Louisiana State University at Eunice

LSUE®

SACSCOC Off-Site Report
LSU Eunice's Focused Report
for the
2024 SACSCOC Reaffirmation

Office of Institutional Effectiveness and Accreditation

Dr. Paul Fowler, Executive Director

August 21, 2023

Archived and Posted March 11, 2025

Please note that the hyperlinks in this document have been deactivated.

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LSU Eunice Focused Report
August 21, 2023

Contents

This report has the following items formatted as:
        Original Response from March 2023
        SACSCOC Off-Site Reaffirmation Committee's Response
        LSU Eunice's Response from August 2023

Please note that the links are not accessible unless you have access to the accreditation module of Anthology.

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

Original 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)	**Spring 2022** BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Lab, 1 (UT) NUTR 2010 Nutrition in Health 3 (UT) **Fall 2022** 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)	**Spring 2022** BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) (dual) **Fall 2022** BIOL 1001 General Biology, 3 (UT) (dual)	M.S. (Biological Sciences) University of Louisiana	
Beshera, Kebede (F)	**Spring 2022** 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) **Fall 2022** None	Ph.D. Biology University of Alabama	
Cordes, James E. (F)	**Spring 2022** BIOL 1001 General Biology, 3 (UT)	Ph.D. (Zoology) University of Arkansas	

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

	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) **Fall 2022** 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)	M.S. (Soil Chemistry) University of the Philippines	
Robichaux, Sheila Renee (F)	**Spring 2022** BIOL 1161 Human Anatomy Lab, 1 (UT) BIOL 2160 Human Physiology, 3 (UT) BIOL 2161 Human Physiology Lab, 1 (UT) **Fall 2022** 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)	Ph.D. (Biology) University of Louisiana Lafayette	
Vidrine, Malcolm F. (F)	**Spring 2022** BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) BIOL 2161 Human Physiology Laboratory, 1 (UT) **Fall 2022** None	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)	**Spring 2022** 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) **Fall 2022** 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)	**Spring 2022** 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) **Fall 2022** 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)	**Spring 2022** PHYS 1001 Principles of Physics, 3 (UT) PHYS 2109 General Physics Lab, 1 (UT) PHYS 2113 General Physics for Technical Students, 3 (UT) **Fall 2022** 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)	**Spring 2022** ASTR 1102 Stellar Astronomy, 3 (UT) **Fall 2022** None	M.S. (Physics) LA Tech University	
Sorci, Gina A. (P)	**Spring 2022** None **Fall 2022** 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)	**Spring 2022** MATH 1020 College Algebra, 5 (UT) (Dual) MATH 1022 Plane Trigonometry, 3 (UT) (Dual) **Fall 2022** 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)	**Spring 2022** None **Fall 2022** 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)	**Spring 2022** 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) **Fall 2022** None	M.S. Mathematics McNeese State University	
Dunlap, Amanda L. (F)	**Spring 2022** 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)	M.S. (Mathematics) University of South Alabama	

	Fall 2022 MATH 0015 Introductory Algebra, 3 (D) MATH 1015 Applied College Algebra, 3 (UT) MATH 1019 Geometry for Elementary School Teachers, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT) MATH 1550 Analytic Geometry and Calculus I, 5 (UT)		
Fowler, Paul (P)	**Spring 2022** MATH 0001 Pre-Algebra, 3 (D) MATH 0015 Introductory Algebra, 3 (D) **Fall 2022** MATH 0001 Pre-Algebra, 3 (D) MATH 0015 Introductory Algebra, 3 (D)	M.S. (Technical Education Teaching) University of Akron B.A. (Math & Science Education) University of Akron	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
Henry, Hannah C. (F)	**Spring 2022** MATH 0015 Introductory Algebra, 3 (D) MATH 0021 Intermediate Algebra, 4 (D) MATH 1425 Elementary Statistics, 3 (UT) **Fall 2022** 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) MATH 1425 Elementary Statistics, 3 (UT)	M.S. (Master Community Technical College Math) Nicholls State University	
Jean, James (F)	**Spring 2022** MATH 0001 Pre-Algebra, 3 (D) MATH 1020 College Algebra, 5 (UT) MATH 1022 Plane Trigonometry, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT) MATH 1431 Calculus with Business and Economic Applications, 3 (UT)	M.S. (Mathematics) McNeese State University	

	Fall 2022 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)		
McCoy, Stephanie E. (P)	**Spring 2022** MATH 1022 Plane Trigonometry, 3 (UT) (Dual) **Fall 2022** MATH 1020 College Algebra, 5 (UT) (Dual)	M.S. (Mathematical Sciences) McNeese State University	
Miller, Cody (F)	**Spring 2022** 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) **Fall 2022** 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)	M.S. (Mathematics) Nicholls State University	
Parrino, Gloria (F)	**Spring 2022** MATH 0015 Introductory Algebra, 3 (D) MATH 1015 Applied College Algebra, 3 (UT) MATH 1019 Geometry for Elementary School Teachers, 3 (UT) **Fall 2022** MATH 1015 Applied College Algebra, 3 (UT) MATH 1018 Mathematics for Elementary School Teachers, 3 (UT)	M.S. (Mathematics) LSU A & M	
Semones, Grace (F)	**Spring 2022** MATH 0001 Pre-Algebra, 3 (D)	M.S. (Mathematics) University of West Florida	

	MATH 0021 Intermediate Algebra, 4 (D) MATH 1021 College Algebra, 3 (UT) **Fall 2022** MATH 0001 Pre-Algebra, 3 (D) MATH 0015 Introductory Algebra, 3 (D) MATH 0021 Intermediate Algebra, 4 (D) MATH 1021 College Algebra, 3 (UT)		
Sonnier, Rebecca C. (P)	**Spring 2022** MATH 1022 Plane Trigonometry, 3 (UT) (Dual) MATH 1550 Analytic Geometry and Calculus I, 5 (UT) (Dual) **Fall 2022** MATH 1020 College Algebra, 5 (UT) (Dual)	M.Ed. (Mathematics) University of Southwestern Louisiana B.S. (Mathematics Education) McNeese State University 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) 18 graduate hours in mathematics	
Vidrine, Elizabeth A. (P)	**Spring 2022** MATH 0015 Introductory Algebra, 3 (D) MATH 1020 College Algebra, 5 (UT) MATH 1425 Elementary Statistics, 3 (UT) MATH 1552 Analytic Geometry and Calculus II, 4 (UT) **Fall 2022**	M.S. (Mathematics) McNeese State University	

15

	MATH 0001 Pre-Algebra, 3 (D) MATH 0021 Intermediate Algebra, 4 (D) MATH 1020 College Algebra, 5 (UT) MATH 1021 College Algebra, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT)		
Vidrine, Joan A. (F)	**Spring 2022** MATH 0001 Pre-Algebra, 3 (D) MATH 0015 Introductory Algebra, 3 (D) MATH 0021 Intermediate Algebra, 4 (D) **Fall 2022** MATH 0001 Pre-Algebra, 3 (D) MATH 0015 Introductory Algebra, 3 (D) MATH 0021 Intermediate Algebra, 4 (D)	M. Ed. (Administration) LSU A & M B.S (Mathematics Education) University Southwestern LA (currently Univ LA Lafayette)	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

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)	**Spring 2022** NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT) **Fall 2022** 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)	**Spring 2022** None **Fall 2022** NURS1235 Nursing Clinical Practice II, 4 (UT)	M.S. (Nursing) University Louisiana Lafayette	
Denker, Jennie (P)	**Spring 2022** NURS 1000 Introduction to the Nursing Profession, 1 (UT) **Fall 2022** 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)	**Spring 2022** NURS 1132 Nursing Pharmacology I, 1 (UT) NURS 1232 Nursing Pharmacology II, 1 (UT) **Fall 2022** 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)	**Spring 2022** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT) NURS 2450 Nursing Concept III, 4 (UT) NURS 2452 Nursing Pharmacology II Articulating Students, 1 (UT) **Fall 2022** NURS 1230 Nursing Concepts II, 4 (UT) NURS 2350 Transition Course for Articulating LPN-RN Students, 4 (UT) NURS 2352 Nursing Pharmacology I for Articulating Students, 1 (UT)	M.S. (Nursing) Maryville University of Saint Louis	
Guilbeau-Brand, Claudia (F)	**Spring 2022** NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2350 Transition Course for Articulating LPN-RN Students, 4 (UT)	M.S. (Nursing Education) Notre Dame of Maryland University NUR 501 Theoretical Foundations in Nursing (3)	B.S. (Nursing/Registered Nurse) (RN, ASN, BSN, MSN) College of Notre Dame of Maryland

