  [Email - More information needed](#)
-  [Email - Refer to webpage - Redacted](#)
-  [Exp Cabinet List](#)
-  [Faculty Senate Agenda 08-29-22](#)
-  [Faculty Senate Minutes 08-29-22](#)
-  [Fall 2022 Orientation-High School Dual Enrollment \(Page 26\)](#)
-  [Fall 2022 Orientation-Online \(Page 28\)](#)
-  [Fin Aid - Appeal Approval - Redacted](#)
-  [Fin Aid - Appeal Denial](#)
-  [Fin Aid - Appeal Log](#)
-  [Fin Aid - Appeal Webpage](#)
-  [Fin Aid - Approval Letter - Redacted](#)
-  [Fin Aid - Contract](#)
-  [Fin Aid - SAP](#)
-  [Fin Aid - SAP Letter](#)
-  [LSU Eunice Policy Protocol](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 16\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 20\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 21\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 25\)](#)
-  [LSU Eunice Student Handbook AY 2022-2023 Updated 9-6-22 \(Page 27\)](#)
-  [LSUA Orientation - FA22 - C101 \(Page 21\)](#)
-  [LSUE Cares webpage](#)
-  [Log of Complaints](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 21\)](#)
-  [Main Campus Orientation - FA22 - C101 \(Page 3\)](#)
-  [NO08 General Appeal Procedures Available to Students](#)
-  [NO08 General Appeal Procedures Available to Students \(Page 1\)](#)
-  [NO30 Policy on Sexual Harassment](#)
-  [PS8 - 30-day review - 11-15](#)
-  [PS8 - Cabinet Minutes - 11-11-22](#)
-  [PS8 - Policy Statement Webpage - 1-6-23](#)
-  [PS8 - Updated 11-4](#)
-  [PS8 Flowchart](#)
-  [PS8 Referral - Redacted](#)
-  [Student Affairs Mission Vision and Values](#)
-  [Student Affairs Website](#)
-  [Student Complaint Form](#)

-  Ticket - Appeal - Redacted
-  Ticket - Appeal Log
-  Ticket - Business Office Email
-  Ticket - LSUE Police Webpage
-  Ticket - Regulations Webpage
-  Title IX Reports Log

## 12.6 Student Debt

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: COMPATIBILITY WITH INSTITUTIONAL MISSION

In support of Louisiana State University at Eunice's [mission](#) to "create a learning environment which facilitates the integration of knowledge and the development of the whole person" and to help address the national increase in student loan debt and default rates, the Office of Financial Aid strives to educate students about the implications of accepting student loans and empower them to make informed financial decisions.

#### SECTION 2: DEBT AND REPAYMENT MODULE COMPLETION REQUIREMENT FOR ALL BORROWERS

##### 2.1 Inceptia Agreement

At an Executive Cabinet meeting on [October 5, 2021](#), the Dean of Student Affairs proposed purchasing and implementing a product called Inceptia to serve as a tool to help student borrowers better understand how to manage their debt and repay their loans. On October 28, 2021, LSU Eunice signed [an agreement with Inceptia](#) to provide students at all sites with access to [ten \(10\) online learning modules](#), including:

- Debt and Repayment,
- Psychology of Money,
- Foundations of Money,
- College and Money,
- FAFSA,
- Loan Guidance,
- Earning Money,
- Credit and Protecting Your Money,
- Spending and Borrowing, and
- Future of Money.

Inceptia provided LSU Eunice with [marketing materials](#) that were displayed across campus in each academic building and the student center to spread awareness of the availability of these modules and show that the University encourages improved financial literacy for all students.

##### 2.2 About the Debt and Repayment Module

Although all students at all sites have access to all ten modules, the [Debt and Repayment module](#) is the most relevant module for student borrowers as a result of [the module's outcomes](#) to educate students on:

1. How debt works and the cost of debt;
2. How to manage and start to repay debt; and
3. How to eliminate debt and avoid unnecessary debt in the future.

This module includes valuable information and exercises, such as the [Calculate the Costs of Debt exercise](#) that requires the student to compare interest rates, repayment timelines, and monthly

payments to choose the best of two loan options. The [Words of Wisdom slide](#) provides helpful information to educate students on how to repay loans faster.

The Debt and Repayment module has a Pre-Assessment Quiz, a quiz at the conclusion of each of the three units, and a Post-Assessment Quiz. The [Pre-Assessment Quiz](#) is used to measure students' knowledge of the module content prior to its completion. Each [unit quiz](#) must be passed with [at least 80% correct answers](#) to advance to module completion. The Post-Assessment Quiz is identical to the Pre-Assessment Quiz and is used to measure the degree to which students gained knowledge as a result of the completion of the module. The results of the [Pre-Assessment/Post-Assessment Results Report](#) are summarized in the [Pre-Assessment/Post-Assessment Summary](#), which shows that of the 776 students who completed both assessments, 610 (78.6%) performed better on the Post-Assessment and 157 (20.2%) performed worse. Nine (1.2%) students showed no change. Of the 610 who performed better, the mean increase was 41.18% with the highest increase being 666.7%. Of the 157 who performed worse, the mean decrease was -8.67% with the largest decrease being -23.33%. These data suggest that the Debt and Repayment module is effective in meeting its objectives.

Following the completion of the module, students are provided with several [Action Items](#) that provide opportunities to utilize and apply the knowledge gained in the course, and the student is able to download and access these Action Items outside of the Inceptia environment.

### **2.3 Debt and Repayment Module Completion Requirement**

With the agreement in place during the fall 2021 semester, the Office of Financial Aid implemented a requirement that all student loan borrowers must complete the [Debt and Repayment module](#) before their loans were disbursed for the spring 2022 semester and moving forward each academic year. Students will have to complete this requirement during their first semester of attendance during which they choose to borrow student loans. This is a requirement of student loan borrowers at all sites regardless of mode of instruction. All student borrowers were informed of this requirement via email with detailed instructions on how to access and complete the module and a deadline by which the module must be completed.

- [An example of an email](#) sent January 26, 2022
- [An example of an email](#) sent March 25, 2022

[A module completion report](#) shows a list of the 776 students who completed the Debt and Repayment module along with the date of completion. The Financial Aid Office sends [reminder emails](#) to students who do not complete the course prior to established deadlines. When deadlines are missed, the Financial Aid Office will extend the deadline and send [final reminder emails](#) to stress the urgency of compliance prior to loan cancellation. For students who have trouble accessing the online modules, Financial Aid [provides Inceptia login support](#) and [answers general questions](#) about the module completion requirement.

There were a total of 815 loan borrowers for the spring 2022 semester, each of which were required to complete the Debt and Repayment module. The [Loan Cancellation Report](#) shows the status of the 39 students who failed to complete the module whose loans were cancelled as a result of non-compliance.

Because the modules are administered completely online, [the Financial Aid Office is prepared to accommodate students](#) attending classes on campus who have limited access to the internet. The Financial Aid Office will make arrangements to provide access to a computer and internet on campus for students to complete the Debt and Repayment module to fulfill this requirement and to access the other modules as well. However, no such requests have been made to date.

## Sources

-  AY 2022-2023 Catalog Section 3 Institutional Mission
-  Cabinet Meeting Minutes - 10-5-21
-  Debt Repay - Calculate Cost of Debt Exercise
-  Debt Repay - Course Finished Action Items
-  Debt Repay - Course Intro Objectives Module
-  Debt Repay - Course Overview & Objectives
-  Debt Repay - Course Quiz Question Screenshot
-  Debt Repay - Course Quiz Score Screenshot
-  Debt Repay - Course Words of Wisdom Module
-  Debt Repay - Pre-Assessment Bankruptcy Question
-  Email - Action Required Reminder Inceptia In Progress - Redacted
-  Email - Answer questions to help students complete the course - Redacted
-  Email - Course completion confirmation - Redacted
-  Email - Course login support - Redacted
-  Email - Fin aid response to access code question - Redacted
-  Email - Inceptia Invitation and Instructions - Redacted
-  Email - Inceptia Invitation and Instructions2 - Redacted
-  Email - Loan Cancellation Notice - Redacted
-  Financial Aid - Debt & Repayment Accommodation Doc
-  Inceptia - Overall Completion Report - Redacted
-  Inceptia - Pre Test-Post Test Results - Redacted
-  Inceptia 10 Modules
-  Inceptia Agreement
-  Inceptia Signed Agreement
-  Knowl Poster
-  Loan Requirement Cancellations for Non-Compliance - Redacted
-  Pre-Test Post-Test Summary



## 13.1 Financial Resources

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

#### OVERVIEW

Louisiana State University at Eunice possesses adequate financial resources and financial stability to support the [mission](#) of the institution and the scope of all of its programs and services. Through prudent planning and spending, fiscal stability is ensured. An examination of the financial history of LSU Eunice reveals a stable institution that has developed steadily over the years of its existence. LSU Eunice's most recent financial audits ([FY18](#), [FY19](#), [FY20](#), [FY21](#)) provide evidence to confirm a stable financial base and contained no material deficiencies. LSU Eunice is committed to maximizing resources to accomplish its mission.

*\*\*Note: FY 2022 Financial Audit was not available at time of submission. The institution anticipates having a completed audit report submitted prior to April 1, 2023.*

#### SECTION 1: FINANCIAL RESOURCES

LSU Eunice's operating budget is derived from four basic sources: state appropriations, self-generated funds (tuition/fees), restricted funds (grants and contracts), and auxiliary enterprise funds. The sources of funding available to the University provide stable and sustaining support for operations and program administration. As shown in the [table](#), state appropriations provide roughly 20 percent of the institutions total funding, while self-generated unrestricted, restricted and auxiliary funds provide the remaining 80 percent. With minimal funding being provided through state support, the institution works diligently to enhance fiscal operations through enrollment growth, grants and contracts and auxiliaries.

LSU Eunice applied for and was [awarded](#) a Workforce Opportunity for Rural Communities grant totaling \$846,239 from the U.S. Department of Labor, Employment and Training Administration. This grant funding allowed the institution to enhance the quality of the recently added Associate of Science in Agriculture program. This grant is funding acquisition of a mobile laboratory/classroom, drone technology, tuition scholarships, industry based credential opportunities, internships and more, all at no cost to participants.

Additionally, LSU Eunice secured [Congressionally Directed Spending Grant](#) from Health Resource Service Administration totaling \$999,339. LSU Eunice delivers highly successful Allied Health Education Programs in Nursing, Surgical Technology, Radiologic Technology, Respiratory Care, and Diagnostic Medical Technology where licensing and employment rates approach 100%. LSU Eunice works in partnership with local and regional healthcare facilities to fill the workforce demands. Filling the healthcare shortage in these areas was challenging prior to COVID-19. Since COVID-19 there has been a surge in the demand for healthcare professionals. The funding is to support the purchase of moveable equipment for teaching and learning in allied health and pre-allied health curriculum. LSU Eunice will upgrade two Human and Anatomy and Physiology labs to 21<sup>st</sup> century standards. Moveable equipment will be placed in the Nursing, Diagnostic Medical Sonography, Radiologic Technology, Respiratory Therapy, Surgical Technology, Anatomy and Physiology clinical laboratories.

In addition, the institution also works closely with the LSU Eunice Foundation, a not-for-profit organization established to raise and manage private dollars to meet the needs that are not funded through state appropriations. The LSU Eunice Foundation has successfully secured funds that provide support to many of our academic programs. These funds have provided additional support for the hiring of new faculty, success coaches, equipment and any additional needs for program expansions. As proven by [audited financial statements](#), the LSU Eunice Foundation is financially sound and demonstrates financial stability in support of LSU Eunice's mission. The [net assets](#) of the foundation provide a stable base to support the activities of LSU Eunice. Support in the form of program service expenses has increased approximately 150% from \$335,960 in [FY 2018](#) to \$840,551 in [FY 2022](#).

## **SECTION 2: UNRESTRICTED NET ASSETS**

In fiscal year 2015, the Louisiana State University System adopted GASB Statement No. 68, Accounting and Financial Reporting for Pensions. The statement requires the system to recognize its proportionate share of the net pension liability for the defined benefit pension plans in which its employees participate. The effects of the implementation were applied directly to net position as of June 30, 2014. The change in net position is an important indicator that provides the overall financial condition during the current year. The total annual change in a university's net assets is defined as the increase or decrease in assets from a fiscal year's financial activity. Unrestricted net assets represent funds available to meet the on-going operational needs of the institution. An item that has a negative effect on unrestricted net assets is the recording of Pension and Other Post Employment Liability (OPEB) in recent years. The effects of these items have been removed in the [schedule of net assets](#) to provide a more useful report on operations and net position. As indicated in the schedule, unrestricted net assets exclusive of plant, pension and OPEB liability have remained stable demonstrating the institutions ability to fund continuing operations.

Another indicator that is used to measure financial stability is the current ratio. This analysis measures the ability of the institution to meet its short-term debt obligations. A current ratio of less than 1 would indicate the inability to pay short-term debt. The [current ratio](#), calculated by dividing current assets by current liabilities show a five-year average of 1.25, indicating the institution has enough liquid assets to cover its short-term liabilities.

## **SECTION 3: ENROLLMENT AND OPERATING REVENUE PER FTE**

LSU Eunice's [tuition and fees](#) are set by the LSU Board of Supervisors. Total tuition and fees increased approximately 11 percent from 2016 to 2018 and have remained constant the last four years. LSU Eunice's non-resident fees have remained the same for the last six years. LSU Eunice's [enrollment](#) peaked in the fall of 2018 with a headcount of 3,232. Fall 2022's headcount enrollment was 3,038 with a full-time equivalent (FTE) of 2,522. Over the last six years, the University has averaged 3,078 in headcount and a FTE of 2,544. Therefore, even though the University has experienced reductions in state funding, enrollment and self-generated revenue has remained stable. [Retention of students](#) for the same time period has remained fairly constant at 50 percent.




















Although LSU Eunice experienced slight enrollment declines over the last five years, operating revenues per FTE have increased approximately 8 percent over the last five years demonstrating that sound financial resources are available to fund operations on an ongoing basis. In response to the pandemic in 2020, the institution was allocated coronavirus relief funds and was allowed to transfer unused funds to a restricted account to allow carry-forward to fiscal year 2021. In fiscal year 2021 the institutions state appropriations were reduced by the amount of funds allocated and expenditures were offset by the same amount. The figures provided in the [operating revenues per FTE](#) include both adjusted and unadjusted amounts to provide a more accurate calculation. The institution continues to work diligently to ensure enrollment stability and growth. The plans to increase enrollment include but are not limited to the implementation of a dedicated non-traditional student recruitment plan, more targeted automated communication plan for prospective students,

social media campaigns, nights and weekend recruiting events, career fair participation, and a newly revamped acceptance letter packet.