	NURS 2352 Nursing Pharmacology I for Articulating Students, 1 (UT) **Fall 2022** NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2350 Transition Course for Articulating LPN-RN Students, 4 (UT) NURS 2352 Nursing Pharmacology I for Articulating Students, 1 (UT)	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	
Hawthorne, Lisa K. (F)	**Spring 2022** None **Fall 2022** NURS 2536 Issues, Trends and Management of Care in Nursing, 1 (UT) NURS 2556 Issues, Trends and Management of Care in Nursing, 1 (UT)	Ph.D. (Nursing) University of San Diego - Hahn School of Nursing M.S. (Nursing/Registered Nurse (RN, ASN, BSN, MSN) University of Phoenix	
Kennerson, Perry J., Jr. (P)	**Spring 2022** None **Fall 2022** NURS 1135 Nursing Clinical Practice I, 4 (UT)	B.S. Nursing University of Louisiana Lafayette A.S. Nursing LSU at Eunice	
LaFleur, Lisa (F)	**Spring 2022** NURS 2530 Nursing Concepts IV, 4 (UT) NURS 2532 Nursing Pharmacology IV, 1 (UT) NURS 2535 Nursing Clinical Practice IV, 5 (UT) NURS 2550 Nursing Concepts IV, 4 (UT) NURS 2552 Nursing Pharmacology III for Articulating Students, 1 (UT) **Fall 2022** NURS 1230 Nursing Concepts II, 4 (UT) NURS 1232 Nursing Pharmacology II, 1 (UT)	M.S. (Nursing) Walden University	

	NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2530 Nursing Concepts IV, 4 (UT) NURS 2532 Nursing Pharmacology IV, 1 (UT) NURS 2535 Nursing Clinical Practice IV, 5 (UT) NURS 2550 Nursing Concepts IV, 4 (UT) NURS 2552 Nursing Pharmacology III for Articulating Students, 1 (UT) NURS 2555 Clinical Practice IV, 5 (UT)		
LeJeune, Monica L. (F)	**Spring 2022** NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2530 Nursing Concepts IV, 4 (UT) NURS 2532 Nursing Pharmacology IV, 1 (UT) NURS 2550 Nursing Concepts IV, 4 (UT) NURS 2552 Nursing Pharmacology II for Articulating Students, 1 (UT) **Fall 2022** NURS 1135 Nursing Clinical Practice I, 4 (UT) NURS 2530 Nursing Concepts IV, 4 (UT) NURS 2532 Nursing Pharmacology IV, 1 (UT) NURS 2550 Nursing Concepts IV, 4 (UT) NURS 2552 Nursing Pharmacology II for Articulating Students, 1 (UT)	M.S. (Nursing) University of Cincinnati	
L'Hote, Wessie L. (F)	**Spring 2022** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT) NURS 2450 Nursing Concept III, 4 (UT) NURS 2452 Nursing Pharmacology II for Articulating Students, 1 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT) **Fall 2022** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT)	M.S. (Nursing) University of Louisiana Lafayette	

	NURS 2435 Nursing Clinical Practice III, 4 (UT) NURS 2450 Nursing Concept III, 4 (UT) NURS 2452 Nursing Pharmacology II for Articulating Students, 1 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT)		
McCall, Mona L. (F)	**Spring 2022** NURS 1135 Nursing Clinical Practice I, 4 (UT) NURS 1230 Nursing Concepts II, 4 (UT) **Fall 2022** NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT) NURS 1230 Nursing Concepts II, 4 (UT) NURS 1232 Nursing Pharmacology II, 1 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT)	M.S (Nursing) Excelsior College	
Moore, Braneshea N. (F)	**Spring 2022** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT) NURS 2450 Nursing Concept III; 4 (UT) NURS 2452 Nursing Pharmacology II for Articulating Students, 1 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT) **Fall 2022** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT) NURS 2450 Nursing Concept III, 4 (UT) NURS 2452 Nursing Pharmacology II for Articulating Students, 1 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT)	M.S. (Nursing) Walden University	

Myers, Wendy R. (P)	**Spring 2022** ALLH 1013 Medical Terminology, 2 (UT) ALLH 1023 Pharmacology for Non-Nursing Majors, 3 (UT) ALLH 1025 Pathophysiology for Allied Health Professional, 3 (UT) **Fall 2022** ALLH 1013 Medical Terminology, 2 (UT) ALLH 1023 Pharmacology for Non-Nursing Majors, 3 (UT) HCM 2630 Aging and Long-Term Care, 3 (UT)	M.S. (Radiologic Sciences) Northwestern State University	
Perrin, Julia C. (P)	**Spring 2022** None **Fall 2022** NURS 1230 Nursing Concepts II, 4 (UT)	Ph.D. (Nursing Practice) Capella University M.S. (Nursing) Capella University	
Savant, Shantelle (P)	**Spring 2022** NURS 1235 Nursing Clinical Practice II, 4 (UT) **Fall 2022** NURS 2435 Nursing Clinical Practice III, 4 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT)	M.S. (Nursing) Excelsior College	
Simoneaux, Mae (F)	**Spring 2022** NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2536 Issues, trends and Management of Care in Nursing, 1 (UT) **Fall 2022** ALLH 1023 Pharmacology for Non-Nursing Majors, 3 (UT) NURS 1130 Nursing Concepts I, 4 (UT)	Ph.D. Nursing Practice: Educational Leadership) American Sentinel University M.S. (Nursing: Management and Organizational Leadership) American Sentinel University	

	NURS 1135 Nursing Clinical Practice I, 4 (UT)		
Sonnier, Kristen (F)	**Spring 2022** NURS 2530 Nursing Concepts IV, 4 (UT) NURS 2532 Nursing Pharmacology IV, 1 (UT) NURS 2535 Nursing Clinical Practice IV, 5 (UT) NURS 2550 Nursing Concepts IV, 4 (UT) NURS 2552 Nursing Pharmacology III for Articulating Students, 1 (UT) NURS 2555 Clinical Practice IV, 5 (UT) **Fall 2022** NURS 2530 Nursing Concepts IV, 4 (UT) NURS 2532 Nursing Pharmacology IV, 1 (UT) NURS 2535 Nursing Clinical Practice IV, 5 (UT) NURS 2550 Nursing Concepts IV, 4 (UT) NURS 2552 Nursing Pharmacology III for Articulating Students, 1 (UT) NURS 2555 Clinical Practice IV, 5 (UT)	M.S. (Nursing) Western Governors University	

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)	**Spring 2022** ALLH 1615 Diagnostic Coding, 4 (UN) **Fall 2022** 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)	**Spring 2022** ALLH 1605 CPT Medical Coding, 4 (UN) **Fall 2022** 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)	**Spring 2022** ALLH 1200 Health Data, 3 (UN) ALLH 2625 Advanced Medical Coding, 4 (UN) **Fall 2022** 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) | **Spring 2022**
ALLH 1605 CPT Medical Coding, 4 (UN)
ALLH 1620 Health Insurance and Medical Billing, 3 (UN)
ALLH 2635 Medical Reimbursement Strategies, 3 (UN)

Fall 2022
ALLH 1200 Health Data, 3 (UN)
ALLH 1620 Health Insurance and Medical Billing, 3 (UN)
ALLH 2635 Medical Reimbursement Strategies, 3 (UN)
ALLH 2646 Medical Billing and Coding Practicum, 3 (UN) | Ph.D. of Education (Educational Leadership and Management) Capella University

M.B.A. Business Administration University of Phoenix

Bachelor of General Studies Applied Sciences University of Louisiana at Lafayette | Field Support Supervisor for Medicaid Technical Services Contract (4 yrs)
Medicaid Analyst 1 & 2 (12 yrs)
Certifications
AMCA Billing & Coding Specialist Certification
AMT Allied Health Instructor Certification |

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)	**Spring 2022** ALLH 1023 Pharmacology for Non-Nursing Majors, 3 (UT) ALLH 1025 Pathophysiology for Allied Health Professional, 3 (UT) RC 2016 Conference and Clinical Experience II, 4 (UT) RC 2017 Pathophysiology in Respiratory Care, 4 (UT) **Fall 2022** ALLH 1013 Medical Terminology, 2, (UT) (dual)	A.S. (Respiratory Therapy) LSU Eunice A.S. (Science) LSU Alexandria	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

	ALLH 1023 Pharmacology for Non-Nursing Majors, 3 (UT) ALLH 1025 Pathophysiology for Allied Health Professional, 3 (UT) RC 2013 Respiratory Care Instruction, 3 (UN) RC 2014 Conference and Clinical Experience I, 4 (UN) RC 2021 Perinatology and Pediatric Respiratory Care, 3 (UN) RC 2024 Conference and Clinical Experience IV, 4 (UN) RC 2026 Critical Care and other Related Concepts in Respiratory Care, 2 (UT)		
Warner, Kathleen B. (F)	**Spring 2022** ALLH 1013 Medical Terminology, 2 (UT) ALLH 1800 Anatomy and Physiology Survey, 3 (UT) 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) **Fall 2022** 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)	B.S. (Respiratory Care) Nicholls State University A.D. (Respiratory Therapy) LSU Eunice	Registered Respiratory Therapist; Neonatal Practitioner Specialist; Certified Cardiology Technician; Certified Respiratory Therapist; 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

	RC 2025 Professional Review Seminar Lab, 3 (UN) RC 2026 Critical Care and other Related Concepts in Respiratory Care, 2 (UT)		
Wyble, Michael T. (F)	**Spring 2022** RC 2015 Respiratory Care Science II, 4 (UN) RC 2016 Conference and Clinical Experience II, 4 (UN) **Fall 2022** 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) RC 2026 Critical Care and other Related Concepts in Respiratory Care, 2 (UT)	A.D. (Respiratory Care) LSU Eunice 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) RSPT 306 Advanced Comprehensive Respiratory Therapy (2) AHSC 400 Invasive Cardiovascular Monitoring (3) AHSC 406 Advanced Pulmonary Laboratory Science (4)	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

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)	**Spring 2022** DMS 1000 Introduction to Sonography, 1 (UT) DMS 2011 Abdomen II, 3 (UT) DMS 2012 DMS Lab II, 2 (UT) DMS 2013 Introduction to Vascular Sonography and Hemodynamics, 3 (UT) DMS 2092 Clinical Practicum II, 6 (UT) **Fall 2022** DMS 1003 Superficial Structures, 2 (UT) DMS 1010 Abdomen I, 3 (UT) DMS 1011 DMS Lab I, 2 (UT) DMS 1091 Clinical Practicum I, 6 (UT) DMS 2002 Sonographic Principles and Instrumentation, 4 (UT)	B.S. (Health Services/Allied Health/Health Sciences) Northwestern State University of Louisiana A.A.S. (Allied Health Diagnostic, Intervention, and Treatment Professions) Louisiana State University at Eunice Certificate of Advanced Study (Allied Health Diagnostic, Intervention, and Treatment Professions) Louisiana State University at Eunice	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)
Dustin, Marlena (P)	**Spring 2022** RADT 1022 Imaging Procedures II, 5 (UT) RADT 1093 Applied Imaging III, 4 (UT) RADT 2093 Applied Imaging VI, 8 (UT) **Fall 2022** None	B.S. (Radiographic Science) Idaho State University Associates of Science in General Studies Brigham Young University - Idaho	Radiologic Technologist for 8 years; AHA CPR and AED Certified
Leeson, Rose M. (F)	**Spring 2022** ALLH 1013 Medical Terminology, 2 (UT) RADT 2036 Radiographic Pathology, 2 (UT) RADT 2093 Applied Imaging VI, 8 (UT)	B.S. (Business Administration) University of Louisiana Lafayette A.S. (Radiologic Technology/Science -	Hospital Radiologic Technologist - conduct angiography or orthopedic imaging in surgical situations (13 yrs)

	Fall 2022 RADT 1092 Applied Imaging II, 4 (UT) RADT 2092 Applied Imaging V, 8 (UT)	Radiographer) LSU at Eunice	
Rodriguez, Emmanuel (F)	Spring 2022 RADT 1012 Image Acquisition and Evaluation, 3 (UT) RADT 1022 Imaging Procedures II, 5 (UT) RADT 1093 Applied Imaging III, 4 (UT) Fall 2022 RADT 1011 Imaging and Equipment, 3 (UT) RADT 1021 Imaging Procedures I, 5 (UT) RADT 1092 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)	Spring 2022 ALLH 1000 Overview of Allied Health Professions, 2 (UT) ALLH 1013 Medical Terminology, 2 (UT) RADT 1000 Introduction to Radiologic Technology, 1 (UT) RADT 1012 Radiographic Processing, 3 (UN) Fall 2022 ALLH 1000 Overview of Allied Health Professions, 2 (UT) ALLH 1013 Medical Terminology, 2 (UT) RADT 1000 Introduction to Radiologic Technology, 1 (UT) RADT 1011 Imaging and Equipment, 3 (UN) RADT 1092 Applied Imaging II, 4 (UT) RADT 2092 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)	Spring 2022 DMS 1000 Introduction to Sonography, 1 (UT) DMS 2012 DMS Lab II, 2 (UT)	A.S. (Radiologic Technology) LSU at Eunice	Certification: American Registry for Diagnostic Medical Sonography (OB/GYN)

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

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.	**Spring 2022** SURT 1100 Surgical Procedure I, 3 (UT) SURT 1102 Surgical Technology Lab II, 2 (UT) SURT 1240 Technological Sciences for the Surgical Technologist, 3 (UT) **Fall 2022** SURT 1001 Introduction to Surgical Technology, 5 (UT) SURT 1103 Surgical Practicum I, 4 (UT) SURT 1104 Fundamentals of Perioperative Techniques and Concepts, 4 (UT)	M.B.A. (Health Care Management) University of Texas - Tyler Bachelor of Applied Arts & Sciences (Business & Entrepreneurship) Texas A & M University A.A.S. (Surgical Technology) St. Philip's College	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)
Kopp, Rachel M.	**Spring 2022** SURT 2103 Surgical Practicum II, 6 (UT) **Fall 2022** SURT 1003 Surgical Technology Lab I, 2 (UT) SURT 1103 Surgical Practicum I, 4 (UT)	B.S. (Health Care Administration) Kaplan University A.A.S. (Surgical Technology) Our Lady of the Lake College	Certified Surgical Technologist CPR Certified Surgical Technologist (10 yrs)

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)	**Spring 2022** FSCI 1001 Principles of Emergency Services, 3 (UT) FSCI 1101 Fire Behavior & Combustion, 3 (UT) FSCI 2151 Fire Department Organization and Management, 3 (UT) **Fall 2022** 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)	**Spring 2022** EMGT 2000 Leading through Crisis, 3 (UT) FSCI 2502 Building Construction Structural Technology, 3 (UT) **Fall 2022** 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)	**Spring 2022** 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	

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

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)	**Spring 2022** FIN 2030 Money and Banking, 3 (UT) HCM 2601 Fundamentals of Healthcare Management, 3 (UT) **Fall 2022** FIN 2030 Money and Banking, 3 (UT) HCM 2601 Fundamentals of Healthcare Management, 3 (UT)	M.B.A. (Business Administration) LSU at Shreveport B.S. (Finance) Nicholls State University Graduate courses in Finance: FIN 730 Financial Markets (3) FIN 720 Cont. Issues in Finance (3) FIN 701 Financial Management (3)	CEO Life Coast Health Center (3 yrs) Bursar Univ of Holy Cross (1 yr) Loan Specialist Springleaf Financial Services (3 yrs)
Hedge, Robin (P)	**Spring 2022** BADM 2050 Entrepreneurship and Small Business Management, 3 (UT) HCM 2640 Contracts and Negotiations in Health Care, 3 (UT) **Fall 2022** HCM 2601 Fundamentals of Healthcare Management, 3 (UT) HCM 2640 Contracts and Negotiations in Health Care, 3 (UT) MGMT 2251 Supervision, 3 (UT) MGMT 2260 Human Resource Management, 3 (UT)	M.B.A. (Business Administration and Management) University of Phoenix 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 & Alignment (3) MBA 510 Managerial Decision Making (3) 18+ graduate hours management	Executive Director, Court Appointed Special Advocate (CASA) of the 16th JDC, Inc (6 yrs): human resources, accounts payable & receivable, managed performance indicators, board of director liaison, fund development, developed policy & procedures, articles of incorporation

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

	ACCT 2001 Introduction to Financial Accounting, 3 (UT) BADM 1001 Introduction to Business, 3 (UT) MGMT 2260 Human Resource Management, 3 (UT) **Fall 2022** BADM 1001 Introduction to Business, 3 (UT) BADM 2050 Entrepreneurship and Small Business Management, 3 (UT)	B.S. (Finance and Financial Management Services) LSU A & M	

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)	**Spring 2022** ECON 2010 Principles of Macroeconomics, 3 (UT) **Fall 2022** 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)	**Spring 2022** ECON 2000 Principles of Microeconomics, 3 (UT) ECON 2030 Economic Principles, 3 (UT) **Fall 2022** 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)	**Spring 2022** CSC 2210 PC Services & Network Support, 3 (UT) CSC 2350 Ethical hacking & Risk Analysis, 3 (UT) CSC 2360 Wireless & Mobile Security, 3 (UT) **Fall 2022** 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)	**Spring 2022** CSC 2255 Object Oriented Systems Analysis & Design, 3 (UT) CSC 2257 Project Management, 3 (UT) CSC 2280 Programming in JAVA, 3 (UT) **Fall 2022** None	M.S. Information Technology (Network Architecture) Capella University B.S. Information Technology (Project Management) Capella University	
Seeder, Laurie (F)	**Spring 2022** 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) **Fall 2022** CSC 1011 Intro to Computer Science, 3 (UT) CSC 1015 Fundamentals of Programming, 3 (UT) CSC 2212 Local Area Networks, 3 (UT)	M.S. Management in Information Technology Management (Management) Colorado Technical University M.S. Management in Information Systems Security Colorado Technical University	

	CSC 2230 Operating Systems, 3 (UT) CSC 2253 Systems Analysis and Design, 3 (UT) CSC 2264 Intro to C/C++ Programming, 3 (UT)		