#### **SECTION 4: EXPENDITURES BY FUNCTION**

Consistent with the institution's mission and purpose, the majority of financial resources each year are spent on instruction and academic support. LSU Eunice's Unrestricted [Expenditures by Function](#), demonstrates that over the last five years, expenditures in each functional area have remained relatively consistent in comparison to total expenditures. This schedule also demonstrates the University's ability to manage financial resources to respond to the institution's growing needs in instruction.

#### **Sources**

-  [AY 2022-2023 Catalog Section 3 Institutional Mission \(Page 1\)](#)
-  [Audit Report 6-30-22](#)
-  [Audit Report 6-30-22 \(Page 6\)](#)
-  [Award\\_Notification\\_ letter-HRSA](#)
-  [Current Ratio](#)
-  [Enrollment](#)
-  [FY18 Financial Audit](#)
-  [FY19 Financial Audit](#)
-  [FY20 Financial Audit](#)
-  [FY21 Financial Audit](#)
-  [Foundation net assets](#)
-  [Foundation program service expenses FY18](#)
-  [Grant Agreement\\_Executed\\_WORC](#)
-  [Operating Revenues per Fall FTE](#)
-  [Retention](#)
-  [Revenue by Source](#)
-  [Tuition\\_Fees](#)
-  [Unrestricted Expenses by function](#)
-  [Unrestricted Net Assets](#)

## 13.2 Financial Documents

The member institution provides the following financial statements:

- a. an institutional audit (or Standard Review Report issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.
- b. a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.
- c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

*For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC policy entitled Accreditation Procedures for Applicant Institutions.*

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

#### OVERVIEW

Louisiana State University at Eunice has a system-wide financial statement audit which includes supplemental institutional schedules, a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, and an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board, the LSU Board of Supervisors.

#### SECTION 1: INSTITUTIONAL AUDITS

Annually, LSU Eunice is included in a system-wide financial statement audit conducted by state legislative auditors. The annual audit complies with the Government Accounting Standards Board (GASB) 34, Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments. LSU Eunice has consistently received unqualified opinions on the annual audits (FY19, FY20, FY21, FY22). The audited financial statements support the financial stability of the institution.

*\*\*Note: At the time of submission, the FY 2022 financial audit was not available. The institution anticipates have a completed audit submitted prior to April 1, 2023*

In addition to annual system-wide financial statement audits, LSU Eunice also has procedural audits conducted by the state legislative auditors every two years. The primary purpose of this audit is to evaluate certain controls to ensure accurate financial reporting, compliance with applicable laws and regulations, and accountability over public funds. Procedural audits reports are included for 2016-2018, 2018-2020 and 2020-2022.

As part of the 2018-2020 procedural audit, the State Auditors observed a total of six operational matters that resulted in [report findings](#). The findings included were failure to reconcile student online payments, inadequate controls over student refunds, inadequate controls over cash receipts, failure

to submit past-due student accounts receivable for collection, noncompliance with timekeeping records requirements and loss of data and functions. The institution reviewed and responded to the findings and developed and implemented [corrective action plans](#). Of the six findings cited in the 2018-2020 audit, three were cited as [repeat findings](#) in 2020-2022. While the corrective action plans that were made provided enhanced internal controls and improvement, it was not sufficient enough to meet all requirements. Additional [plans](#) have been put in place to ensure that regulations are adhered to as required. The three findings that were cited in the 2020-2022 audit were, inadequate controls over student refunds, failure to submit past-due student accounts receivable for collection and noncompliance with timekeeping records requirements.

## SECTION 2: STATEMENT OF FINANCIAL POSITION

LSU Eunice prepares annual financial statements consistent with generally accepted accounting principles, as prescribed by the Governmental Accounting Standards Board (GASB). Included in these audited financial statements are the [Statement of Net Position and the Schedule of Revenues, Expenses, and Changes in Net Position](#). Unrestricted net assets is an important indicator that represents funds available to meet the on-going operational needs of the institution. An item that negatively affects LSU Eunice's unrestricted net assets is the recording of Pension and OPEB liability. The effects of these items are omitted from the [Schedule of Financial Position of Unrestricted Net Assets](#) to provide a more useful report on operations and net operations. A multi-year [Statement of Financial Position](#) shows stability in total assets for fiscal years 2018 through 2022. This helps to make the case for compliance that LSU Eunice is financially sound and stable. LSU Eunice is committed to maximizing its resources and adhering to prudent planning and spending to ensure fiscal stability and adequate resources.





















## SECTION 3: ANNUAL BUDGET

The preparation of the annual operating budget is a culmination of sound planning in the yearly planning and assessment cycle. The budget process, which is subject to sound financial procedures, involves all administrative and educational units of LSU Eunice with representative input from across the institution. Each year in early May a [memo](#) is sent to budget heads from the Vice Chancellor of Business Affairs with directions on preparation of their department budget. Each unit head and appropriate vice chancellor confers; after analysis and discussion, a proposed budget for each unit is prepared. Any special requests must be requested and justified in a [resource request form](#). The final budget allocations are determined by the two Vice Chancellors and Chancellor and prioritized based on a thorough analysis of available funds.

Once the [final budget figure](#) is received after the conclusion of the State legislative session, the University budget is finalized and the required Board of Regents budget forms ([FY20](#), [FY21](#), [FY22](#), [FY23](#)) are completed. The Vice Chancellor of Business Affairs is responsible for the preparation and oversight control of the University budget. The finalized budget is forwarded to the LSU System Office for review and for final approval by the LSU Board of Supervisors at the September board meeting (LSU Board of Supervisors Minutes from [September 2019](#), [September 2020](#), [September 2021](#), and [September 2022](#)). Expenditures are monitored by each administrative unit, the appropriate Vice Chancellor, and the Office of Business Affairs. Once the budget has been approved, any amendments must be requested through the Division of Administration Office of Budget and Planning as a [mid-year budget adjustment](#). LSU Eunice requests are sent to LSU main campus to be included in a system-wide submission to the Division of Administration. Each campus is responsible for completing its own [program level mid-year adjustment](#) form (large file and may take a few moments to open).

## Sources

-  [BA7 1\\_Form\\_LSU FY20 Supplemental Appropriations - APPROVED](#)

-  BA7 1\_Form\_LSU FY20 Supplemental Appropriations - APPROVED (Page 11)
-  Budget memo
-  FY18 Financial Audit (Page 6)
-  FY19 Financial Audit (Page 6)
-  FY20 Financial Audit (Page 6)
-  FY20BOR1
-  FY21 Financial Audit (Page 108)
-  FY21 Financial Audit (Page 6)
-  FY21BOR1
-  FY22 BOR1
-  FY23BOR1
-  HB1\_Final Allocation
-  Procedural Audit FY16-18
-  Procedural Audit FY18-20
-  Procedural Audit FY18-20 (Page 13)
-  Procedural Audit FY18-20 (Page 3)
-  Procedural Audit FY20-22
-  Procedural Audit FY20-22 (Page 11)
-  Procedural Audit FY20-22 (Page 4)
-  Request Resources Form2022-2023
-  Sept 2019 BOS (Page 41)
-  Sept 2020 BOS (Page 8)
-  Sept 2021 BOS (Page 31)
-  Sept 2022 BOS (Page 28)
-  Statement\_of\_financial\_position
-  Unrestricted Net Assets
-  ba-7\_questionnaire
-  ba7\_form
-  ba7\_form- program level support

## 13.3 Financial Responsibility

The institution manages its financial resources in a responsible manner.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: OVERVIEW

Louisiana State University at Eunice manages its financial resources in a responsible manner. LSU Eunice is historically underfunded when compared to the two-year colleges in Louisiana and not unlike other similar institutions, faces inherent risks to its financial viability. Some of the risks include enrollment declines, limited or no tuition and fee increases, and reductions in state appropriations. Notwithstanding, LSU Eunice continues to ensure that it is a student-centered organization that is focused on providing the education and training along with the necessary support services to meet student need for the completion of transfer and workforce curricula.

In addition, the institution has made budget transparency and financial management a priority. In an effort to ensure these priorities are met, the Vice Chancellor of Business Affairs prepared a [budget presentation](#) that was presented to the entire institution. The goal of the presentation is to ensure all members of the institution are provided an explanation of how funding, budgeting and managing of funds is handled.

#### SECTION 2: FINANCIAL MANAGEMENT OF REVENUE STREAMS & CHANGES

LSU Eunice's [base operating budget](#) totals approximately \$15 million each year with state appropriations accounting for approximately only 35 percent of the budget. The remaining 65 percent of the budget comes from self-generated unrestricted tuition and fees. As shown in the [fee schedule](#), LSU Eunice collects a total of \$161.65 per credit hour in unrestricted tuition and fees with a maximum of \$1,939.40 per semester per regular student. LSU Eunice high school dual enrollment is offered at a highly discounted rate of \$50 per credit hour and the LSU Board of Supervisors has not approved any fee increases since fall 2018. With the unknowns related to the pandemic and the inability to increase fees to offset the rising costs of utilities, employee fringe benefits and insurance premiums, the institution implemented expense reduction strategies including [hiring and spending freezes](#) to ensure financial stability. In addition, the institution worked diligently to seek grants to provide additional support in instructional areas. LSU Eunice successfully secured two major grants, the [Workforce Opportunity for Rural Communities grant](#) totaling \$846,239, and the [Congressional Directed Spending Grant](#) from Health Resource Service Administration totaling \$999,339. The Workforce Opportunity grant funding allowed the institution to enhance the quality of recently added Associate of Science in Agriculture program by provided funding for the acquisition of a mobile laboratory/classroom, drone technology, tuition scholarships, industry based credential opportunities, internships and more, all at no cost to participants. The Congressional Directed Spending grant funding is supporting the purchase of moveable equipment for teaching and learning in the nursing and allied health along with the pre-nursing and pre-allied health curricula.

In addition to operating revenues and grants, LSU Eunice works closely with the LSU Eunice Foundation, a not-for-profit organization established to raise and manage private dollars to meet the needs of the institution that are not funded through state appropriations. The LSU Eunice Foundation has successfully secured additional support for a number of our academic programs. These funds have provided additional financial resources for the hiring of new faculty, support coaches for students, equipment and has allowed for program expansions. The support in the form of [program service expenses](#) totaled \$840,551 in FY22, an increase of 150% from FY18, which totaled \$335,960 in total program support.

Another example of planning and responding to changing circumstances is the internal reorganization the institution implemented in January 2021 (see the July [2021 Organization Chart](#) compared to the [February 2022 Organizational Chart](#)). This reorganization combined the Division of Liberal Arts and the Division of Math and Science to allow the hiring of one Dean instead of two (see blue highlighting in the organizational charts). An additional change in the reorganization was the combining of Academic Affairs and Student Affairs as well as the moving of the Student Success Center to the Library creating a Learning Commons offering tutoring, career services, disability services, and academic advising (see the pink highlighting in the organizational charts). The reorganization resulted in a savings of approximately \$400,000 and provided a better alignment of institutional needs and helped ensure fiscal integrity.

The institution is not permitted to carry-forward any unspent, unrestricted tuition and fees; however, certain funds are permitted to have a carry-forward balance. These funds include technology fees, restricted/sponsored accounts, and auxiliaries. Through responsible budget management and controls, the institution has increased balances in these funds over the last five years. Part of the increase is attributable to the approval of the [restriction of course fees](#) in May 2021. Prior to this approval, course fees were part of the unrestricted self-generated fund and not allowed to have a balance remaining at year end. The ability to restrict these fees allows the institution the ability to further improve and build programs to support student needs. Additionally, in [June 2018](#), the LSU Board of Supervisors approved a request to transfer student housing from the Eunice Student Housing Foundation, Inc. to the LSU Real Estate and Facilities Foundation. Beginning in July 2018 the housing complex, Bengal Village, is operated and managed by LSU Eunice as an auxiliary enterprise. Prior to the change, housing was managed by a third party management company. As an auxiliary, Bengal Village is also permitted to have a carry-forward balance. LSU Eunice [auxiliary net assets and fund balances](#) have remained strong during the recent years.

### **SECTION 3: OPERATIONAL CASH FLOWS & NET POSITION**

Cash flows are another measure of financial health. Cash flows from operations is typically negative; however, when combined with cash flows from non-capital financing activities, which includes state appropriations and grant funds, the amount available for operations is usually positive. LSU Eunice faced cash flow challenges due to enrollment fluctuations and rising operational costs; however, through conscientious planning the institution has improved [overall cash flow](#) over the last five years.

Unrestricted net assets represent funds available to meet the on-going operational needs of the institution. An item that has a negative effect on unrestricted net assets is the recording of Pension and Other Post Employment Liability in recent years. The effects of these items have been removed in the [schedule of net assets](#) to provide a more useful report on operations and net position.

Another indicator that is used to measure financial stability is the current ratio. This analysis measures the ability of the institution to meet its short-term debt obligations. A current ratio of less than 1 would indicate the inability to pay short-term debt. The [current ratio](#), calculated by dividing current assets by current liabilities show a five-year average of 1.25, indicating the institution has enough liquid assets to cover its short-term liabilities.

### **SECTION 4: ENROLLMENT TRENDS AND OPERATING REVENUE PER FTE**

LSU Eunice has an [enrollment](#) of approximately 3,000 students. Although LSU Eunice experienced slight enrollment declines over the last five years, total operating revenues and operating revenues per FTE have increased approximately 8 percent over the last five years demonstrating that sound financial resources are available to fund operations on an ongoing basis. The figures provided in the [operating revenues per FTE](#) include both adjusted and unadjusted amounts to provide a more accurate calculation. In response to the pandemic in 2020, the institution was allocated coronavirus





relief funds and was allowed to transfer unused funds to a restricted account to allow carry-forward to fiscal year 2021. In fiscal year 2021 the institutions state appropriations were reduced by the amount of funds allocated and expenditures were offset by the same amount. The institution continues to work diligently to ensure enrollment stability and growth. The plans to increase enrollment include but are not limited to the implementation of a dedicated non-traditional student recruitment plan, more targeted, automated communication plan for prospective students, social media campaigns, nights and weekend recruiting events, career fair participation and a newly revamped acceptance letter packet.

### **SECTION 5: EXPENDITURES BY FUNCTION**

The [unrestricted expenses by function report](#) demonstrates how resources have been allocated by the institution. Over the past five years, despite fluctuations in revenue sources, the institution has consistently funded the core functions of instruction, academic support and student services at consistently.