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	**Spring 2022** ACCT 2001 Introduction to Financial Accounting, 3 (UT) ACCT 2030 Fundamentals of Income Tax Preparation, 3 (UT) ACCT 2101 Introduction to Managerial Accounting, 3 (UT) ACCT 2105 QuickBooks Accounting with Payroll, 3 (UT) BADM 1001 Introduction to Business, 3 (UT) **Fall 2022** ACCT 2001 Introduction to Financial Accounting, 3 (UT) ACCT 2102 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)	**Spring 2022** None **Fall 2022** ACCT 2001 Introduction to Financial Accounting, 3 (UT) ACCT 2101 Introduction to Managerial Accounting, 3 (UT) BADM 1001 Introduction to Business, 3 (UT)	M.S. (Accounting) LSU A & M	

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)	**Spring 2022** ENGL 1001 English Composition, 3 (UT) HIST 1003 Western Civilization Since 1500, 3 (UT) PHIL 1000 Introduction to Philosophy, 3 (UT) THTR 1020 Introduction to Theatre, 3 (UT) **Fall 2022** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) HIST 1001 Western Civilization to 1500, 3 (UT) PHIL 1021 Introduction to Philosophy: Elementary Logic, 3 (UT) THTR 1020 Introduction to Theatre, 3 (UT)	Ph.D. (Humanities, Studies in Literature) University of Texas M.F.A. (Creative Writing) McNeese State University M.A. (English) McNeese State University	
Andrepont, Anna T. (P)	**Spring 2022** None **Fall 2022** ENGL 0001 English Composition, 3 (D) MATH 0001 Pre-algebra, 3 (D)	B.S. (Education) University of Louisiana	MATH 270 Calculus I (4) MATH 301 Calculus II (4) ENGL 312 Shakespeare (3) ENGL 350 English Syntax (3) ENGL 470 The Fairy Tale (3) provides sufficient background to teach courses in developmental mathematics & English
Aymond, Megan B. (P)	**Spring 2022** None **Fall 2022** ENGL 1002 English Composition, 3 (UT) (dual)	M.A. English Northwestern State University	

Brown, Clara (F)	**Spring 2022** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) UNIV 0008 College Reading, 3 (UN) UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2022** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) UNIV 0008 College Reading, 3 (UN) UNIV 1005 Orientation to University Studies, 3 (UN)	M.S. (Education Policy Analysis and English Language and Literature) Northwestern State University of Louisiana	
Cavell, Maura (F)	**Spring 2022** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2027 Introduction to Poetry, 3 (UT) **Fall 2022** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2027 Introduction to Poetry, 3 (UT) UNIV 1000 Freshman Seminar, 1 (UN)	Ph.D. (English) University of South Florida	
Craig, James (P)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) **Fall 2022** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT)	M.A. English Louisiana Tech University	
Fedor, Haley M. (F)	**Spring 2022** 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)	Ph.D. (English Language and Literature) University of Louisiana at Lafayette	

	Fall 2022 ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	M.A. (Liberal Arts - English Language and Literature) Marshall University	
Fontenot, Billy Charles (F)	**Spring 2022** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) ENGL 2072 American Literature II: Coming of Age, 3 (UT) **Fall 2022** 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)	Ph.D. (English) University of Louisiana at Lafayette M.A. (English) University of Louisiana at Lafayette	
Frye, Holter (P)	**Spring 2022** None **Fall 2022** ENGL 1001 English Composition, 3 (UT) (dual)	M.A. English Louisiana Tech University	
Gaspard, Patricia A. (P)	**Spring 2022** ENGL 0001 English Composition, 3 (D) **Fall 2022** None	B.S. Human Services Post University	ENGL 110 College Writing (3) ENGL 120 College Writing II (3) provides sufficient background to teach courses in developmental English
Johnson, Rodney (P)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) **Fall 2022** ENGL 0001 English Composition, 3 (D) ENGL 2020 A Survey of English Literature from the Beginnings to 1798, 3 (UT)	Masters +30 (English/Administration Education) LSU A & M M.Ed. (English/Administration) LSU A & M	

		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) 18 graduate hours in English	
Jones, Robert (F)	**Spring 2022** 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) **Fall 2022** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	Ph.D. (English) University of Leicester M.A. (English) Florida Atlantic University	
Langlois, Diane (F)	**Spring 2022** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2025 Introduction to Fiction, 3 (UT) **Fall 2022** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2202 Introduction to Modern World Literature, 3 (UT)	Ph.D. (English/Writing) University of Louisiana Lafayette	
LeBeouf, Laura (P)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) (dual) **Fall 2022** None	M.Ed. (Educational Administration and Supervision) McNeese State University 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 & Medical Communication (3) ENGL 561 Tech Writing for Publication (3) ENGL 575 Special Topics: Louisiana Literature (3)	
Martinez, Sonja J. (P)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) (dual) **Fall 2022** ENGL 1001 English Composition, 3 (UT) (dual)	M.Ed. (Curriculum and Instruction) Grand Canyon University 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 & Teaching (3) LIT 515 20th Century American Literature (3) LIT 650 Seminar in American Literature (3) LIT 502 Topics in American Literature (3)	
Meche, Jude Ryan (F)	**Spring 2022** 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) **Fall 2022** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	Ph.D. (English) Texas A & M University	

	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)		
Reeves, Brett (P)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) **Fall 2022** ENGL 1001 English Composition, 3 (UT)	M.A. (English) The University of Texas at Austin	
Street, Mary S. (P)	**Spring 2022** EDCI 1000 Introduction to the Study of Education, 3 (UT) UNIV 0008 College Reading, 3 (UN) **Fall 2022** ENGL 0001 English Composition, 3 (D)	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)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) (dual) **Fall 2022** ENGL 1001 English Composition, 3 (UT) (dual)	M.A. (English) Northwestern State University of Louisiana	
Whitehead, Marquia (P)	**Spring 2022** ENGL 1001 English Composition, 3 (UT) **Fall 2022** ENGL 1002 English Composition, 3 (UT) ENGL 2002 Business Writing, 3 (UT)	M.A. (English Composition) Northwestern State University of Louisiana	
Witt, Amber (P)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) (dual) **Fall 2022** ENGL 1002 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)	**Spring 2022** HIST 1001 Western Civilization to 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) **Fall 2022** HIST 1003 Western Civilization Since 1500, 3 (UT)	M.A. (History) LSU A & M	
Gaspard, Rusty (P)	**Spring 2022** HIST 2055 The U.S. to 1865, 3 (UT) **Fall 2022** HIST 1001 Western Civilization to 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2071 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) HIST 4320 Revol Amer 1754-1783 (3) HIST 4370 Ear Am Rep1783-1836 (3) HIST 4430 Hist Eng Since 1889 (3) HIST 5200 Seminar: LA History (3) HIST 5010 Histography (3) HIST 5350 Sem Civ War & Recon (3)
Sellers, Walton P. III (P)	**Spring 2022** HIST 1001 Western Civilization to 1500, 3 (UT) (dual) HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2057 The U.S. from 1865 to Present, 3 (UT) HIST 2071 History of Louisiana, 3 (UT)	M.A. (History) LSU A & M	

	Fall 2022 HIST 1001 Western Civilization to 1500, 3 (UT) (dual) HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) (dual) HIST 2057 The U.S. from 1865 to Present, 3 (UT) (dual)		
Throop, Victoria (P)	**Spring 2022** None **Fall 2022** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT)	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)	**Spring 2022** CPS 1001 Computer Literacy, 3 (UN) HPRE 1600 Personal & Community Health Problems, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) MATH 0001 Pre-Algebra, 3 (D) **Fall 2022** CPS 1001 Computer Literacy, 3 (UN) HPRE 1600 Individual Wellness and Public Health, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) MATH 0001 Pre-Algebra, 3 (D)	M.S. (Health Education) McNeese State University	Certification in Health & Physical Education from McNeese State University
Collins, Meghan (P)	**Spring 2022** 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) **Fall 2022** HPRE 1146 Weight Training, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 1503 Intercollegiate Sports Participation III, 2 (UT)	M.S. (Kinesiology and Exercise Science) University of South Alabama	

Gonzales, Jaime (P)	**Spring 2022** HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1502 Intercollegiate Sports Participation II, 2 (UT) HPRE 1504 Intercollegiate Sports Participation IV, 2 (UT) **Fall 2022** None	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)	**Spring 2022** None **Fall 2022** BADM 1001 Introduction to Business, 3 (UT) HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 1503 Intercollegiate Sports Participation III, 2 (UT)	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)	**Spring 2022** HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1502 Intercollegiate Sports Participation II, 2 (UT) HPRE 1504 Intercollegiate Sports Participation IV, 2 (UT) **Fall 2022** None	A.S. (General Studies) General Studies	Women's Soccer Coach (3 yrs) Men's & Women's Soccer Assistant Coach (2 yrs)
McReynolds, Josh (P)	**Spring 2022** 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)	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)

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

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

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)	**Spring 2022** PSYC 2000 Introduction to Psychology, 3 (UT) (dual) **Fall 2022** PSYC 2000 Introduction to Psychology, 3 (UT) (dual)	M.A. (Industrial and Organizational Psychology) Louisiana Tech University	
Ford, Summer (F)	**Spring 2022** None **Fall 2022** 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)	**Spring 2022** None **Fall 2022** PSYC 2070 Developmental Psychology of the Life Span, 3 (UT)	Ph.D. (Psychology) LSU A & M	
Myers, Billie C. (P)	**Spring 2022** PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) **Fall 2022** None	Ph.D. (Clinical Psychology) Fielding Graduate University	
Myers, Tina (P)	**Spring 2022** None **Fall 2022**	Ph.D. (Developmental and Child Psychology) University of New Orleans	

	PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2070 Developmental Psychology of the Life Span, 3 (UT)		

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)	**Spring 2022** ENGL 0001 English Composition, 3 (D) FREN 1002 Elementary French, 4 (UT) **Fall 2022** 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)	**Spring 2022** MUS 1751 Music Appreciation, 3 (UT) (dual) **Fall 2022**	Master of Music Univ of Southwestern Louisiana (Currently Univ LA Lafayette)	

	None		
Jones, Symantha (F)	**Spring 2022** 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) **Fall 2022** 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)	**Spring 2022** MUS 1751 Music Appreciation, 3 (UT) **Fall 2022** MUS 1751 Music Appreciation, 3 (UT)	Master of Music Education Virginia Commonwealth University	
Reed, Michelle E. (P)	**Spring 2022** ART 1441 Historical Survey of the Arts, 3 (UT) (dual) **Fall 2022** ART 1440 Historical Survey of the Arts, 3 (UT) (dual)	Master of Fine Arts (Fine Arts) Academy of Art University	
Simmons, Jeremy (P)	**Spring 2022** ART 1441 Historical Survey of the Arts, 3 (UT) **Fall 2022** ART 1440 Historical Survey of the Arts, 3 (UT)	M.F.A. Indiana University Bachelor of Fine Art Emporia State University	

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	**Spring 2022** 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) **Fall 2022** 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	
Greaud, Angela (F)	**Spring 2022** 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) UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2022** EDCI 2020 Development and Methods in Early Childhood Education, 3 (UT) EDCI 2052 Family Relations, 3 (UT) UNIV 1005 Orientation to University Studies, 3 (UN)	M.S. (Marriage & Family Therapy) Texas Woman's University B.S. (Psychology) University of Southwestern Louisiana Graduate hours in Human Ecology at LSU Baton Rouge with 36 graduate hours completed including: HUEC 7054 Child Guidance and Behavior (3)	Experience as supervisor of Texas Woman's University day care center/lab school. Graduate-level courses include 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)

		HUEC 7055 Human Development (3) EDCI 7843 Early Childhood Education (3)	

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)	**Spring 2022** CJ 2131 Police Process, 3 (UT) **Fall 2022** None	Ph.D. Education University of Cumberlands Masters of Justice Administration Norwich University	
Gontz, Stephen (P)	**Spring 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT) **Fall 2022** None	Ph.D. Criminal Justice (Justice Administration) Walden University M.S. Forensic Science (Investigations) National University	
Herko, Jeremy E. (P)	**Spring 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2133 Correctional Process, 3 (UT) CJ 2600 Drugs and Society, 3 (UT) **Fall 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2133 Correctional Process, 3 (UT) CJ 2600 Drugs and Society, 3 (UT)	Masters of Philosophy (Criminal Justice) Walden University Associates of Arts (General Studies) American Military University	

McCollough, James (P)	**Spring 2022** None **Fall 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT)	M.S. (Criminal Justice) McNeese State University B.S. Criminal Justice LSU at Alexandria	
Richards, Mark (P)	**Spring 2022** CJ 2153 Criminal and Related Law, 3 (UT) **Fall 2022** CJ 2153 Criminal and Related Law, 3 (UT) CJ 2990 Practicum in Criminal Justice, 6 (UT)	Masters in Public Administration LSU A & M B.A. History Excelsior College	Louisiana State Trooper (25 yrs) Retired rank of Captain Served in: Criminal Investigations Division Crisis Response Training Section
Ryerson, David (P)	**Spring 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT) **Fall 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2300 Criminal Justice Report Writing, 3 (UT)	M.A. (Adult Education) Northwestern Louisiana University B.A. (Journalism) LSU A & M HS 5050 Homeland Security (3) HS 5150 Domestic Terror Prevent & Anal (3) HS 5550 Adv Cyberforensics & Cyberwar (3) HS 5700 Peace St/Conflic Trans/Glob (3) HS 5500 Counter-Terr/Intel Anlys/Adv (3)	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)
Spencer, William (P)	**Spring 2022** CJ 2132 Judicial Process, 3 (UT) CJ 2220 Juvenile Delinquency, 3 (UT) EMGT 1500 Emergency Management in High-Threat Situations, 3 (UT) **Fall 2022** CJ 2132 Judicial Process, 3 (UT)	Ph.D. Administration and Leadership University of Pennsylvania M.A. Emergency Management and Disaster Response American Military University	

	CJ 2220 Juvenile Delinquency, 3 (UT) EMGT 1500 Emergency Management in High-Threat Situations, 3 (UT)		

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)	**Spring 2022** None **Fall 2022** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT)	Ph.D. Mass Media Michigan State University M.A. Telecommunications Southern Illinois University	
Eldredge, Judson (F)	**Spring 2022** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2010 Interpersonal Communication, 3 (UT) MC 2010 Media Writing, 3 (UT) **Fall 2022** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2010 Interpersonal Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT)	Ph.D. of Philosophy (Communication Studies) LSU A & M	

| Walker, Brittany L. (P) | **Spring 2022**
CMST 1061 Fundamentals of Communication, 3 (UT)
CMST 2010 Interpersonal Communication, 3 (UT)

Fall 2022
CMST 1061 Fundamentals of Communication, 3 (UT)
CMST 2010 Interpersonal Communication, 3 (UT)
MC 2000 Introduction to the Mass Media, 3 (UT) | 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)	**Spring 2022** None **Fall 2022** SOCL 2001 Introductory Sociology, 3 (UT) SOCL 2501 Current Social Problems, 3 (UT)	M.S.W. (Social Work) LSU A & M M.S. (Social Psychology) University of Phoenix	
Mahoney, Sandra M. (P)	**Spring 2022** SOCL 2505 Marriage and Family Relationships, 3 (UT) **Fall 2022** None	Master of Social Work (Social Work) University at Buffalo, The State University of New York	

SACSCOC Comments

The institution related the mission of the institution to its qualifications for faculty. Also, the institution's procedures and guiding principles to recruit, identify, interview, hire, and evaluate faculty were evidenced and briefly described. While most of the institution's faculty members had justified and documented qualifications, the Off-Site Reaffirmation Committee identified 36 faculty members who need additional information and/or documentation. A list is located on the Request for Justifying and Documenting the Qualifications of Faculty form, located at the end of this report.

University Response

This response to the Off-Site Reaffirmation Committee's report provides requested information on the 36 faculty members needing additional information and/or documentation. All other departments and faculty members have been removed, but are still included in the original Compliance Certification above.

As noted in the Compliance Certification, LSU Eunice Policy Statement Number 12: Recruitment, Retention, Promotion, and Evaluation of Faculty Members is the primary policy that guides the recruitment of faculty. As Policy Statement Number 12 indicates in lines 24-31, the

> [d]uties and responsibilities of the specific position to be filled must be carefully considered, for they determine the qualifications required of a prospective employee. Although all members of the faculty are expected to be competent in instruction, scholarship, creative activities, and community service, probably none will possess equal competence or demonstrate equal productivity in all areas. The nature of the available position will determine the degree of emphasis to be given to each of these areas in assessing the qualifications of a candidate for employment.

As a result, based on Policy Statement Number 12, the academic credentials required for a position and other duties may differ depending on the type of program and needs of the position. With respect to credentials, LSU Eunice requires a master's degree in the field or a masters with 18 graduate hours in the field or a related field for faculty teaching associate degree courses designed for transfer to a baccalaureate program. However, in several disciplines such as those more directly related to the workforce (e.g., Fire and Emergency Services and Allied Health programs) the discipline-specific associate degree courses are not designed for transfer to a baccalaureate degree program; these programs are meant as terminal degrees so that a student may enter the workforce. As a result, a bachelor's degree with x number of years of experience that aligns with the expected learning outcomes may also be acceptable in these programs. The appropriateness of experiential competencies as applicable to the teaching discipline is decided on a case-by-case basis with a rationale provided. In addition, some programs follow their own program accreditation requirements and require an associate degree and/or a bachelor's degree with x number of years of experience and/or specific certifications common to the field depending on the department and position. Finally, positions teaching developmental courses or non-transferrable courses may require a bachelor's degree with or without experience.