#### **Sources**

-  [Auxiliary net assets and fund balance](#)
-  [Award\\_Notification\\_ letter-HRSA](#)
-  [Board of Supervisors - Housing approval](#)
-  [Current Ratio](#)
-  [Enrollment](#)
-  [Fee Schedule](#)
-  [Foundation net assets](#)
-  [Grant Agreement\\_Executed\\_WORC](#)
-  [LSUE Budget](#)
-  [Operating Revenues per Fall FTE](#)
-  [Operational Cash Flow and statements](#)
-  [Organizational Chart 2-17-22](#)
-  [Organizational Chart 7-6-21](#)
-  [Request to restrict course fees](#)
-  [Spending-hiring freeze documentation \(Page 2\)](#)
-  [Unrestricted Expenses by function](#)
-  [Unrestricted Net Assets](#)
-  [Unrestricted Operating Budget](#)

## 13.6 Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: FEDERAL DEPARTMENT OF EDUCATION

In accordance with its [mission](#), Louisiana State University at Eunice, as a Title IV institution, offers financial aid to "encourage traditional and nontraditional populations to take advantage of education opportunities" and to provide "development of the whole person" so that students may meet their educational and personal goals. LSU Eunice's Financial Aid Program has no outstanding Title IV issues. The Financial Aid program has not caused the University to be placed on the reimbursement method, and the program has not caused the University to be required to obtain a letter of credit in favor of the U.S. Department of Education. The University received two complaints correspondence from the U.S. Department of Education. The University responded and the cases were closed with no further action.

#### Case 1-Student MS

- [Notification of Compliant](#) from the Federal Student Aid Information Center,
- LSU Eunice [Office of Financial Aid Response](#) with attachments, and
- [Final Action](#) by the Federal Student Aid Information Center.

#### Case 2-Student SP

- [Notification of Compliant](#) from the Federal Student Aid Information Center,
- LSU Eunice [Office of Financial Aid Response](#) with attachments, and
- [Final Action](#) by the Federal Student Aid Information Center.

In addition, LSU Eunice has no impending litigation issues with respect to financial aid activities. The University has not been notified by the U.S. Department of Education of any litigation issues as per the standard procedure of the Department in such cases. No unpaid dollar amounts are due back to the U.S. Department of Education related to the Financial Aid Program at LSU Eunice, and no adverse communication has been received from the U.S. Department of Education relating to the Financial Aid Program. As a result, there are no negotiated settlement agreements for the payoff of any fines or monies owned in connection with program services.

#### SECTION 2: AUDITS

Legislative auditors in Louisiana perform audits on aspects of financial aid to ensure that LSU Eunice is in compliance with federal and state regulations. They also review internal processes to ensure that files and processes are properly documented. Upon completion of the audit, LSU Eunice receives a compliance report on requirements applicable to each major program and internal controls over compliance. LSU Eunice's Financial Aid program is audited every other year in a group audit, with the most recent audits being fiscal year 2020-2021 and fiscal year 2018-2019.

LSU Eunice has received an unmodified opinion on its audits with no findings. The results of these audits are then forwarded to the Case Management and Oversight Division of the U.S. Department of Education. The audited financial statements are then electronically sent to the Federal Audit Clearinghouse. LSU Eunice receives a copy of the audit report.

- Fiscal Year 2020-2021: Evidence that LSU Eunice is included in a multi-campus audit is on [page 3](#). Compliance with the Single Audit of the State of Louisiana related to Title IV Funding is on [page 7](#).
- Fiscal Year 2018-2019: Evidence that LSU Eunice is included in a multi-campus audit is on [page 3](#). Compliance with the Single Audit of the State of Louisiana related to Title IV Funding is on [pages 6-7](#).

In addition to legislative audits, LSU Eunice is periodically audited by the Louisiana Office of Student Financial Assistance (LOSFA), which audits state grants, such as Go Grant; state scholarships; and the Tuition Opportunity Program for Students (TOPS) to ensure that LSU Eunice is in compliance with federal and state regulations. Once the audit is complete, LSU Eunice receives written information from LOSFA advising of the results and the corrective action(s) needed, if there is a finding. For the [spring 2021 audit](#), one finding was noted on [page 5](#) and resolved on [page 6](#). The finding had no impact to Title IV funds.

In addition to the above audits, LSU Eunice is periodically reviewed by the LSU System. Once the audit is complete, the campus receives written information advising of any findings. The last internal audit took place on [August 23, 2018](#), with three findings being noted beginning on [page 3](#) related to clerical or procedural issues. Required controls were put in place as noted on [page 7](#).

### **SECTION 3: FISCAL OPERATIONS REPORT AND APPLICATIONS TO PARTICIPATE**

LSU Eunice is also required under federal regulations to complete the Fiscal Operations Report and Applications to Participate (FISAP) annually to report expenditures of campus-based aid, which includes the Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, and Federal Work Study.







Fiscal Operations Report and Application to Participate





- [2018-2019 FISAP Reporting and 2020-2021 Application](#)
- [2019-2020 FISAP Reporting and 2021-2022 Application](#)
- [2020-2021 FISAP Reporting and 2022-2023 Application](#)

### **SECTION 4: DEFAULT RATE**

The [student loan default rate of LSU Eunice](#) for the year of 2018 is 16.1%, calculated on the 3-year method. LSU Eunice administrators are not aware of any infractions to financial aid regulations which would jeopardize Title IV funding. The Director of Financial Aid regularly reviews and monitors updates and changes to the U.S. Department of Education Regulations relating to financial aid.

## **Sources**

-  [2018 LSU Internal Audit \(Page 1\)](#)
-  [2018 LSU Internal Audit \(Page 3\)](#)
-  [2018 LSU Internal Audit \(Page 7\)](#)
-  [AY 2022-2023 Catalog Section 3 Institutional Mission](#)
-  [Cohort Default Rate LSU Eunice](#)
-  [DOE Complaint Response Case](#)

-  FISAP 1819 Rpt 2021 Appl - FINAL
-  FISAP 1920 Rpt 2122 Appl - FINAL
-  FISAP 2021 Rpt 2223 Appl - FINAL
-  LOSFA Audit Report LSUE (Page 1)
-  LOSFA Audit Report LSUE (Page 5)
-  LOSFA Audit Report LSUE (Page 6)
-  Legislative Audit Ending 6302021 (Page 3)
-  Legislative Audit Ending 6302021 (Page 7)
-  Legislative Audit Ending 06302019 (Page 3)
-  Legislative Audit Ending 06302019 (Page 6)
-  MS-Title-IV-Complaint-Redacted (Page 1)
-  MS-Title-IV-Complaint-Redacted (Page 2)
-  MS-Title-IV-Complaint-Redacted (Page 42)
-  SP-Title-IV-Complaint-Redacted (Page 1)
-  SP-Title-IV-Complaint-Redacted (Page 10)
-  SP-Title-IV-Complaint-Redacted (Page 2)

## 13.7 Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: DESCRIPTION

Louisiana State University at Eunice operates and maintains all of its physical facilities in a manner that appropriately supports the needs of its education programs, support services, and other [mission-related](#) activities. The LSU Eunice main campus consists of a 196-acre tract of land that extends along Louisiana Highway 755 southwest of downtown Eunice. The campus' facilities are neatly organized and create an easily navigated and pedestrian-friendly community.

Eight major structures situated on approximately 100 acres of land compose the core of the campus. In addition, the campus has a residence, Baptist and Catholic student centers, a student housing complex called Bengal Village, four outdoor tennis courts, intercollegiate baseball and softball fields with press boxes, two soccer fields, a restroom/locker room facility, a greenhouse, a sand volleyball court, a maintenance building, and storage buildings. The structures on campus represent [432,201 square feet](#) of space built over 55 years. These campus facilities are discussed in detail in the [University Catalog](#). An inventory of the major facilities is available through the [Board of Regents' State Inventory System](#). A [campus map](#) is also available on the LSU Eunice website.

#### SECTION 2: OPERATION, MAINTENANCE, AND PLANNING

The operation and maintenance of facilities are coordinated through the Physical Plant Department using a computerized [work-order](#) system and a preventive maintenance program. LSU Eunice maintains its equipment by scheduling repairs, part replacements, inspections, and cleaning. Also, LSU Eunice has annual maintenance [service contracts](#) and/or access to prompt assistance from authorized service companies. The various contractors provide reports on their [inspections](#). LSU Eunice has established and expanded an energy management plan for the campus through building modifications and remote [metering programs](#). The University continues to implement various utility infrastructure upgrades and improvements to enhance energy efficiency and system reliability. [Phase I](#) of the upgrades to the Energy Management System was implemented during the fall 2022 semester. This work will include replacing major components such as all field panels, operating systems, key software components, and improved computer graphics to enhance central and remote operations, etc. Upon completion of Phase I, the scope of phase II will be decided and may include replacing field devices, sensors, safety devices, controls for the variable air volume boxes, and replacing pneumatic operated devices with digital devices, etc. The adequacy of the Physical Plant's operation and maintenance activities is confirmed by annual surveys of LSU Eunice faculty and staff. In spring 2022, using a Likert scale of 1-5, [faculty rated their satisfaction](#) with the adequacy of facilities and grounds at 4.60 (see question 32), and [staff rated their satisfaction](#) at 4.40 (see question 25). Overall [student satisfaction](#) with maintenance of the campus was 6.52 (between satisfied and very satisfied) on a 7.0 scale (see question 39). Attached as evidence is the Academic Year 2021-2022 institutional effectiveness documentation for satisfaction for

- [Faculty Satisfaction](#),
- [Staff Satisfaction](#), and
- [Student Satisfaction](#).

The determination of space needs and renovations is included in the annual Five-Year Capital Outlay Plan. The latest Fiscal Year [2023-2024 Capital Outlay](#) Budget Request for major projects totals \$64,244,714. In addition, the LSU Board of Supervisors and its staff have developed architectural standards that must be adhered to by design professionals working for LSU Eunice. LSU Eunice plans and works to maintain and improve its current facilities through self-generated funds, state deferred maintenance funds, and state capital outlay funds. LSU Eunice has completed numerous capital outlay and deferred maintenance projects during the past several years (2014-present) as shown on the [attached list](#). The Replacement of the Science Laboratory Fume Hoods was completed in December 2021 at a cost of \$2,082,099.00. In 2020-2021 WHLC Architects completed a [study and plan](#) for future of Science Building. LSUE Foundation conducted a fundraising planning study in 2022 to determine available private support. The LSUE Foundation is currently working on capital campaign for the building addition and renovation to match funding in state capital outlay pipeline for the project. In 2021 LSU Eunice Foundation funded an [athletic facilities](#) master plan conducted by Angelle Architects. The first project, LSU Eunice Baseball Stadium project received \$1 million in Capital Outlay cash funding in 2022 and is currently in architectural planning phase. A capital campaign planning study is also underway to determine private support for the project.

### SECTION 3: MEETING EDUCATIONAL NEEDS

Educational programs on the LSU Eunice campus are housed in facilities that are adequate to serve the needs of students and faculty. [LSU Eunice has classrooms](#) that accommodate from 20 students to an auditorium-style classroom seating 206. In addition, a larger auditorium with 250 seats can be used as a classroom, if necessary. LSU Eunice has 44 regular classrooms and several small conference rooms that are utilized periodically for seminar-type classes. The University has managed to accommodate all of the classes scheduled as noted in [space utilization report](#). The campus has nine computer laboratories, of which [four are open](#) to walk-in student use throughout the day. More than forty classrooms are equipped with [computer technology](#) to support remote learning activities.

The Health Technology Building contains laboratory facilities for programs in nursing, respiratory care, radiologic technology, and diagnostic medical sonography. LSU Eunice is in the process of installing a new Medical Gas System and upgrading two current classrooms into respiratory labs at an [estimated cost of \\$500,000](#). All of the programs have been accredited through a review process that included an evaluation of the physical facilities (see Table 14.1-1 in [Standard 14.4](#)). Among the other specialized facilities are twelve science laboratories, two art studio classrooms, a weight room, a gymnasium, and a natatorium. These facilities provide students with appropriate space and equipment for their educational programs.

The following information from the Space Utilization reports documents the adequacy of space. A detailed use of classroom and laboratory utilization from fall of 2021 shows that space was adequate to meet the needs of the students. For example, the average weekly

- classroom use for fall 2021 was 17.4 hours per classroom compared to the statewide normal usage of 30 hours per week (see Table 13.7-1);
- class laboratory use was 16.9 hours per laboratory compared to the statewide normal usage of 20 hours per week;
- use per student station in classrooms was 6.6 compared to the statewide normal usage of 18 hours per week; and
- use per student station in laboratories was 9.4 compared to the statewide normal usage of 16 hours per week.

Classrooms represent 18 percent of the [total space](#) in fall 2021, while laboratories represent 18.7 percent. As evidenced, LSU Eunice has considerable available space for future growth.

**Table 13.7-1: Average Weekly Use**

Description	2017	2018	2019	2020	2021	Norms for 2021
Mean Weekly Classroom Use	14.9	16.2	15.5	NA/Covid	17.4	30 hours
Mean Weekly Laboratory Use	6.1	6.2	6.2	NA/Covid	16.9	20 hours
Mean Weekly Student Station Use Classrooms	7.3	8.5	8.1	NA/Covid	6.6	18 hours
Mean Weekly Student Station Use Laboratories	4.5	4.7	5.1	NA/Covid	9.4	16 hours

In addition, through a 2 + 2 agreement with LSU Eunice, the University of Louisiana Lafayette (ULL) utilizes classroom space at LSU Eunice to teach the last two years of courses for a baccalaureate degree in elementary education. ULL's use of classroom space is not reflected in these reports. Faculty are housed in well-furnished individual offices. Multiple conference rooms are readily available for meetings.

## **SECTION 4: OFF-SITE INSTRUCTIONAL LOCATIONS**

### **4.1 LSU Alexandria**

While LSU Eunice does not operate or maintain off-campus physical facilities, LSU Eunice does offer classes and tutorial services at off-campus instructional sites. For example, classes are scheduled at the LSU Alexandria site, where a full-time LSU Eunice mathematics faculty member and academic advisor maintains an office in Chambers Hall room 135. LSU Alexandria provides classroom space for LSU Eunice courses in two primary buildings--Chambers Hall and Mulder Hall--to accommodate students enrolled in LSU Eunice course work. Chambers Hall was built in 1955 and has undergone major renovations several times, one being just prior to LSU Eunice occupying the space. Each classroom has a podium with a networked computer, along with a projector, screen, and whiteboard. Two computer labs are available in Chambers Hall for student use. In addition, LSU Alexandria provides two offices in Chambers Hall for LSU Eunice shared by adjuncts, each having a networked computer. Mulder Hall opened in August 2011. The building is a [94,348 square-foot facility](#) that provides 18 classrooms, two conference rooms, and a writing lab. Mulder Hall also has two computer labs for student use--164 is a Mac Classroom and 212 is an open lab, both with 20 computers. Additionally, Mulder Hall 218 has a mathematics tutoring lab with 24 computers.

Students and faculty receive an LSU Alexandria account and an identification card (Oakard) that provides access to [various services on campus](#). This includes access to technology such as [computer labs](#), [WiFi internet](#), and the help desk; the ability to print while on campus; [tutoring](#); the [Bolton Library](#); and [academic and transfer advising](#). In addition, faculty have access to classroom technology including projectors, document cameras, and podium computers. Both students and faculty share bandwidth on LSU Alexandria's 1 gig internet connection. While LSU Alexandria provides the connection to the internet for each office and classroom, Moodle, the web based course platform, is provided by LSU Eunice. Each faculty member and student has their own myLSUE account. Faculty are able to print class rosters, enter attendance verification, and enter midterm and final grades from their myLSUE accounts. Advisors have an additional screen used to advise and register students for classes. Students' myLSUE accounts have email, financial aid, course registration, and an announcement page that contains the academic calendar.