The Tables below contain links to transcripts, job descriptions, and other evidence to justify and document the qualifications of faculty members and that LSU Eunice follows its own policies, SACSCOC Standards and Policies, and programmatic accreditation standards (where necessary). The LSU Eunice SACSCOC leadership team welcomes further questions as required by the On-Site Reaffirmation Committee.

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: August 1, 2023

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)	**Spring 2022** BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Lab, 1 (UT) NUTR 2010 Nutrition in Health 3 (UT) **Fall 2022** 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 (3) BIOL 311 BIOL Seminar Biosci Educ (1) BIOL 215 Cytology (4) MBIO 310 Struct & Act Microoran (2) BIOL 219 Intro Rcombnan DNA Tech (4) M.S. Food and Nutritional Science Tuskegee Institute (The masters degree was not included in the original Compliance Certification)	Transcripts for Ph.D. from West Virginia University. Transcripts for M.S. from Tuskegee Institute.
Dalfrey, Karen E. (F)	**Spring 2022** None **Fall 2022** 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)	Ph.D. (Biodefense) George Mason University with graduate work in: BIOD 604 Threat Analy Bact Agent (3) BIOD 605 Threat Analy Viral Agent (3) BIOD 708 Epidem-Bioterror Attack (3) BIOD 607 Threat Analy Toxins (3) BIOD 610 Crisis & Consequence Mgmt (3) BIOD 706 Hist Biol Agnt Use/Treaty (3) BINF 636 Microarray Meth/Analysis (3)	Transcripts for Masters and Doctoral work from George Mason University. Biodefense is a related field to Biology.

		Total of 35 graduate hours in Biodefense or Bioinfomatics	
Fontenot, Jessica L. (P)	**Spring 2022** BIOL 1001General Biology, 3 (UT) BIOL 1002General Biology, 3 (UT) **Fall 2022** BIOL 1001General Biology, 3 (UT)	M.S. (Environmental Science) McNeese State University ENSC 603 Int Ensc Research (3) ENSC 694 Systmc Toxicology (3) ENSC 671 Research (3) ENSC 540 Epidemiology (3) ENSC 561 Aquatic Chem Process (3) ENSC 595 Toxicology (3) ENSC 503 Solid Waste Mgmt (3) ENSC 571 Research Problems (3) ENSC 542 Toxicology Prin ENSC 696 Regulatory Permitting (3) ESCN 535 Risk Assmt Hlth Hz (3) Total of 35+ graduate hours in environmental science.	Transcript for Masters from McNeese State University. Environmental Science is a related field to biology; permits faculty member to teach entry level biology courses only.
Jariel, Domingo M. (F)	**Spring 2022** AGRO 2051 Soil Science, 4 (UT) BIOL 1001 General Biology, 3 (UT) 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) **Fall 2022** 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)	Ph.D. (Agronomy/Plant Physiology) Clemson University AGRON 603 Soil Genesis and CL (2) AGRON 801 Crop Phys and Nutr (3) AGRON 605 Plant Breeding (3) AGRON 802 Pedology (3) AGRON 675 Soil Phys and Chem (3) AGRON 624 Fld Crops-Adv CRP Lab (1) BOT 821 Inorgan Plant Metab (4) BOT 822 Organ Plant Metab (3) BOT 823 Plant Growth and Devel (3) PL PA 809 Pysio Tech in Pl Pa (2) GEN 302 Introductory Gen (4) 31 total graduate hours in agronomy, botany, and plant pathology M.S. (Soil Chemistry) University of the Philippines	Transcript for doctoral work from Clemson University. Transcript for master's work from University of the Philippines at los banos. Agronomy/Plant Physiology is a field related to biology; permits faculty member to teach entry level biology courses.

	HORT 2050 General Horticulture, 3 (UT)		

Name of Primary Department, Academic Program, or Discipline: Mathematics
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: August 1, 2023

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**
Henry, Hannah C. (F)	**Spring 2022** MATH 0015 Introductory Algebra, 3 (D) MATH 0021 Intermediate Algebra, 4 (D) MATH 1425 Elementary Statistics, 3 (UT) **Fall 2022** 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) MATH 1425 Elementary Statistics, 3 (UT)	M.S. (Master Community Technical College Math) Nicholls State University MATH 573 Topics in the History of Mathematics (3) MATH 512 Probability and Statistics (3) MATH 509 Logic and Foundations Mathematics (3) MATH 510 Number Theoretc & Descrt Struct (3) MATH 584 Technology and Comm in Mathematics Education (3) MATH 461 Linear Programming (3) MATH 523 Geometric and Algebraic Structures (3) MATH 573 Hilbert's 23 Problems (3) 24 hours of graduate level mathematics	Master's transcript from Nicholls State University.
Sonnier, Rebecca C. (P)	**Spring 2022** MATH 1022 Plane Trigonometry, 3 (UT) (Dual) MATH 1550 Analytic Geometry and Calculus I, 5 (UT) (Dual) **Fall 2022** MATH 1020 College Algebra, 5 (UT) (Dual)	M.Ed. (Curriculum and Instruction) University of Southwestern Louisiana B.S. (Mathematics Education) McNeese State University MATH 5100 Elements of Calculus (3) MATH 513 Secondary Teaching I-Algebra (3)	Ms. Sonnier's Master's transcript.

		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) 18 graduate hours in mathematics	

Name of Primary Department, Academic Program, or Discipline: Nursing and Allied Health
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: August 1, 2023

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
Kennerson, Perry J., Jr. (P)	**Spring 2022** None **Fall 2022** NURS 1135 Nursing Clinical Practice I, 4 (UT)	B.S. Nursing University of Louisiana Lafayette A.S. Nursing LSU at Eunice	Transcript for bachelors at the Univ of Louisiana Lafayette (11 mB file and will take a few moments to load). Louisiana State Board of Nursing exception rule to allow the use of bachelor's trained nurses for two years (begins at the bottom of page 1). Louisiana State Board of Nursing's approval dated December 9, 2022.

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: August 1, 2023

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
Riley, Candace (P)	**Spring 2022** ALLH 1605 CPT Medical Coding, 4 (UN) **Fall 2022** None	A.S. (Allied Health) Briarcliffe College	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Current Position Description posted on the LSU Eunice available positions website as of July 29,2023 demonstrates Ms. Riley's qualifications meet the minimums as stated. Note that the course is not transferrable. 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.

Name of Primary Department, Academic Program, or Discipline: Respiratory Science
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 29, 2023

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)	**Spring 2022** ALLH 1023 Pharmacology for Non-Nursing Majors, 3 (UT) ALLH 1025 Pathophysiology for Allied Health Professional, 3 (UT) RC 2016 Conference and Clinical Experience II, 4 (UT)	A.S. (Respiratory Therapy) LSU Eunice A.S. (Science) LSU Alexandria	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. David Asbury LSU Eunice job description indicating credentials needed.

	RC 2017 Pathophysiology in Respiratory Care, 4 (UT) **Fall 2022** ALLH 1013 Medical Terminology, 2, (UT) (dual) ALLH 1023 Pharmacology for Non-Nursing Majors, 3 (UT) ALLH 1025 Pathophysiology for Allied Health Professional, 3 (UT) RC 2013 Respiratory Care Instruction, 3 (UT) RC 2014 Conference and Clinical Experience I, 4 (UT) RC 2021 Perinatology and Pediatric Respiratory Care, 3 (UT) RC 2024 Conference and Clinical Experience IV, 4 (UT) RC 2026 Critical Care and other Related Concepts in Respiratory Care, 2 (UT)		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
Warner, Kathleen B. (F)	**Spring 2022** ALLH 1013 Medical Terminology, 2 (UT) ALLH 1800 Anatomy and Physiology Survey, 3 (UT) HCM 2630 Aging and Long-Term Care, 3 (UT) RC 1001 Introduction to Respiratory Care, 3 (UT) RC 2015 Respiratory Care Science II, 4 (UT) RC 2017 Pathophysiology in Respiratory Care, 4 (UT) **Fall 2022** ALLH 1013 Medical Terminology, 2 (UT) ALLH 1800 Anatomy and Physiology Survey, 3 (UT) RC 1001 Introduction to Respiratory Care, 3 (UT) RC 2012 Cardiopulmonary Anatomy and Physiology, 3 (UT) RC 2014 Conference and Clinical Experience I, 4 (UT) RC 2021 Perinatology and Pediatric Respiratory Care, 3 (UT)	B.S. (Respiratory Care) Nicholls State University A.D. (Respiratory Therapy) LSU Eunice	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Program Director's general LSU Eunice job description reported to the Commission on Accreditation for Respiratory Care (CoARC) in recent accreditation documents with required credentials. Program Director's minimum credentials per COARC requirements. Registered Respiratory Therapist; Neonatal Practitioner Specialist; Certified Cardiology Technician; Certified Respiratory Therapist; 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

	RC 2025 Professional Review Seminar Lab, 3 (UT) RC 2026 Critical Care and other Related Concepts in Respiratory Care, 2 (UT)		Therapist, Lafayette General Medical Center, 1993-1995
Wyble, Michael T. (F)	**Spring 2022** RC 2015 Respiratory Care Science II, 4 (UT) RC 2016 Conference and Clinical Experience II, 4 (UT) **Fall 2022** RC 2011 Respiratory Care Science I, 3 (UT) RC 2014 Conference and Clinical Experience I, 4 (UT) RC 2024 Conference and Clinical Experience IV, 4 (UT) RC 2025 Professional Review Seminar Lab, 3 (UT) RC 2026 Critical Care and other Related Concepts in Respiratory Care, 2 (UT)	A.D. (Respiratory Care) LSU Eunice 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) RSPT 306 Advanced Comprehensive Respiratory Therapy (2) AHSC 400 Invasive Cardiovascular Monitoring (3) AHSC 406 Advanced Pulmonary Laboratory Science (4) B.S. Allied Health Professional Practice Nicholls State University	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Director of Clinical Education's general LSU Eunice job description reported to CoARC in recent accreditation documents with required credentials. Director of Clinical Education's minimum credentials per CoARC requirements. Revised LSU Eunice Job Description summer 2023 to include the minimum of a Bachelor's Degree (inadvertently left off of the original Job Description). 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

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: July 29, 2023

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)	**Spring 2022** DMS 1000 Introduction to Sonography, 1 (UT) DMS 2011 Abdomen II, 3 (UT) DMS 2012 DMS Lab II, 2 (UT) DMS 2013 Introduction to Vascular Sonography and Hemodynamics, 3 (UT) DMS 2092 Clinical Practicum II, 6 (UT) **Fall 2022** DMS 1003 Superficial Structures, 2 (UT) DMS 1010 Abdomen I, 3 (UT) DMS 1011 DMS Lab I, 2 (UT) DMS 1091 Clinical Practicum I, 6 (UT) DMS 2002 Sonographic Principles and Instrumentation, 4 (UT)	B.S. (Health Services/Allied Health/Health Sciences) Northwestern State University of Louisiana A.A.S. (Allied Health Diagnostic, Intervention, and Treatment Professions) Louisiana State University at Eunice Certificate of Advanced Study (Allied Health Diagnostic, Intervention, and Treatment Professions) Louisiana State University at Eunice	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. LSU Eunice Program Director Job Description with required credentials. Commission on Accreditation of Allied Health Education Programs' (CAAHEP) requirements for the program director qualifications (see B-1 on p. 4). 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)
Dustin, Marlena (P)	**Spring 2022** RADT 1022 Imaging Procedures II, 5 (UT) RADT 1093 Applied Imaging III, 4 (UT) RADT 2093 Applied Imaging VI, 8 (UT) **Fall 2022** None	B.S. (Radiographic Science) Idaho State University Associates of Science in General Studies Brigham Young University - Idaho	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Email on didactic and clinical from the program director. Joint Review Committee on Education in Radiologic

			Technology credential requirements. Ms. Dustin's job description with required credentials. Radiologic Technologist for 8 years; AHA CPR and AED Certified
Leeson, Rose M. (F)	**Spring 2022** ALLH 1013 Medical Terminology, 2 (UT) RADT 2036 Radiographic Pathology, 2 (UT) RADT 2093 Applied Imaging VI, 8 (UT) **Fall 2022** RADT 1092 Applied Imaging II,4 (UT) RADT 2092 Applied Imaging V, 8 (UT)	B.S. (Business Administration) University of Louisiana Lafayette A.S. (Radiologic Technology/Science - Radiographer) LSU at Eunice	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Email on didactic and clinical from the program director. Joint Review Committee on Education in Radiologic Technology credential requirements. Ms. Leeson's job description with required credentials. Hospital Radiologic Technologist - conduct angiography or orthopedic imaging in surgical situations (13 yrs)
Rodriguez, Emmanuel (F)	**Spring 2022** RADT 1012 Image Acquisition and Evaluation, 3 (UT) RADT 1022 Imaging Procedures II, 5 (UT) RADT 1093 Applied Imaging III, 4 (UT) **Fall 2022** RADT 1011 Imaging and Equipment, 3 (UT) RADT 1021 Imaging Procedures I, 5 (UT) RADT 1092 Applied Imaging II, 4 (UT)	M.S. (Healthcare Administration) LSU Shreveport B.S. (Radiologic Technology) University of Louisiana at Monroe	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Emmanuel Rodriguez's LSU Eunice job description indicating credentials needed. 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
Thibodeaux, Bridget L. (F)	**Spring 2022** DMS 1000 Introduction to Sonography, 1 (UT) DMS 2012 DMS Lab II, 2 (UT) DMS 2020 Gynecology and Obstetrics I, 4 (UT) DMS 2092 Clinical Practicum II, 6 (UT) **Fall 2022** DMS 1003 Superficial Structures, 2 (UT) DMS 1010 Abdomen I, 3 (UT) DMS 1011 DMS Lab I, 2 (UT) DMS 1091 Clinical Practicum I, 6 (UT) DMS 2002 Sonographic Principles and Instrumentation, 4 (UT)	A.S. (Radiologic Technology) LSU at Eunice C.A.S. (Diagnostic Medical Sonography) LSU Eunice	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. LSU Eunice Clinical Coordinator Job Description with required credentials Commission on Accreditation of Allied Health Education Programs (CAAHEP) requirements for the clinical coordinator qualifications (see B-3 on p. 5). Certification: American Registry for Diagnostic Medical Sonography (OB/GYN) Ten years as a practicing Diagnostic Medical Sonographer
Williams, Ginger L. (F)	**Spring 2022** RADT 1093 Applied Imaging III, 4 (UT) RADT 2093 Applied Imaging VI, 8 (UT) **Fall 2022** ALLH 1013 Medical Terminology, 2 (UT) RADT 2031 Advanced Imaging Procedures, 2 (UT)	M.B.A. (Health/Health Care Administration/Management) Walden University B.S. (Radiologic Technology) McNeese State University	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Ginger William's LSU Eunice job description indicating credentials needed. 18 years as a Radiologic Technologist Four years as a Radiation Safety Officer

Name of Primary Department, Academic Program, or Discipline: Surgical Technology
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 29, 2023

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.	**Spring 2022** SURT 1100 Surgical Procedure I, 3 (UT) SURT 1102 Surgical Technology Lab II, 2 (UT) SURT 1240 Technological Sciences for the Surgical Technologist, 3 (UT) **Fall 2022** SURT 1001 Introduction to Surgical Technology, 5 (UT) SURT 1103 Surgical Practicum I, 4 (UT) SURT 1104 Fundamentals of Perioperative Techniques and Concepts, 4 (UT)	M.B.A. (Health Care Management) University of Texas - Tyler Bachelor of Applied Arts & Sciences (Business & Entrepreneurship) Texas A & M University A.A.S. (Surgical Technology) St. Philip's College	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Keisa Gullory's LSU Eunice job description indicating credentials needed. Accreditation Review Council on Education in Surgical Technology and Surgical Assisting required credentials for the program director (see pp. 2-3). Note: This program leads to an associate of applied science. 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)
Kopp, Rachel M.	**Spring 2022** SURT 2103 Surgical Practicum II, 6 (UT) **Fall 2022** SURT 1003 Surgical Technology Lab I, 2 (UT) SURT 1103 Surgical Practicum I, 4 (UT)	B.S. (Health Care Administration) Kaplan University A.A.S. (Surgical Technology) Our Lady of the Lake College	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Rachel Kopp's LSU Eunice job description indicating credentials needed. Accreditation Review Council on Education in Surgical Technology and Surgical Assisting required credentials for the clinical coordinator (see pp. 3-4).

			Note: This program leads to an associate of applied science. Certified Surgical Technologist CPR Certified Surgical Technologist (10 yrs)

NOTE: The Fire Science courses (FSCI) below have UN after them indicating that the transferability has been changed from UT from the Compliance Certification to UN for the Focused Report. The Vice Chancellor for Academic Affairs and Provost noted that LSU Eunice has no 2 + 2 with any four year university for the program in the state.

Name of Primary Department, Academic Program, or Discipline: Fire Science
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 29, 2023

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**
Ford, Niles R. (P)	**Spring 2022** EMGT 2000 Leading through Crisis, 3 (UT) FSCI 2502 Building Construction Structural Technology, 3 (UN) **Fall 2022** EMGT 2000 Leading through Crisis, 3 (UT) FSCI 2502 Building Construction Structural Technology, 3 (UN)	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	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Nile Ford's job description indicating credentials needed. Note: This program leads to an associate of applied science. Selected items from the work experience section of the vita: Fire Chief, City of Baltimore, MD. 2014-present City Manager/CEO, City of Chamblee, GA 2011 -2013 Fire Chief, Lincoln, NE 2007-2011 Deputy Fire Chief, Fulton County, Atlanta, GA 2003-2007
Jones, Darryl (P)	**Spring 2022** FSCI 2235 Principles of Arson Investigation, 3 (UN) **Fall 2022** None	Ph.D. Public Safety (Emergency Management) Capella University (courses below are quarters) PSF 8632 Phil & Practice Disaster Prep (4) PSF 8602 Theories of Leadership (4)	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Note: This program leads to an associate of applied science. Non-teaching work experience from vita:

| | | PSF 8601 Contemp Public Safety Ldrshp (4)
PSF 8620 Princ of Org Theory & Practice (4)
PSF 8630 Critical Incident Stress (4)
PSF 8625 Grant Writing (4)
PSF 8626 Stress Mgmt in Pub Safety Orgs (4)
PSF 8634 Pub Saf Inccident Command Pdgms (4)
PSF 9919 Doctoral Comp Exam (4)
Other PSF credits included on transcript are dissertation.