### **4.2 High School Dual Enrollment**

LSU Eunice has several high school dual enrollment sites with six of them offering between 25% and 49% of a program. Efforts are coordinated by the Director of Dual Enrollment and the LSU Eunice Academy. All high schools offering dual enrollment courses on their campus, or the facilitation of an online dual enrollment course are governed by a MOU for their parish/district (see the MOUs for [Jefferson Davis Parish](#), [St. Charles Parish](#), and [Avoyelles Parish](#) School Boards). Parish Memorandum of Understandings guarantee a school and parish-based liaison between LSU Eunice and the individual high school. High school sites have been deemed adequate for the LSU Eunice courses

being taught at their location by their parish and school-based designees. Information on three of the off-site locations is available below:

- St. Edmund High School is a parochial school in St. Landry parish and has seating for 35 students in the dual enrollment classroom (see [map of campus](#)).
- Eunice High School is a public school in St. Landry parish and has seating for 33 students in the dual enrollment classrooms (see [map of campus](#)).
- Iota High School is a public school in Acadia parish and has seating for 36 students in the dual enrollment classrooms (see [emergency flyer and map of campus](#)).

Each high school dual enrollment classroom is equipped with a desktop and internet connection for the professor/facilitator. The rooms are in good repair with no immediate concerns needing to be addressed. Each high school has a library on campus available with desktops computers available for student use as needed for research and coursework. All high schools are one to one in that all students have a laptop or Chromebook for school use and internet is available throughout the entire campus. In addition, the high school dual enrollment students typically receive tutoring and disability services at their own sites. Dual enrollment students may also use face-to-face tutoring at the LSU Eunice site or [online tutoring](#).

#### **4.3 Ochsner Lafayette General Orthopedic Hospital**

The Associate of Applied Science in Surgical Technology program and the Associate of Science in Nursing program are housed at Ochsner Lafayette General Orthopedic Hospital in Lafayette, Louisiana (see [agreement](#)). The nursing class located at the hospital begins in the spring while the nursing class located at the LSU Eunice site begins in the fall. The surgical technology class located at the Ochsner Lafayette General Orthopedic Hospital site begins in the fall. The programs are located on the first floor of a 3-story medical professional office building totaling [14,791 square feet](#). The area allocated to the [surgical technology program](#) includes a scrub area, four mock operating rooms, a classroom, and three offices. The area allocated to the nursing program includes two classrooms, a [nursing skills laboratory](#), and six faculty offices. The programs share a computer lab, reception area, a conference room, storage rooms, and a student lounge. As noted above, students have access to the LSU Eunice Library's online resources and tutoring for non-major courses. Nursing and Surgical Technology instructors provide their own remediation for students needing assistance with the courses in their major.

### **SECTION 5: SUPPORT SERVICES**

Facilities are also adequate for various support services. The [LeDoux Library](#), which provides public access to all resources, has 37,716 square feet of physical space, including a book collection with study rooms and carrels throughout the building and a large lobby that serves as the gateway to the library's extensive information and learning environment. Additionally, the library houses the [Testing Center](#) and the Learning Commons that features a wireless computer lab, individual and group study offerings, a [tutoring center](#), and [disability services](#). In addition to the many resources available on campus, the library also has electronic resources available online 24 hours a day, 7 days a week to serve all students at all locations. Various campus administrative offices for Academic Affairs, Student Affairs, Business Affairs, and Financial Aid all have adequate facilities.

With the expansion of Information Technology services, an IT suite has been designed in the Classroom Community Education Building. The IT suite contains a "Hot Isle" center server storage unit, which includes [internal battery backup](#). The suite contains generator backup power in case of long-term power outage. The network infrastructure over the past several years has been upgraded in the following manner: LONI (Louisiana Optical Network Infrastructure) internet connection now has a fiber connection capable of 1 gigabit speed; all distribution switches upgraded from 1 gigabit to 10 gigabit; a new virtual server environment installed within the data center with the [student database system](#) and [learning management system](#) being hosted in the cloud; new wireless [switches](#)


















and [access points](#); new [multi factor authentication](#) for faculty, staff and [students](#); new firewalls for the campus and Bengal Village installed; a 1 gigabit backup [internet connection](#) put in place for the campus; off-site backup storage for the data center and the new virtual server environment established; and a wireless internet network installed for Bengal Village. Information Technology also updated the [point of sale system](#) for the Bookstore as summer 2022 began. Students taking courses at any site or online [may contact](#) the Office of Information Technology if they are having issues with technology.

The Dr. Anthony Mumphrey Center has space for other mission-related activities. A large conference room in the center can be subdivided into three smaller rooms, providing flexible space for campus and community meetings and events. The Geaux Center located in the Acadian Center houses recruiting, admission, student records, and a tour room. A theatrical auditorium in the Health Technology Building is used for a performing arts series. In response to the needs of students and the community, LSU Eunice pursued and obtained student housing. Bengal Village opened in Fall 2002 and accommodates 216 students.



















### SECTION 6: RISK MANAGEMENT

LSU Eunice is insured through the State Office of Risk Management and has sufficient coverage of [property insurance](#). A [comprehensive written program](#) addresses the prevention of property damage and/or loss coverage. The program also addresses the limited, controlled access for authorized individuals to buildings. The Physical Plant has a [written equipment management program](#) and preventive maintenance schedule for mechanical and electrical equipment. Department heads detect property loss through routine inspections and [inventory verification reports](#). LSU Eunice has a Property Control Manager responsible for all property. The Property Control Manager, or designee, oversees the property inventory and ensures compliance through [Policy Statement Number 31: Property Control](#). This policy outlines the proper control of inventories and provides guidelines for the acquisition, tagging, disposition, and reporting of institutional assets. A complete [physical inventory](#) of the property owned by LSU Eunice is conducted each fiscal year. The Office of Risk Management (ORM) contracts with Sedgwick to conduct either a full ORM audit or an [ORM compliance review](#) each year. Sedgwick may have findings or recommendations from the audit/review which require a response and/or correction. A quarterly [Property Exposure Report](#) is completed to reflect current total values on LSU Eunice's property.

### Sources

-  [1 Multi-Factor Auth 20201130](#)
-  [1-19-23 Classroom Technology Overview](#)
-  [1-19-23 Computer Labs on Campus](#)
-  [1-19-23 LSU Eunice Classrooms](#)
-  [1-19-23 Tutoring Services](#)
-  [1-20-23 Disability Services](#)
-  [1-20-23 LeDoux Library Main Web Page](#)
-  [1-20-23 Testing Center](#)
-  [1-20-23 Tutoring Services](#)
-  [1-9-23 Email Assistance for MFA](#)
-  [12-19-22 Email on Student MFA](#)
-  [12-5-22 Ochsner Lafayette General Orthopedic Hospital pictures](#)
-  [2 Campus Internet 20210409](#)
-  [2-4-22 Response from SACSCOC LSU Lab Closing](#)
-  [2-iConvergence wireless - 1](#)

-  2022 Bookstore systems migration (1)
-  2022 Jenzabar Systems Migration to Cloud (1)
-  2022 Moodle - myCourses Migration with LSU (1)
-  3-iConvergence wireless - 2
-  4500 LSUE - Insurance
-  6-Critical Power Solutions Schneider Electric UPS Replacement 2019
-  AY 2022-2023 Catalog Section 3 Institutional Mission
-  AY 2022-2023 Catalog Section 4 General Information (Page 4)
-  Bonds & Crime Loss Control Program
-  Case Study STEAM 0630
-  Equipment Management Program and Procedures
-  Eunice HS Map
-  FACBuildingsByInstitution - BOR
-  Facilities - 5 Year capital Outlay Plan
-  Facilities - Building List - Total Square Footage Report - Revised 10-05-2022
-  Facilities - Campus Map Color (Page 1)
-  Facilities - Campus Master Plan
-  Facilities - Equipment\_Management\_Program\_and\_Procedures
-  Facilities - Facility Sevices Department Summary of Annual Term Contracts
-  Facilities - LSUE - Accomplishments - Projects Achieved
-  Facilities - Metering Programs
-  Facilities - ORM Compliance Review
-  Facilities - Sample of Contractors
-  Facilities - Work Order System
-  Faculty Survey Spring 2022 Facilities
-  Fall 2021 Assignable area by room use (Page 2)
-  Fall 2021 Average weekly classroom lab stations usage (Page 1)
-  Fall 2021 Average weekly classroom lab stations usage (Page 3)
-  Fall 2021 Average weekly classroom lab usage (Page 1)
-  Fall 2021 Average weekly classroom lab usage (Page 3)
-  Fall 2021 Average weekly classroom stations usage (Page 1)
-  Fall 2021 Average weekly classroom stations usage (Page 3)
-  Fall 2021 Average weekly classroom usage (Page 1)
-  Fall 2021 Average weekly classroom usage (Page 3)
-  Fall 2021 percent of utilization of class and labs (Page 1)
-  Fall 2021 percent of utilization of class and labs (Page 3)
-  Inventory Dates
-  Iota HS Emergency Flyer and Map
-  LGOH - MOB - BASE 1
-  LLA - 2022 Procedural Report
-  LLA - FY21 Financial Statement system audit
-  LSU Eunice-signed - Certificate of Insurance
-  LSUA - Services Guide for LSUE at LSUA Students (Page 1)
-  LSUA - Services Guide for LSUE at LSUA Students (Page 2)
-  LSUA - Services Guide for LSUE at LSUA Students (Page 3)
-  LSUA - Services Guide for LSUE at LSUA Students (Page 6)

-  LSUA - Services Guide for LSUE at LSUA Students (Page 7)
-  LSUE Donation Agreement 2021 for RN ST
-  Lafayette Floorplan - Surgical Technolgy
-  MOU Avoyelles Parish School Board
-  MOU Jefferson Parish School Board
-  MOU St Charles Parish School Board
-  MPAC Mulder-LSUA
-  Medical Gas System Overall Cost Estimate
-  NL-SequentialSite Facility Services
-  NO31 Property Control
-  Nursing Sim Lab Pictures Lafayette
-  Phase I EMS Upgrades - Notice To Proceed
-  Property Exposure Report May 2022
-  Property Exposure Report- LSUA (Page 4)
-  Saff Survey Spring 2022 Facilities
-  St. Edmund Catholic School Main Building Map High School
-  Standard 14.4
-  Statement of Intent Athletics - Draft

## 14.1 Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

#### SECTION 1: REPRESENTATION OF ACCREDITATION STATUS AND BRANCH CAMPUSES

Louisiana State University at Eunice is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Louisiana State University at Eunice may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The statement of accreditation appears in the following official publications:

- [the AY 2022-2023 LSU Eunice Catalog](#),
- [the Employee Handbook](#),
- the LSU Eunice [Institutional Effectiveness Public Disclosure Website](#) (Internet Connection Required) and [as a PDF](#), and
- the Financial Aid [Consumer Information Website](#) (highlighted passage)

As the Institutional Summary Form discloses, LSU Eunice has no branch campuses; however, LSU Eunice does have several Off-Campus Instructional Sites. These sites are summarized on the [Instructional Locations Website](#).

#### SECTION 2: UNOFFICIAL REFERENCES TO SACSCOC IN DEGREE DESCRIPTIONS AND PUBLICATIONS

Other than the official accreditation statement in the publications above, the AY 2022-2023 LSU Eunice Catalog contains limited references to SACSCOC. The first reference to SACSCOC is that all coursework, including general education coursework, must meet SACSCOC requirements in the Degree Program Definitions Section. Next, some degrees at LSU Eunice refer to program related accreditation only, but do not refer to SACSCOC in their Catalog descriptions. For example, the following program Catalog descriptions have any word beginning with "accredit" highlighted:

- [Associate of Science in Nursing](#)
- [Associate of Science in Radiologic Technology](#)
- [Associate of Science in Respiratory Care](#)
- [Associate of Applied Science in Diagnostic Medical Sonography](#)
- [Associate of Applied Science in Surgical Technology](#)

The remaining AY 2022-2023 LSU Eunice Catalog descriptions do not contain references to accreditation. The Catalog descriptions of the remaining programs are included as documentation:

- [Associate of Arts Louisiana Transfer](#)











- [Associate of Science Louisiana Transfer](#)
- [Associate of General Studies](#)
- [Associate of Science in Criminal Justice](#)
- [Associate of Science in the Care and Development of Young Children](#)
- [Associate of Applied Science in Fire and Emergency Services](#)
- [Associate of Applied Science in Management](#)
- [Associate of Applied Science in Computer Information Technology](#)
- The six certificates of technical studies programs ([pages 49-54](#) and [page 72](#))

Next, the Director of Public Affairs surveyed LSU Eunice's program brochures and website in November 2022 to determine if SACSCOC Accreditation Status was, in any way, misrepresented. The program brochures made no reference to SACSCOC. Examples of other program brochures follow:

- [Respiratory Care](#)
- [Diagnostic Medical Sonography](#)
- [Nursing](#)
- [Computer Information Technology](#)
- [Agriculture informational flyer and trifold](#)

## Sources

-  [20180317-Nursing-Card-6x9](#)
-  [20180417-Respiratory-Card-6x9-PMS-FOR-PRESS](#)
-  [20191015-CIT](#)
-  [20211025 DMS Informational Flyer](#)
-  [AY 2022-2023 Catalog Section 0 Catalog Home \(Page 1\)](#)
-  [AY 2223 Catalog Section 9 Associate Degrees and Certificate Programs 14-1 \(Page 10\)](#)
-  [AY 2223 Catalog Section 9 Associate Degrees and Certificate Programs 14-1 \(Page 24\)](#)
-  [AY 2223 Catalog Section 9 Associate Degrees and Certificate Programs 14-1 \(Page 31\)](#)
-  [AY 2223 Catalog Section 9 Associate Degrees and Certificate Programs 14-1 \(Page 36\)](#)
-  [AY 2223 Catalog Section 9 Associate Degrees and Certificate Programs 14-1 \(Page 44\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 33\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 40\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 42\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 49\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 55\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 6\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 64\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 65\)](#)

-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 68\)](#)
-  [AY\\_2022\\_2023\\_Catalog\\_Section\\_9\\_Associate\\_Degrees\\_and\\_Certificate\\_Programs \(Page 72\)](#)
-  [Financial Aid Consumer Information](#)
-  [IE SACSCOC Reports Webpage](#)
-  [LSU Eunice Institutional Effectiveness Public Disclosure](#)
-  [LSU Eunice Instructional Locations](#)
-  [LSU-Eunice-Employee-Handbook \(Page 10\)](#)
-  [SACSCOC Website](#)
-  [Sustaining Future Farms Flyer](#)
-  [Sustaining Future Farms Trifold](#)

## 14.3 Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

As noted on the [Institutional Summary Form](#), Louisiana State University at Eunice is made up of the main campus in Eunice, Louisiana, and several sites offering  $\geq 50\%$  of a program

- Distance education courses originating from the LSU Eunice site (see the Institutional Summary Form for the [specific degrees](#)),
- LSU Alexandria site enrolling students not admissible to LSU Alexandria, and
- Ochsner Lafayette General Orthopedic Hospital offering only the Nursing and Surgical Technology Programs.

LSU Eunice does not distinguish between students in face-to-face programs and courses and students in distance education programs and courses at Off-Campus Instructional Sites because the University considers all students to be equal stakeholders in, and beneficiaries of, the mission and goals of the University. LSU Eunice seeks to ensure the rigor and quality of all programs and courses it offers, regardless of mode of delivery.

LSU Eunice included a review of its distance learning programs and Off Campus Instructional Locations throughout the responses to applicable Standards in this report. Each is summarized below for convenience.

#### SECTION 2: APPLICABLE STANDARDS

**Standard 2.1 Institutional Mission:** As noted in Standard 2.1, LSU Eunice's [mission statement](#) is

Louisiana State University Eunice, a member of the Louisiana State University System, is a comprehensive, open admissions institution of higher education. The University is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University at Eunice offers associate degrees, certificates and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice.

Distance education and the various Off Campus Instructional Sites fit the overall mission of the University because LSU Eunice's online programs and sites have expanded the number of "All who can benefit from its resources" by offering programs and courses to those who would otherwise be unable to benefit from LSU Eunice's resources and educational opportunities by the constraints of time and space and would thus not have "the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice."

The [strategic goals](#) also affirm Off Campus Instructional Sites in order to ensure student access (strategic goal 1) and to create public-private partnerships with business, school districts, and

hospitals in the area (strategic goal 3). Strengthen student success (strategic goal 2) seeks to not only have students successful in their individual courses, but in becoming a program completer as well. Finally, demonstrating a culture of continuous improvement (strategic goal 4) complements strategic goals one through three in terms of increasing effectiveness in order for the University to meet its mission.

**Standard 5.4 Qualified Administrative/Academic Officers:** Senior administrative officers are detailed in this response. They are responsible for all online and all face-to-face sites.

**Standard 6.1 Full-Time Faculty:** The same definitions and responsibilities apply to all faculty regardless of modality (see [Section 2: Definitions of Faculty](#) and [Section 3: Responsibilities of Faculty Members](#)). The data is broken out by online and the Off Campus Instructional Sites  $\geq$  50% of a program. High school dual enrollment sites between 25% and 49% of a program are also included. The data includes the number and percentage of:

1. sections taught by full-time and part-time faculty (see Tables 6.1-9 through 6.1-13 in [Section 4.4](#)).
2. credit hour production by full-time and part-time faculty (see Tables 6.1-15 through 6.1-19 in [Section 4.5](#)).

**Standard 6.2a Faculty Qualifications:** The qualifications of all faculty, including Off Campus Instructional Sites and online are listed in this response. High school dual enrollment faculty are also listed and are labeled "dual" in column two.

**Standard 6.2b Program Faculty:** Following Standard 6.1, the definitions and responsibilities apply to all faculty members. Similar to the data in Standard 6.1, the response for Standard 6.2b breaks out the data by site as does Standard 6.1; however, the response to Standard 6.2b breaks out the data by program with the number and proportions of

1. sections taught by full-time and part-time faculty (see Tables 6.2b-8 through 6.2b-12 in [Section 4.3](#)).
2. the number of full-time and part-time faculty (see Tables 6.2b-13 through 6.2b-16 in [Section 4.4](#)).
3. credit hour production by full-time and part-time faculty (see Tables 6.2b-21 through 6.2b-25 in [Section 4.6](#)).

**Standard 6.2c Program Coordination:** The program coordinators listed in Standard 6.2c work with students at all sites; however, both online and each Off-Campus Instructional Site offering greater than 50% of a program have at least one coordinator located at the site to facilitate daily functions. All high school dual enrollment sites are between 25% and 49% of a program and are coordinated by a Director.

Ms. Grace Semones, [Coordinator of the LSU Alexandria](#) Off-Campus Instructional Site works with LSU Alexandria and LSU Eunice personnel to schedule courses and assist students as needed. The following are provided as evidence of coordination for spring 2023:

- Resolving a [schedule conflict](#),
- Working with an [concurrently enrolled student](#),
- Student [advising wishing](#) to take only mathematics, and
- Pathways student wishing to take [courses online](#).



Dr. Doug Narby, the Coordinator of Online Education ([job description](#)) works with the deans of the two academic divisions to clarify policy, establish procedures as needed, and advise students. The following are provided as evidence of coordination:

- Email [discussing graduation](#) with a student,
- [Advising for spring 2023](#),
- [Advising for spring 2022](#),
- Taking part in an [online meeting](#) with an interim dean, and
- Fall 2022 special [focus training](#) for faculty.

The Coordinator also works with the deans to ensure that courses and programs meet current best practices and are taught by qualified faculty. On [May 28, 2019](#), an LSU internal audit was completed for LSU Eunice's online and distance education programs, with several tests being conducted by the auditor ([see pages 2-3](#)). "The primary objective of [the] audit was to determine if LSUE's Online and Distance Learning Program had sufficient controls to ensure appropriate rigor for online courses, maintain student integrity, and correctly assess and record associated fee revenue." According to the audit report, no material weaknesses were identified related to online and distance learning. Minor process enhancements and best practices were communicated to LSU Eunice during the exit interview, but not documented in the report ([see page 3](#)).

**Standard 8.2a Student Outcomes--Educational Programs:** Program data is broken out by objective, including whether students were online or face-to-face where applicable. For example, the Accounting Technology program indicates whether students were face-to-face or online in Objective 2.1 for all three years assessed (see Table 14.3-1). Note that no students have completed the programs offered at the LSU Alexandria site because students are expected to transfer to LSU Alexandria when they become eligible. Given this, institutional effectiveness documentation from some program specific courses offered is provided as documentation to demonstrate that program outcomes and student learning outcomes are assessed at all sites and methodologies (see Table 14.3-1).

**Table 14.3-1. Institutional Effectiveness Documentation for Selected Courses.**

<b>Course/Program</b>	<b>AY 2019-2020</b>	<b>AY 2020-2021</b>	<b>AY 2021-2022</b>
<b>Certificate of Technical Studies in Accounting Technology, Account Clerk</b>	<a href="#">Objective 2.1</a> (LSUE face-to-face and Online)	<a href="#">Objective 2.1</a> (LSUE face-to-face and Online)	<a href="#">Objective 2.1</a> (LSUE face-to-face and Online)
<b>Associate of Science in Nursing</b>	<a href="#">Objective 2.1</a> Data on students passing the National Council of State Boards of Nursing License Examination (NCLEX-RN) LSUE face-to-face and the Ochsner Lafayette Hospital See progress report and attachments	<a href="#">Objective 2.1</a> Data on students passing the NCLEX-RN LSUE face-to-face and the Ochsner Lafayette Hospital See progress report and attachments	<a href="#">Objective 2.1</a> Data on students passing the NCLEX-RN LSUE face-to-face and the Ochsner Lafayette Hospital See progress report and attachments
<b>Certificate of Technical Studies in Medical Billing and Coding</b>	<a href="#">Objective 5.1</a> Online program only See progress report	<a href="#">Objective 5.1</a> Online program only See progress report	<a href="#">Objective 5.1</a> Online program only See progress report
<b>General Education ENGL 1001 &amp; 1002 English Composition</b>	<a href="#">Objective 3.11</a> See Progress Report Table 2 ENGL 1001 by site Table 4 ENGL 1002 by site	<a href="#">Objective 3.11</a> See Progress Report Table 2 ENGL 1001 by site Table 4 ENGL 1002 by site	<a href="#">Objective 2.11</a> See Progress Report Table 2 ENGL 1001 by site Table 4 ENGL 1002 by site
<b>General Education MATH 1021 College Algebra</b>	<a href="#">Objective 2.21</a> See Progress Report Table 3 MATH 1015 by site Table 5 MATH 1021 by site	<a href="#">Objective 2.21</a> See Progress Report Table 3 MATH 1015 by site Table 5 MATH 1021 by site	<a href="#">Objective 2.21</a> See Progress Report Table 3 MATH 1015 by site Table 5 MATH 1021 by site
<b>GEOG 1001 Human Geography - Word Regional Geography</b>	<a href="#">Objective 3.55</a> See Progress Report Table 1 GEOG 1001 offered in a 16-week & 8-week online only	<a href="#">Objective 3.55</a> See Progress Report Table 1 GEOG 1001 offered in a 16-week & 8-week online only	<a href="#">Objective 3.55</a> See Progress Report Table 1 GEOG 1001 offered in a 16-week & 8-week online only

**Standard 9.1 Program Content:** This Standard applies to all programs offered by LSU Eunice as noted in the first paragraph of Section 1.

**Standard 9.2 Program Length:** This Standard applies to all Associate Degree programs offered by LSU Eunice as noted in the first paragraph of Section 1.

**Standard 10.2 Public Information:** Online and each site greater than 50% are both discussed in this Standard.

**Standard 10.3 Archived Information:** The LSU Eunice Catalog applies to all students and [archived information](#) is available on the home page. Students learn about selected sections of the LSU Eunice Catalog at orientation.

- High School Dual Enrollment (see [pages 7-8](#)),
- LSU Alexandria (see [page 7](#) and [page 9](#)),
- LSU Eunice (see [pages 7-9](#)), and
- Online Orientation (see [pages 4-5](#))

**Standard 10.5 Admissions Policies and Practices:** This Standard details the admissions policies and practices used in each section.

**Standard 10.6a, Standard 10.6b, & Standard 10.6c Distance and Correspondence Education:** Policies and procedures are detailed in each Standard for ensuring that the student who registers is the same student participating, the privacy of the students, and that students are notified at the time of registration of any projected costs associated with student identity.

**Standard 10.7 Policies for Awarding Credit:** The first sentence in the Standard notes that LSU Eunice policies in this respect apply to all courses regardless of format or mode of delivery.

**Standard 11.1 Library and Learning/Information Resources:** The library services available to all students at all sites and online are described in the response to this Standard. Alternately, see Standard 12.1 [Section 2.13 Library](#).

**Standard 12.1 Student Support Services:** Each site has student support services that are applicable to it, as noted in the paragraph below the bulleted student body profile in Section 1.1. This includes access to the Library by Off Campus Instructional Sites and online students.

**Standard 12.4 Student Complaints:** The reply to this Standard 12.4 notes that the Complaint and Appeals Policies apply to all students in the first sentence of Section 1. The various logs included in Standard 12.4 cite complaints and appeals from online and LSU Eunice face-to-face students. For example, the [complaint log in section 2](#) contains two cases from online students with the rest being from LSU Eunice students. The [academic appeal log in Section 3.1](#) contains examples from LSU Eunice with no highlighting, CALL/LSUO (online) students highlighted yellow, and one from LSU Alexandria highlighted pink. Finally, the [financial aid appeal log in Section 3.3](#) contains appeals from LSU Eunice Students with no highlighting, CALL/LSUO (online) with yellow highlighting, and LSU Alexandria students with pink highlighting on pages one and two. For Academic Affairs, there was one [grade appeal](#) from a dual enrollment student. A [follow up letter](#) was sent to the student.

**Standard 13.7 Physical Resources:** Each off-site location is discussed just after Table 13.7-1.

**Standard 13.8 Institutional Environment:** In term of health and safety, all building must meet the

state specifications for occupancy. The following are provided as evidence of a healthy, safe, and secure environment at all physical sites:

- LSU Eunice [Radiation Manual](#) and [Safety Manual](#),
- LSU Alexandria [Emergency Preparedness Plan](#),
- High School Dual Enrollment ([Iota High School Emergency Flyer and Map](#)), and
- Ochsner Lafayette General Orthopedic Hospital ([Environmental Safety Management Plan](#) and [Emergency Operations Plan](#)).

**Standard 14.1 Publication of Accreditation Status:** As noted in the response to Standard 14.1, LSU Eunice accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC. LSU Eunice does not have any branch campus sites.

**Standard 14.4 Representation to Other Agencies:** This Standard applies only to Nursing at the Ochsner Lafayette General Orthopedic Hospital site and is detailed in the various tables presented in the response to that Standard's response.














































### SECTION 3: DUAL ENROLLMENT



























Each semester, LSU Eunice offers a number of high school dual enrollment courses at several high schools sites all of which are less than 50% of a program and to the LSUE Academy with students at the LSU Eunice site. In order to coordinate daily operations and maintain the quality and academic integrity of LSUE Academy and courses at all dual enrollment sites, LSU Eunice maintains an Office of Dual Enrollment and LSUE Academy that [reports directly](#) to the Vice Chancellor for Academic Affairs and Provost ([see job description](#)). (Note that Ms. Sondra Cormier left the University to take another position and was replaced by Ms. Alisha Fontenot.) The Director of Dual Enrollment and LSUE Academy works with other LSU Eunice offices to create course sections that are either face-to-face at the LSU Eunice site, face-to-face at the high schools, or offered online and are based on the needs of the individual high schools and their students. The Director of Dual Enrollment and LSUE Academy also coordinates advising for student, schedule changes, and books (see evidence of coordination emails: [Advisee Main List](#), [book cost](#), and [scheduling](#)). The appropriate dean and Human Resources oversees the employment process for new dual enrollment faculty using a process that is similar to all other LSU Eunice faculty. The dean is responsible for verifying the credentials of all faculty members to ensure they are SACSCOC qualified. The deans also provide the high school dual enrollment faculty with the course syllabus and the required books.

High school dual enrollment faculty have the same responsibilities as those described for all other faculty in [Standard 6.1 Full-Time Faculty](#). (Note to the Reviewer: High school dual enrollment faculty are discussed in several sections of the response to Standard 6.1. This author recommends using the browser's "find on this page" feature to easily locate all of them.) In order to maintain academic rigor, high school dual enrollment sites use LSU Eunice or approved text books and departmental based course syllabi (see approval for an [alternate English text](#)). Upon the conclusion of each semester, high school dual enrollment faculty give the same or similar final. High school dual enrollment faculty are also required to send Student Outcome Reporting Form for select courses similar to all faculty. The following examples detail the various ways that faculty can turn in the data: [ENGL 1001-D2](#) spring 2022; [ENGL 1002-D3](#) spring 2022; and [MATH 1020](#) fall 2022. Note that outcome one for MATH 1020 is a difficult topic for students as indicated in Table 5 of [outcome 2.21](#). (see Table 14.3-1 above). Finally, high school dual enrollment students have access to all services described in [Standard 12.1 Student Support Services](#).

### Sources

-  [1909-LSUE-Online-Final-Audit-Report \(Page 1\)](#)

-  1909-LSUE-Online-Final-Audit-Report (Page 2)
-  1909-LSUE-Online-Final-Audit-Report (Page 3)
-  2-25-23-Known-Technical-Issue
-  AY 2022-2023 Catalog Section 3 Institutional Mission (Page 1)
-  Acad Susp Academic Appeals decisions log Redacted
-  Appeal\_Step\_3\_Decision\_Letter
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-  Catalog Archive Page
-  DE Advisee list email - D. Thibodeaux
-  DE Alisha Fontenot-Job Description
-  DE Alternate English Text
-  DE Course Material Cost Email - R. Zorn
-  DE Master Schedule Email - Dozier
-  ENGL1001 D2 Outcomes SP 22
-  ENGL1002 D3 SP 2022 SLOs
-  Fall 2022 Orientation-High School Dual Enrollment (Page 7)
-  Fall 2022 Orientation-Online (Page 4)
-  Fin Aid Appeal Log
-  Iota HS Emergency Flyer and Map
-  LSU Eunice Organizational Chart (Page 1)
-  LSUA Concurrent Enrollment\_Redacted
-  LSUA Emergency Preparedness Plan
-  LSUA Grace's Job Duties Confirmed by Email\_Redacted
-  LSUA Online Pathways Request\_Redacted
-  LSUA Orientation - FA22 - C101 (Page 7)
-  LSUA Orientation - FA22 - C101 (Page 9)
-  LSUA Pathways Mathematics Question\_Redacted
-  LSUA Schedule Conflict
-  LSUE-Radiation-Manuel-2021
-  LSUE-safety-manual
-  Log of Complaints
-  Main Campus Orientation - FA22 - C101 (Page 7)
-  OLGMC Emergency Operations Plan
-  OLGMC Environmental Safety Management Plan
-  Online 10-29-20 LSUO meeting with dean Alleman
-  Online Advising Graduation\_Redacted
-  Online Doug Narby 2021 Allowance\_Redacted
-  Online Fall 2022 Special Focus Training for Faculty
-  Online Spring 2023 Advising\_Redacted
-  Online Spring 22 Advising\_Redacted
-  Part\_4\_Institutional\_Summary\_Form (Page 1)
-  Part\_4\_Institutional\_Summary\_Form (Page 7)
-  SLO Results Fa 22 MATH 1020 Dual Enrollment
-  Standard 10.2
-  Standard 10.5
-  Standard 10.6a

-  Standard 10.6b
-  Standard 10.6c
-  Standard 10.7
-  Standard 11.1
-  Standard 12.1
-  Standard 12.1 Section 2.13 Library
-  Standard 12.4
-  Standard 13.7
-  Standard 14.1
-  Standard 14.4
-  Standard 2.1
-  Standard 5.4
-  Standard 6.1
-  Standard 6.1 Section 2
-  Standard 6.1 Section 3
-  Standard 6.1 Section 4.4
-  Standard 6.1 Section 4.5
-  Standard 6.2a
-  Standard 6.2b
-  Standard 6.2b Section 4.3
-  Standard 6.2b Section 4.4
-  Standard 6.2b Section 4.6
-  Standard 6.2c
-  Standard 8.2a
-  Standard 9.1
-  Standard 9.2

## 14.4 Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

### Judgment

Compliant    Non-Compliant    Not Applicable

### Narrative

#### SECTION 1: INTRODUCTION

Per its [mission](#), Louisiana State University at Eunice has several associate degree programs with individual program accreditation (see Table 14.4-1:

**Table 14.4-1: LSU Eunice Majors with Individual Program Accreditation**

<p>Associate of Science in <a href="#">Nursing</a>                      Accreditation Commission for Education in Nursing, Inc. (ACEN)                      Date of last review: August 8, 2018</p>	<p>Associate of Science in <a href="#">Radiologic Technology</a>                      Joint Review Committee on Education in Radiologic Technology (JRCERT)                      Date of last review: April 16, 2021</p>
<p>Associate of Applied Science in <a href="#">Diagnostic Medical Sonography</a>                      Commission on Accreditation of Allied Health Education Programs (CAAHEP) based on the recommendation of the Joint Review Committee on Diagnostic Medical Sonography (JRCEDMS)                      Date of last review: October 12, 2018</p>	<p>Associate of Applied Science in <a href="#">Management</a>                      Accreditation Council for Business Schools and Programs (ACBSP)                      Date of last review: November 28, 2019                      January 8, 2020 <a href="#">Press Release</a></p>
<p>Associate of Science in <a href="#">Respiratory Care</a>                      Commission on Accreditation for Respiratory Care (CoARC)                      Date of last review: January 2015</p>	<p>Associate of Applied Science in <a href="#">Surgical Technology</a>                      Commission on Accreditation of Allied Health Education Programs (CAAHEP)                      Date of last review: September 20, 2019</p>
<p>Associate of Applied Science in <a href="#">Computer Information Technology</a>                      The Association of Technology, Management, and Applied Engineering                      Date of Visiting Team Report: May 2, 2022</p>	

## **SECTION 2. A: REPRESENTATION TO DEPARTMENT OF EDUCATION RECOGNIZED ACCREDITING AGENCIES**

Of the LSU Eunice programs listed above, the [Associate of Science in Nursing](#) and the [Associate of Science in Radiologic Technology](#) hold program accreditation by organizations recognized by the U.S. Department of Education and are contained in the [DOE Database of Accredited Postsecondary Institutions and Programs](#).

The last self study completed by the [Associate of Science in Nursing](#) for the Accreditation Commission for Education in Nursing (ACEN) was in 2015. ACEN notified LSU Eunice that the Nursing Program was granted continuing accreditation and was placed on conditions in a letter dated [March 30, 2016](#). This accreditation decision will be discussed in detail in Section B. On November 21, 2016, a substantive change was completed and sent to ACEN for the addition of an off-site Nursing Program location at Lafayette General Hospital. This was followed by a Substantive Change Prospectus for offering 50% or more of a program at a new site being sent to SACSCOC on December 15, 2017. ACEN approved the new off-campus instructional site at Lafayette General Southwest in a letter dated [April 6, 2018](#), and SACSCOC approved the site in a letter from Dr. Belle Wheelan dated [June 25, 2018](#). During this same time, the nursing faculty submitted the follow up report to ACEN to address the compliance issues noted in the March 30, 2016 letter. This was followed by ACEN notifying the Chancellor at LSU Eunice that the nursing program was granted "continuing accreditation...with removal of conditions" on [August 8, 2018](#).

Subsequently, the name of the hospital changed from Lafayette General Hospital Southwest to Lafayette General Orthopaedic Hospital. This was followed by another name change to Ochsner Lafayette General Orthopedic Hospital that was acknowledged by the SACSCOC Substantive Change Office on [July 27, 2021](#). From hereon, the hospital site will be referred to as Ochsner Lafayette General Orthopedic Hospital or Ochsner Lafayette General.

Given the original self-study report, the substantive changes, and the follow up report for the Nursing Program in recent years, the following sources will be used to make the case for compliance.

- The 2015 nursing self study to ACEN.
- The 2016 substantive change to ACEN for the implementation of a nursing class at Ochsner Lafayette General Orthopedic Hospital.
- The 2017 substantive change to SACSCOC to offer 50% or more at a new off-campus site (Ochsner Lafayette General).
- The 2018 follow up report to ACEN.
- The Academic Year AY 2022-2023 LSU Eunice Catalog, current LSU Eunice Policy Statements, or other documents as required to make a case for compliance.

Rather than use every report for each piece of evidence, the most current nursing document will be utilized as it applies to each of the categories below.



Next, the Associate of Science in Radiologic Technology Program completed a self study for the Joint Review Committee on Education in Radiologic Technology (JRCERT) on August 14, 2020. In a letter from the JRCERT dated [August 31, 2021](#), the program was awarded accreditation with an interim report due in the second quarter of 2025. The 2020 self study and its exhibits along with the June 2020 Program Handbook will present the material contained in the self study. The AY 2022-2023 Program Handbook for Students and the AY 2022-2023 LSU Eunice Catalog along with other selected documents will present current material being used for the Radiologic Technology Program. Both sets of documents will be used to make the case for compliance.

Please note that the page numbers in the narrative below refer to the **page number of the PDF** and not the page number shown on the document. Also, please note that links to the August 14, 2020 JRCERT Self Study, the June 2020 Program Handbook, and June 2022 Program Handbook for Radiologic Technology Students may take a moment to open as the three are large files.

**2.1 Purpose**

**2.1.1 Nursing**

The mission and philosophy of the Associate of Science in Nursing and LSU Eunice are expressed in identical terms, as the documents in Table 14.4-2 indicate. The mission and philosophy statements are also contained in the Student Handbook given to students when they are accepted into the program.

**Table 14.4-2: Nursing Purpose**

<b>Purpose</b>	<b>2018 Follow Up Report ACEN</b>	<b>AY 22-23 LSU Eunice Catalog</b>
a. LSU Eunice mission	<a href="#">Page 8</a>	<a href="#">Page 1</a>
b. LSU Eunice philosophy	<a href="#">Page 9</a>	<a href="#">Page 1</a>
c. LSU Eunice strategic goals	<a href="#">Page 10</a>	<a href="#">Page 1</a>
d. Nursing mission	<a href="#">Page 10</a>	<a href="#">Page 10</a>
e. Nursing philosophy	<a href="#">Page 10</a>	<a href="#">Page 10</a>

**2.1.2 Radiologic Technology**

The program mission, philosophy, goals, and student learning outcomes are expressed to JRCERT and to current students in identical terms (see Table 14.4-3). The SACSCOC Institutional Effectiveness reviewer should note that the hyperlinks contained within the August 14, 2020 JRCERT Self Study will not work as they link to the JRCERT Accreditation Portal. As a result, evidence was downloaded from that report and included as links in the response to this Standard were necessary to make a case for compliance.

**Table 14.4-3: Radiologic Technology Purpose**

Purpose	August 14, 2020 JRCERT Self Study Sections	Current Catalog & Program Handbook
a. Program mission	3.1 <a href="#">page 23</a> 2020 Handbook <a href="#">page 8</a>	AY 22-23 Catalog <a href="#">page 20</a> 2022 Handbook <a href="#">page 8</a>
b. Program philosophy, goals, & student learning outcomes	2020 Handbook <a href="#">page 8</a>	AY 22-23 Catalog <a href="#">page 20</a> 2022 Handbook <a href="#">page 8</a>

## **2.2 Governance**

### **2.2.1 Nursing**

This section contains the participation in governance for the nursing program, along with involvement with governance of the University (see Table 14.4-4). It also includes major job duties for the dean and director, organizational charts, and committee assignments. Because there is no reference with respect to faculty participation in governance in the LSU Eunice Catalog, it is replaced by links to other University documents. Please note that the term "division head" was replaced by "dean" in September of 2017 (footnote on page 40 of the 2017 SACSCOC Prospectus). As a result, the 2015 and 2016 documents use the term division head.

The descriptions job duties and governance in Section 2.2 are consistent with LSU Eunice Policy Statement (PS) Number 3, Responsibilities and Concerns of University Personnel. The Policy states that "the faculty determines educational policies for its respective unit...." This includes "criteria for the admission of students, degree requirements, courses and curricula,...standards of instruction and grading" ([lines 17-41](#)). Membership for faculty and determining requirements and general educational policy is also stated in the [Regulations of the LSU Board of Supervisors](#) Article 1; Section 2.A. Faculty of the University and -B.2 Duties (September 13, 2021).

**Table 14.4-4: Nursing Governance**

Governance	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+	2018 Follow Up Report ACEN	Other LSU Eunice Policies or Documents
a. Org chart LSU Eunice	<a href="#">Page 100</a>	<a href="#">Page 109</a>	--	Document from <a href="#">Website</a> <sup>1</sup>
b. Dean (division head) job duties	--	<a href="#">Page 40</a>	--	PS 3 ( <a href="#">lines 175-225</a> )
c. Director job duties or description	Pages <a href="#">12</a> , <a href="#">25</a> , & <a href="#">44</a>	Pages <a href="#">40</a> & <a href="#">66</a>	--	PS 3 ( <a href="#">lines 226-264</a> )
d. Nursing faculty committees	Pages <a href="#">9</a> & <a href="#">11</a>	<a href="#">Page 65</a>	Pages <a href="#">12-13</a> , <a href="#">14</a> , & <a href="#">20</a>	PS 3 ( <a href="#">lines 26-30</a> )

e. University Committees	Page 10	--	--	PS 3 (lines 17-30) Page 8 <sup>2</sup> AY 22-23 Committees
f. Descriptions	Pages 9-13	Page 12 & 75-81 <sup>3</sup>	--	Page 8

Notes:

1. Note the change in LSU Eunice Chancellors in 2019. Several organizational changes occurred.
2. The Regulations of the LSU Board of Supervisors Article I; Section 2.A. Faculty of the University and Section B.2 Duties (September 13, 2021).
3. Pages 75-81 uses meeting minutes to document the nursing faculty's participation in the decision making.

### 2.2.2 Radiologic Technology

The 2020 JRCERT Report demonstrated that faculty have a voice in all areas of the program governance (see Table 14.4-5). This is consistent with LSU Eunice Policy Statement (PS) Number 3, Responsibilities and Concerns of University Personnel (lines 17-41) and the [Regulations of the LSU Board of Supervisors](#) Article 1; Section 2.A. Faculty of the University and -B.2 Duties (September 13, 2021).

**Table 14.4-5: Radiologic Technology Governance**

Governance	2020 JRCERT Self Study Sections	LSU Eunice Documents
a. Curriculum proposals	5.4 on pages 41-42	PS 3 (lines 17-27)
b. Evaluation and planning	1.11 Page 11, 2.7 Page 19, & 5.4 Page 41	PS 3 (lines 17-29)
c. Radiation safety	4.1 Page 30, 4.3 Pages 32-33, and <a href="#">Radiation Safety Manual</a> JRCERT Exhibit	2022 Handbook Pages 52-54 <a href="#">Radiation Safety Manual</a> October 2021
d. Laboratory & clinical safety	4.4 Page 34 & 4.5 Pages 34-35	2022 Handbook Pages 53 & 64-65
e. Medical facilities for clinicals	6.4 Page 45 & 6.5 Pages 45-46	2022 Handbook Pages 7, 61, & 65-66
f. Organizational Chart	2.1 Pages 15-16 JRCERT Exhibit	Website showing <a href="#">LSU Eunice</a> Internal documents for <a href="#">HSBT</a> <sup>1</sup>

Note: 1. HSBT is the Division of Health Sciences, Business Technology, and Public Protection and Safety.

**2.3 Program, Degrees, Diplomas, Certificates**

**2.3.1 Nursing**

In this section, the nursing program is described, along with the list of courses, prerequisites, clinical courses, and the degree offered. Each are described identically as indicated in Table 14.4-6. The Associate of Science in Nursing is the only degree offered. There are no certificates or diplomas offered within program. Additional elements of the program, specifically selection into the program, retention, and policies specifically related to nursing, are included in the constituents section below.

**Table 14.4-6: Nursing Program, Degree, Diplomas, and Certificates**

<b>Program, Degree, Diplomas, Certificates</b>	<b>2016 ACEN Sub Change</b>	<b>2017 SACSCOC Sub Change 50%+</b>	<b>AY 22-23 LSU Eunice Catalog</b>
a. List of courses	<a href="#">Page 112</a>	<a href="#">Pages 13-14</a>	<a href="#">Pages 14-15 &amp; 17-19</a>
b. Degree offered	<a href="#">Pages 6 &amp; 112</a>	<a href="#">Pages 4 &amp; 33</a>	<a href="#">Page 10</a>
c. Curriculum description	<a href="#">Pages 111-114</a>	<a href="#">Pages 13-14 &amp; 51</a>	<a href="#">Pages 13-15 &amp; 15-17</a>

Note: The LPN to RN program was not offered at the LG Ortho site originally, so it was not included in the documents.

**2.3.2 Radiologic Technology**

The degree offered is the Associate of Science in Radiologic Technology, as shown in section 3.4 of the JRCERT Self Study (see Table 14.4-7. This matches the AY 2022-2023 LSU Eunice Catalog description and the June 2022 Clinical Handbook for Radiologic Technology Students. While the curriculum description matches, there was a change in the overall number of credit hours from 91 to 92. RADT 1001 was listed as a one credit hour course in the JRCERT Exhibit that was sent with the August 14, 2020 documents. The one credit hour correct at that time. In spring 2021, the Program Director filed [Courses and Curricula](#) paperwork to have the course increased to 2 credit hours. As a result, the 92 credit hours shown in the current documents is correct.

**Table 14.4-7: Radiologic Technology Program, Degree, Diplomas, and Certificates**

<b>Program, Degree, Diplomas, Certificates</b>	<b>2020 JRCERT Self Study Sections</b>	<b>AY 22-23 Catalog &amp; AY 22-23 Program Handbook</b>
a. List of courses	3.4 <a href="#">Page 26</a> JRCERT <a href="#">Exhibit</a>	Catalog <a href="#">Page 25</a> 2022 Handbook <a href="#">Pages 20-22</a>
b. Degree offered	3.4 <a href="#">Page 26</a>	Catalog <a href="#">Page 20</a> 2022 Handbook <a href="#">Page 6</a>
c. Curriculum description	3.2 <a href="#">Pages 24-25</a>	Catalog <a href="#">Page 24</a> 2022 Handbook <a href="#">Page 19</a>

## 2.4 Personnel

### 2.4.1 Nursing

Table 14.4-8 includes information about the Director of the Nursing Program and faculty, along with a list of faculty and other information. Because the LSU Eunice Catalog lists the names of faculty only, other University documents are included to verify additional information. In addition, much of the 2017 substantive change document deals with the lines of authority and faculty input into the decision to implement the Ochsner Lafayette General Orthopedic Hospital Site.

**Table 14.4-8: Nursing Personnel**

Personnel	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+	Nursing Student Handbook AY 22-23	LSU Eunice Policies or Documents
a. Director	Pages <a href="#">12</a> , <a href="#">25</a> , & <a href="#">87</a>	Pages <a href="#">15</a> & <a href="#">66</a>	<a href="#">Page 14</a>	PS 3 ( <a href="#">lines 226-264</a> )
b. Faculty	Pages <a href="#">82</a> & <a href="#">109</a>	Pages <a href="#">16</a> , <a href="#">62</a> , & <a href="#">171</a> <sup>1</sup>	--	<a href="#">AY 22-23 Catalog</a>
c. Description	Pages <a href="#">24-26</a>	Pages <a href="#">12</a> & <a href="#">67</a>	--	PS 3 ( <a href="#">lines 17-41</a> ) <a href="#">Page 8</a> <sup>2</sup>

Notes:

1. Only faculty teaching at LG Ortho were listed in the faculty roster in Appendix O.
2. The Regulations of the LSU Board of Supervisors Article 1; Section 2.A. Faculty of the University and Section B.2 Duties (September 13, 2021).

### 2.4.2 Radiologic Technology

The 2020 JRCERT Self Study, the 2020 and 2022 Radiologic Technology Student Handbooks, and the AY 2022-2023 Catalog and Policy Statement Number 3 are used to make a case for compliance in this section (see Table 14.4-9). They provide a description of the responsibilities of the director and faculty and document the responsibilities of each. A list of faculty in the program from 2020 and fall 2022 are provided as well. Note that there was change in program directors between the time the JRCERT document was written and fall 2022.

**Table 14.4-9: Radiologic Technology Personnel**

Personnel	2020 JRCERT Self Study Sections	LSU Eunice Policies or Documents
a. Director	2.1 <a href="#">Pages 15-16</a>	PS 3 ( <a href="#">lines 226-264</a> ) 2022 Handbook <a href="#">Page 7</a>
b. Faculty	2.2 <a href="#">Pages 16-17</a> & <a href="#">Workload</a> 2020 Handbook <a href="#">Page 7</a>	2022 Handbook <a href="#">Page 7</a> LSU Eunice Catalog <a href="#">Pages 1-3</a>
c. Description	3.8 <a href="#">Page 29</a>	PS 3 ( <a href="#">lines 17-41</a> ) 2022 Handbook <a href="#">Page 68</a>

**2.5 Finances**

**2.5.1 Nursing**

LSU Eunice and Nursing Program financial resources are discussed in this section (see Table 14.4-10). Information is included about financial resources and budgeting from the 2017 SACSCOC Substantive Change document compared to AY 2022-2023 information. Item a in Table 14.4-10 shows that financial resources are adequate for the program with the [June 2022 Revenue and Expense Report](#) indicating a budget of \$1,233,500.00 (red number) with \$1,083,643.28 (blue number) spent leaving a balance of \$149,856.72 (yellow highlight). There was an encumbrance of \$405.86; however, a positive tentative balance of \$149,450.86 is shown (green highlighting) at the end of the fiscal year. The Nursing Program receives funds from two other sources - the LSUE Foundation and Carl Perkins. Those funds support some salaries and supplies and are used to offset the general fund account; thus the balance as indicated. In addition, LSU Eunice Policy Statement 3: Responsibilities and Concerns of University Personnel indicates that the Program Director (see p. 8 [line 253](#)) and Dean (see p. 6 [line 178](#) and p. 7 [line 215](#)) are responsible for the budget and expenses may not exceed the budget.

**Table 14.4-10: Nursing Finances**

Finances	2017 SACSCOC Sub Change 50%+	AY 22-23 LSU Eunice Documents
a. Resources	<a href="#">Page 72</a>	June 22 <a href="#">Revenue &amp; Expense Report</a>
b. Budgeting	<a href="#">Pages 23-24 &amp; 51</a>	FY 22-23 <a href="#">Requested Budget Memo</a>

**2.5.2 Radiologic Technology**

The budgeting and fiscal resources for the Radiologic Technology program are presented in Table 14.4-11 using the data from the 2020 JRCERT Self Study indicating that resources are budgeted and that resources are adequate. The [June 2022 Revenue and Expense Report](#) indicated a budget of \$242,650.00 (red number) spending \$191,832.75 (blue number) leaving a balance of \$50,817.25 (yellow highlight). There was an encumbrance of \$1,385.18 leading to a tentative balance of \$49,432.07 (green highlight) at the end of the fiscal year. Similar to Nursing, the Radiologic Technology program receives grant and foundation funds to help offset the budgeted amount from year to year leaving the surplus shown. As noted above, the Program Director (see p. 8 [line 253](#)) and the Dean (see p. 6 [line 178](#) and p. 7 [line 215](#)) are responsible for the budget of all accounts and may not exceed the budgeted amount.

**Table 14.4-11: Radiologic Technology Finances**

Finances	2020 JRCERT Self Study Sections and Attachments	AY 22-23 LSU Eunice Documents
a. Resources	2.9 <a href="#">Pages 22-23</a>	June 22 <a href="#">Revenue &amp; Expense Report</a>
b. Budgeting	Exhibits from 2020 JRCERT 19-20 & 20-21 <a href="#">Budget &amp; Expenses</a>	FY 22-23 <a href="#">Requested Budget Memo</a>

## 2.6 Constituents

### 2.6.1 Nursing

Constituencies, specifically students and student policies, are documented in Table 14.4-12. Information related to the admissions process is reflective of the current admission process to LSU Eunice. In addition, the selection process for the nursing program is also documented in the links below. Students must adhere to the LSU Eunice Student Code of Conduct and other policies specific to the nursing program are spelled out for nursing students--many of these policies are covered in the AY 2022-2023 Nursing Student Handbook and/or the AY 2022-2023 LSU Eunice Catalog.

**Table 14.4-12: Nursing Constituents**

Constituents	2017 SACSCOC Sub Change 50%+	Nursing Student Handbook AY 22-23	AY 22-23 LSU Eunice Catalog
a. Open admissions	<a href="#">Pages 10 &amp; 105</a>	<a href="#">Page 11</a>	Mission <a href="#">Page 1</a> (second paragraph)
b. Selection into program	<a href="#">Pages 99-100</a>	<a href="#">Pages 15-16, &amp; 45</a>	Degrees <a href="#">Pages 10-12 &amp; 15-17</a>
c. Nursing policies	<a href="#">Pages 112-157</a>	<a href="#">Pages 22-35</a>	--
d. Description of student services	<a href="#">Pages 20-22 &amp; 74</a>	<a href="#">Pages 20-21</a>	Student Services <a href="#">Pages 1-4</a>
e. Retention	<a href="#">Page 136</a>	<a href="#">Page 24</a>	Degrees <a href="#">Page 12</a>

### 2.6.2 Radiologic Technology

Requirements for admission to LSU Eunice and to the Radiologic Technology Program were included in the 2020 JRCERT Self Study (see Table 14.4-13). The requirements are identical to the those stated in the AY 2022-2023 LSU Eunice Catalog and include admissions, selection into the program, pregnancy policy, radiation protection policy, and other requirements of the program. They are listed in in Table 14.4-13.

**Table 14.4-13: Radiologic Technology Constituents**

Constituents	2020 JRCERT Self Study Sections and Attachments	AY 22-23 LSU Eunice Documents
a. Open admissions	JRCERT <a href="#">Exhibit</a>	LSU Eunice Catalog Mission <a href="#">Page 1</a> (Second Paragraph)
b. Selection into program	1.13 <a href="#">Pages 12-13</a> 2020 Handbook <a href="#">Pages 13-15</a>	Catalog <a href="#">Page 21</a> 2022 Handbook <a href="#">Page 14</a>
c. Pregnancy policy	4.2 <a href="#">Pages 31-32</a> 2020 Handbook <a href="#">Pages 45-47</a>	2022 Handbook <a href="#">Pages 45-47</a>

d. Radiation protection policy	4.1-4.3 <a href="#">Pages 30-33</a> 2020 Handbook <a href="#">Pages 52-54</a>	LSU Eunice Catalog <a href="#">Page 20</a> (goal 1) 2022 Handbook <a href="#">Pages 52-53</a>
e. Radiation protection in the Lab	4.1-4.3 <a href="#">Pages 30-33</a> 2020 Handbook <a href="#">Page 53</a>	LSU Eunice Catalog <a href="#">Page 20</a> (goal 1) 2022 Handbook <a href="#">Page 53</a>
f. Professional appearance	2020 Handbook <a href="#">Pages 27-29</a>	2022 Handbook <a href="#">Pages 27-29</a>
g. Description of student services	2.8 <a href="#">Pages 21-22</a>	LSU Eunice Catalog <a href="#">Pages 1-4</a>
h. Retention/Progression	2020 Handbook <a href="#">Page 18</a>	LSU Eunice Catalog <a href="#">Pages 23-24</a> 2022 Handbook <a href="#">Page 18</a>

### **SECTION 3: B. THE INSTITUTION INFORMS AGENCIES OF ANY CHANGE IN ACCREDITATION STATUS**

First, there has been no change in accreditation status for the SACSCOC institutional accreditation and no change in JRCERT accreditation for the radiologic technology program. However, after a site visit for the Nursing program, ACEN changed the nursing program's accreditation from "continuing accreditation" to "continuing accreditation with conditions," with a letter being sent to the program director on [March 30, 2016](#). Through a miscommunication, only "continuing accreditation" was shared with senior leadership and the SACSCOC Accreditation Liaison at LSU Eunice.









































On [June 6, 2016](#), Dr. Charles Taylor, Vice President SACSCOC, wrote Chancellor Kimberly Russell asking her to respond to the unsolicited information provided by ACEN to determine if LSU Eunice did not meet parallel SACSCOC Standards. Chancellor Russell responded to this request on [June 20, 2016](#), and provided all documentation associated with the issue, noting that the documents cited for development were included in LSU Eunice's institutional effectiveness for the years requested.

On [February 8, 2018](#), the nursing program subsequently filed a follow up report addressing the issues needing remediation. In a letter dated [August 8, 2018](#), ACEN noted that their board had accepted the follow up report and granted continuing accreditation to the nursing program with removal of conditions. On [October 24, 2018](#), the LSU Eunice Accreditation Liaison wrote a letter to Dr. Taylor at SACSCOC to inquire if the issue was resolved with SACSCOC given that ACEN had accepted the follow-up report and the conditions were removed.







Finally, to eliminate any miscommunications in the future, LSU Eunice modified [Policy Statement Number 84: Accreditation Liaison's Responsibility to Report Substantive Changes and Representation to Other Agencies](#). The modification now requires the Accreditation Liaison to report changes in accreditation status or substantive changes. This, in turn, will necessitate that program directors provide the Accreditation Liaison with copies of letters from accreditors as they receive them.































## Sources

-  1-8-20 ACBSP Accreditation MGMT
-  10-24-18-Letter to Dr Taylor at SACSCOC
-  11-18-19 ACBSP Accreditation of Management
-  11-2022 CIT ATMAE Accreditation Letter
-  11-22-21 RC CoARC 200570 Certificate of Accreditation
-  12-8-18 ACEN Follow Up Report
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 11)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 14)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 15)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 20)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 22)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 24)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 45)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 51)
-  2022-23 LSUE Nursing Student Handbook 8-18-22 (Page 8)
-  3-30-16 Letter from ACEN to LSUE
-  4-10-19 ACEN Accredited Nursing Program
-  4-6-18 ACEN Approval of Lafayette General Hospital
-  6-20-16 Russell Response to SACSCOC
-  6-25-18 SACSCOC Approval Nursing at Lafayette General Hospital (Page 3)
-  6-6-16 Letter from SACSCOC Taylor
-  7-27-21 SACSCOC Response to Name Change OLGOH
-  8-14-20 Radiologic Technology Program Self Study (Page 11)
-  8-14-20 Radiologic Technology Program Self Study (Page 12)
-  8-14-20 Radiologic Technology Program Self Study (Page 15)
-  8-14-20 Radiologic Technology Program Self Study (Page 16)
-  8-14-20 Radiologic Technology Program Self Study (Page 19)
-  8-14-20 Radiologic Technology Program Self Study (Page 21)
-  8-14-20 Radiologic Technology Program Self Study (Page 22)
-  8-14-20 Radiologic Technology Program Self Study (Page 23)
-  8-14-20 Radiologic Technology Program Self Study (Page 24)
-  8-14-20 Radiologic Technology Program Self Study (Page 26)
-  8-14-20 Radiologic Technology Program Self Study (Page 29)
-  8-14-20 Radiologic Technology Program Self Study (Page 30)
-  8-14-20 Radiologic Technology Program Self Study (Page 31)
-  8-14-20 Radiologic Technology Program Self Study (Page 32)
-  8-14-20 Radiologic Technology Program Self Study (Page 34)
-  8-14-20 Radiologic Technology Program Self Study (Page 41)
-  8-14-20 Radiologic Technology Program Self Study (Page 45)
-  8-18-22 DOE Database of Accredited Postsecondary Institutions and Programs
-  8-24-21 DMS Accreditation CAAHEP
-  8-31-21 Radiologic Technology Accreditation JRCERT
-  8-8-18 Nursing Accreditation ACEN

-  8-8-18 Nursing Accreditation ACEN
-  9-23-19 Surgical Technology Accreditation CAAHEP
-  ACEN 2018 Follow-Up Report (Page 10)
-  ACEN 2018 Follow-Up Report (Page 12)
-  ACEN 2018 Follow-Up Report (Page 14)
-  ACEN 2018 Follow-Up Report (Page 20)
-  ACEN 2018 Follow-Up Report (Page 8)
-  ACEN 2018 Follow-Up Report (Page 9)
-  ATMAE Team Report LSUE spring 2022 final (Page 1)
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-  AY 2022-2023 Catalog Section 12 Administrators Faculty and Staff Nursing
-  AY 2022-2023 Catalog Section 12 Administrators Faculty and Staff RADT
-  AY 2022-2023 Catalog Section 3 Institutional Mission (Page 1)
-  AY 2022-2023 Catalog Section 8 Student Services (Page 1)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 10)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 11)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 12)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 13)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 14)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 15)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 17)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 20)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 21)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 23)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 24)
-  AY\_2022\_2023\_Catalog\_Section\_9\_Associate\_Degrees\_and\_Certificate\_Programs (Page 25)
-  Download from ACEN
-  Download from JRCERT
-  Final RADT 1001 from 1 to 2 crhr
-  JRCERT Exhibit Curriculum Sequence
-  JRCERT Exhibit Workload of Faculty and Director AY 2019-20
-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 13)
-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 18)
-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 27)
-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 45)

-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 52)
-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 53)
-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 7)
-  June 2020 Program Handbook for Radiologic Technolgy Students wo Appendices (Page 8)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 13)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 14)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 18)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 19)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 20)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 27)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 45)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 48)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 52)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 53)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 6)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 61)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 64)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 65)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 68)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 7)
-  June 2022 Program Handbook for Radiologic Technology Students wo Appendices (Page 8)
-  LSU BOS Rules Regulations September 2021 (Page 8)
-  LSU Eunice Organizational Chart
-  NO03 Responsibilities and Concerns of University Personnel (Page 1)
-  NO03 Responsibilities and Concerns of University Personnel (Page 6)
-  NO03 Responsibilities and Concerns of University Personnel (Page 7)
-  NO03 Responsibilities and Concerns of University Personnel (Page 8)
-  NO84 SACSCOC Accreditation Liaison's Responsibility
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 10)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 100)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 109)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 11)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 111)

-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 112)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 12)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 24)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 25)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 44)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 6)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 82)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 87)
-  Nursing 2016 ACEN Sub Change for Lafayette General Hospital (Page 9)
-  Nursing 2017 SACSCOC Prospectus (Page 10)
-  Nursing 2017 SACSCOC Prospectus (Page 101)
-  Nursing 2017 SACSCOC Prospectus (Page 105)
-  Nursing 2017 SACSCOC Prospectus (Page 109)
-  Nursing 2017 SACSCOC Prospectus (Page 112)
-  Nursing 2017 SACSCOC Prospectus (Page 12)
-  Nursing 2017 SACSCOC Prospectus (Page 13)
-  Nursing 2017 SACSCOC Prospectus (Page 136)
-  Nursing 2017 SACSCOC Prospectus (Page 15)
-  Nursing 2017 SACSCOC Prospectus (Page 16)
-  Nursing 2017 SACSCOC Prospectus (Page 171)
-  Nursing 2017 SACSCOC Prospectus (Page 182)
-  Nursing 2017 SACSCOC Prospectus (Page 20)
-  Nursing 2017 SACSCOC Prospectus (Page 23)
-  Nursing 2017 SACSCOC Prospectus (Page 33)
-  Nursing 2017 SACSCOC Prospectus (Page 36)
-  Nursing 2017 SACSCOC Prospectus (Page 4)
-  Nursing 2017 SACSCOC Prospectus (Page 40)
-  Nursing 2017 SACSCOC Prospectus (Page 51)
-  Nursing 2017 SACSCOC Prospectus (Page 62)
-  Nursing 2017 SACSCOC Prospectus (Page 65)
-  Nursing 2017 SACSCOC Prospectus (Page 66)
-  Nursing 2017 SACSCOC Prospectus (Page 67)
-  Nursing 2017 SACSCOC Prospectus (Page 72)
-  Nursing 2017 SACSCOC Prospectus (Page 74)
-  Nursing 2017 SACSCOC Prospectus (Page 75)
-  Nursing 2017 SACSCOC Prospectus (Page 99)
-  Nursing AY 22-23 Committee Membership
-  Nursing June 2022 Revenue & Expense
-  Organizational Chart for Division of Health Sciences 2021
-  Organizational Charts Submitted to JRCERT
-  RADT Application for Undergraduate Admission
-  RADT Budget and Expenses 19-20 and 20-21 Sample
-  RADT June 2022 Revenue & Expense
-  Radiation Safety Manual 10-9-21
-  Radiation Safety Manual JRCERT Exhibit from 8-14-20
-  Requested Budget Memo - FY 22-23

## 14.5 Policy Compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

(Note: For applicable policies, institutions should refer to SACSCOC website <http://www.sacscoc.org>.)

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

See the response to Standards 14.5a and 14.5b.

#### 14.5.a

### Reaffirmation of Accreditation and Subsequent Reports

**Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

**Documentation:** The institution should provide a description of the system operation and structure or the corporate structure if this applies.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

This response is taken, in part, from [Standard 4.1](#), Section 1: Establishment with the Legal Authority and Section 2: Fiduciary Oversight. Other sections in Standard 4.1 that may apply are Section 1.2: Organization of the Board and its Committees; Section: 1.4 Responsibilities (of the Board); and Section 1.5: Members of the Board of Supervisors.

Louisiana State University at Eunice, as a member of the Louisiana State University and Agriculture and Mechanical College, is governed by the Louisiana State University Board of Supervisors. The [Louisiana Constitution of 1974 Article VIII, Section 7-A](#) identifies the Board of Supervisors as the management board of the Louisiana State University and Agriculture and Mechanical College with LSU Eunice being established in 1964 by the Louisiana Legislature through [Louisiana R.S. 17:1521](#). Since its establishment in 1964, the LSU Board of Supervisors has had the legal authority over LSU Eunice as indicated by the [Board of Supervisors Bylaws Article 1 - University](#) (see number 3). In addition, the [LSU Organizational Chart](#) indicates that the Chancellor of LSU Eunice reports directly to the President of LSU who reports to the LSU Board of Supervisors. Further, the [LSU Eunice Organizational Chart](#) indicates that the Chancellor reports to the President of LSU who then reports to the Board of Supervisors.

The [Louisiana Constitution of 1974 Article VIII, section 7-B \(1\)](#) provides for the membership of the LSU Board of Supervisors as amended in 2012. Board membership consists of 15 members with two members from each of the six Congressional Districts for a total of 12, and three members at large appointed by the Governor with the approval of the Senate. Each member serves overlapping terms

of six years. In addition, one student elected by the student body presidents serves a one-year term on the Board pursuant to the [Louisiana Constitution Article VIII section 8-B](#) and Louisiana [R.S. 17:1806](#). The student member has the same rights and privileges as the other Board members. While the student member of the Board is term limited to one year by Article VIII Section 8-B, other Board members may not serve more than two and one-half terms out of three consecutive terms (see [Article VIII, Section 7-B \(2\)](#)). The [Louisiana Constitution of 1974 Article VIII section 8-C](#) states that Board members serve without pay. However, members may receive a per diem and reimbursement for expenses as provided by law.

The primary statute authorizing the LSU Board of Supervisor's scope of authority is [Louisiana R.S. 17:3351](#). Within the parameters provided by law, the LSU Board of Supervisors has a fiduciary responsibility to administer the university consistent with the current understanding of such a duty. The Board of Supervisors exercises their fiduciary authority through the establishment of the bylaws, rules, regulations, and by resolution. The Board's fiduciary responsibility is to operate the University with moral, ethical, and financial prudence is stated in the [Rules of the Board of Supervisors Article I](#). Budgetary requests from University, including LSU Eunice, are presented to the Board of Supervisors for final approval prior to any presentation to any state agencies. After the initial operating budget is approved by the Board, revisions may be made as required due to legislative action. After approval by the Board, a detailed operating budget is then prepared and distributed to the Board (see the [Board of Supervisors Regulations Article V, Section 1](#)).

In addition, as a general rule, "any matter having a significant or long-term impact, directly or indirectly, on the finances or the academic, educational, research, and service missions of the University or any of its campuses" is considered as a matter that requires approval by the Board (see the [Board of Supervisors Bylaws Article VII, Section 1-A](#)). This includes the

- academic programs and organization (Section 1-B)
- transfer of title to immovable property (Section 1-D),
- lease of immovable property (Section 1-E),
- granting of mineral rights ([Section 1-F](#)),
- capital improvements and designs (Sections 1-G-H)
- bonds and indebtedness (Section 1-I)
- major contracts (Section 1-J)
- non-academic affiliation agreements (Section 1-K)
- matters related to personnel ([Section 1-L](#))
- student charges (Section 1-M)
- amendments and variations to agreements and projects (Section 1-O),
- approval of capital outlay requests and operating budgets do not constitute Board authority to proceed (Section 2), and
- review of the mission of the institution ([Article VII, Section 6](#)). The Board of Supervisors recently reaffirmed LSU Eunice's [Mission Statement](#).

The following require approval of the Board or the Board to be informed per the Board of Supervisors Regulations

- execution of some contracts ([Article V, Section 3](#)),
- summary of budget adjustments (Article V, Section 2 - see footnote at the bottom),
- declaration of financial exigency ([Article V, Section 14](#))
- commercialization of LSU Intellectual Property ([Article VII, Section 6-B](#)), and
- internal audits as they are reported through the Board's Audit Committee ([Article IX, Sections 1-10](#))




















The daily operations of the LSU System are entrusted to the President. The [Board of Supervisors Bylaws Article IX, Section 2-A](#) states that "the President shall be responsible to the Board for the conduct of the University in all of its affairs, and shall execute and enforce all of the decisions, orders, rules, and regulations of the Board with respect to conduct of the University." [Article IX, Section 2 C-J](#) further defines the duties and responsibilities of the President of LSU. In addition, related to LSU Eunice, section 4-B states











As the administrative head of a campus, the Chancellor shall be responsible to the Board through the President for the effective execution of: all laws relating to Louisiana State University; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the University, and for the governance of all of its campuses; and all policies, rules, regulations, directives, and memoranda issued by the President. ([Board of Supervisors Bylaws Article IX section 4-B](#)).

#### Evidence of Board of Supervisor actions for LSU Eunice

- Renamed the Division of Health Sciences & Business Technology to the Division of Health Sciences, Business Technology, and Public Protection & Safety on [December 9-10, 2021](#).
- Renamed the Acadian Center to the Dr. Anthony Mumphrey Center on [December 4, 2020](#).
- Established Spring 2021 Commencement Exercises on or after the given dates on [December 4, 2020](#).
- Established the Associate of Science in Health Sciences on [May 22, 2020](#).
- Announced Nancee Sorenson as the new Chancellor of LSU Eunice on [May 31, 2019](#).
- Approved a flat-rate charge for dual enrollment tuition on [March 20, 2019](#).
- Transferred student housing from the Eunice Student Housing Foundation, Inc. to the LSU Real Estate and Facilities Foundation on [June 29, 2018](#).
- Approved employment contracts with Head Coaches at LSU Eunice on [May 4, 2018](#).

#### Sources

-  [2018-05-04-lsu-bos-minutes \(Page 9\)](#)
-  [2018-06-29-lsu-bos-minutes \(Page 15\)](#)
-  [2019-03-20-lsu-bos-minutes \(Page 7\)](#)
-  [2019-05-31-lsu-bos-minutes \(Page 7\)](#)
-  [2020-05-22-lsu-bos-minutes \(Page 4\)](#)
-  [2020-12-04-lsu-bos-minutes \(Page 3\)](#)
-  [2020-12-04-lsu-bos-minutes \(Page 4\)](#)
-  [2021-12-10-lsu-bos-minutes \(Page 3\)](#)
-  [BOS Reaffirm the LSUE Mission 12-9-22 \(Page 1\)](#)
-  [Const8-7](#)
-  [Const8-8](#)
-  [LSU BOS Bylaws March 2022 \(Page 15\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 16\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 17\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 19\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 23\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 24\)](#)
-  [LSU BOS Bylaws March 2022 \(Page 3\)](#)
-  [LSU BOS Rules Regulations September 2021 \(Page 28\)](#)

-  [LSU BOS Rules Regulations September 2021 \(Page 3\)](#)
-  [LSU BOS Rules Regulations September 2021 \(Page 33\)](#)
-  [LSU BOS Rules Regulations September 2021 \(Page 48\)](#)
-  [LSU BOS Rules Regulations September 2021 \(Page 52\)](#)
-  [LSU Eunice Organizational Chart \(Page 1\)](#)
-  [LSU Org Chart Feb 2022 \(Page 1\)](#)
-  [RS-17-1521](#)
-  [RS17-1806](#)
-  [RS17-3351](#)
-  [Standard 4.1](#)

## 14.5.b

### Separate Accreditation for Units of a Member Institution

**Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

**Implementation:** If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

### Judgment

Compliant  Non-Compliant  Not Applicable

### Narrative

LSU Eunice has no extended units that are autonomous. Off-Campus Instructional Sites do not have their own budget authority or administration (see the [Institutional Summary Form](#)).

### Sources

-  [Part\\_4\\_Institutional\\_Summary\\_Form \(Page 6\)](#)