Master of Public Management
Carnegie Mellon University | 9/07- Present Chief, Pittsburgh Bureau of Fire
7/07-9/07 Asst. Chief, Pittsburgh Bureau of Fire
1/08-Present Pennsylvania All-Hazards Incident Management Team
1/02–Present Assistant Chief, Pennsylvania Urban Search & Rescue Strike Team 1

Partial list of Certifications:
Chief Fire Officer Designation from Commission of Professional Credentialing
Pro Board Certified Fire Officer IV
Credentialed as a Type-III Incident Commander
Credentialed as a Type-III Planning Section Chief
Pennsylvania State and Pro Board Certified Fire/Arson investigator
Pennsylvania State and IFSAC Certified Fire Instructor III |
| Toranto, Rodolphe (P) | **Spring 2022**
None

Fall 2022
FSCI 2153 Fire Protection Hydraulics, 3 (UN) | B.S. (Mathematics Education)
University of New Orleans

A.A.S. (Fire Science/Fire-Fighting)
Delgado Community College | Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Job description indicating Bachelors with five years experience (see p. 3). Page two is attached separately since it is blurry in the original scan.

Note: This program leads to an associate of applied science.

District Fire Chief, New Orleans Fire Department (27 yrs) |

Name of Primary Department, Academic Program, or Discipline: English
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 29, 2023

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**
Gaspard, Patricia A. (P) Labeled as Elizabeth Gaspard on the Request for Justifying and Documenting Qualifications of Faculty	**Spring 2022** ENGL 0001 English Composition, 3 (D) **Fall 2022** None	B.S. Human Services Post University Transcript (see highlighted on p.6)	Position description from HR website with minimum credentials. Note: This course is developmental and does not transfer. ENGL 110 College Writing (3) ENGL 120 College Writing II (3) provides sufficient background to teach courses in developmental English
LeBeouf, Laura (P)	**Spring 2022** ENGL 1002 English Composition, 3 (UT) (dual) **Fall 2022** None	M.Ed. (Educational Administration and Supervision) McNeese State University 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 & Medical Communication (3) ENGL 561 Tech Writing for Publication (3) ENGL 575 Special Topics: Louisiana Literature (3)	Transcript for 18 graduate hours in English from Louisiana Tech University.

NOTE: Many of the HPRE courses below have UN after them indicating that the transferability has been changed from UT from the Compliance Certification to UN for the Focused Report. The Office of the Registrar indicated that the athletics course can not used on a transcript for any of the transfer degrees (please see confirmation in the email from the Registrar). The athletics HPRE courses can, however, be used in the Associate of General Studies if appropriate.

Name of Primary Department, Academic Program, or Discipline: Health and Physical Education
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 29, 2023

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)	**Spring 2022** CPS 1001 Computer Literacy, 3 (UN) HPRE 1600 Personal & Community Health Problems, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) MATH 0001 Pre-Algebra, 3 (D) **Fall 2022** CPS 1001 Computer Literacy, 3 (UN) HPRE 1600 Individual Wellness and Public Health, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) MATH 0001 Pre-Algebra, 3 (D)	M.S. (Health Education) McNeese State University	General position description for developmental mathematics from the HR website showing minimum credentials. Louisiana Department of Education Certified in Business Education Subjects, Computer Literacy and Health and Physical Education. Nine years experience teaching computer literacy at the high school level.
Gonzales, Jaime (P)	**Spring 2022** HPRE 1242 Intermediate Conditioning, 1 (UN) HPRE 1502 Intercollegiate Sports Participation II, 2 (UN) HPRE 1504 Intercollegiate Sports Participation IV, 2 (UN) **Fall 2022** None	B.S. (Kinesiology) Sam Houston State University	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. General Women's Basketball Head Coach position description attached including qualifications (for spring 2022). Assistant Men's or Women's Basketball Coach (10 yrs) Head Boy's Basketball Coach (1 yr)
McDonald, Dorothy (F)	**Spring 2022** None **Fall 2022**	M.A. (Organizational Management) University of Phoenix	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position.

	BADM 1001 Introduction to Business, 3 (UT) HPRE 1142 Conditioning Exercises, 1 (UN) HPRE 1242 Intermediate Conditioning, 1 (UN) HPRE 1501 Intercollegiate Sports Participation I, 2 (UN) HPRE 1503 Intercollegiate Sports Participation III, 2 (UN)	B.A. (Healthcare and Administration) Ottawa University	General Women's Basketball Head Coach position description attached including qualifications (for fall 2022). Registered Respiratory Therapist Certified Respiratory Technician Respiratory Care Clinical Instructor for Nicholls State Univ & Delgado Community College
McGimsey, Ian (P)	**Spring 2022** HPRE 1142 Conditioning Exercises, 1 (UN) HPRE 1242 Intermediate Conditioning, 1 (UN) HPRE 1502 Intercollegiate Sports Participation II, 2 (UN) HPRE 1504 Intercollegiate Sports Participation IV, 2 (UN) **Fall 2022** None	B.S. Sports Management State University of New York College at Brockport A.S. (General Studies) General Studies	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. General Women's Soccer Head Coach position description attached including qualifications. Women's Soccer Coach (3 yrs) Men's & Women's Soccer Assistant Coach (2 yrs)
McReynolds, Josh (P)	**Spring 2022** HPRE 1146 Weight Training, 1 (UN) HPRE 1246 Intermediate Weight Training, 1 (UN) HPRE 1502 Intercollegiate Sports Participation II, 2 (UN) HPRE 1504 Intercollegiate Sports Participation IV, 2 (UN) **Fall 2022** None	B.S. (Exercise Science) Freed-Hardeman University	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. General Men's Soccer Head Coach position description attached including qualifications. (for spring 2022) Director of Coaching - Recreational (4 yrs) Assistant or Head Soccer Coach (8 yrs) LSU Director of Operations Women's Soccer (1 yr)
Starks, Byron K. (P)	**Spring 2022** HPRE 1146 Weight Training, 1 (UN) HPRE 1246 Intermediate Weight Training, 1 (UN) HPRE 1502 Intercollegiate Sports Participation II, 2 (UN)	Bachelors (General Studies) University of Louisiana Lafayette	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. General Men's Basketball Head Coach position description attached including qualifications.

	HPRE 1504 Intercollegiate Sports Participation IV, 2 (UN) **Fall 2022** HPRE 1146 Weight Training, 1 (UN) HPRE 1246 Intermediate Weight Training, 1 (UN) HPRE 1501 Intercollegiate Sports Participation I, 2 (UN) HPRE 1503 Intercollegiate Sports Participation III, 2 (UN)		CEO of Champions International serving the youth of Lafayette (16 yrs) Head Basketball Coach (20 yrs)
Wolf, Matthew (P)	**Spring 2022** None **Fall 2022** HPRE 1146 Weight Training, 1 (UN) HPRE 1246 Intermediate Weight Training, 1 (UN) HPRE 1501 Intercollegiate Sports Participation I, 2 (UN) HPRE 1503 Intercollegiate Sports Participation III, 2 (UN)	M.S. (Organizational Management) University of Providence	General Men's Soccer Head Coach position description attached including qualifications.(for fall 2022). Assistant Men's Soccer Coach (8 yrs) Head Coach (2 yrs) CPR/AED Certified USSF National C License

Name of Primary Department, Academic Program, or Discipline: Fine Arts
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 29, 2023

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
Locy, Raymond (P)	**Spring 2022** MUS 1751 Music Appreciation, 3 (UT) **Fall 2022** MUS 1751 Music Appreciation, 3 (UT)	Masters of Music Education Virginia Commonwealth University MUS 681 Integ Music Beh (5) MUS 683 Music Ed Process (5) MUS 685E Music Ed Research (6) MUS 686E Music Ed Research (6)	Transcript from Virginia Commonwealth University detailing graduate hours in music.

| | | APM 571E Choral Pedagogy (3)
MUE 483 Electronic Mus I (1)
MUE 583 Electr Music II (1)
MUE 687 Research Assessment (3)
MUS 5224 Beh Aspects of Music (3)

33 graduate hours in Music. | |

Name of Primary Department, Academic Program, or Discipline: Elementary Education
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 20, 2023

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)	**Spring 2022** 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) **Fall 2022** 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)	Ed.d. in progress (Curriculum and Instruction) University of Louisiana Monroe CURR 7002 Applied Statistical Analyses (3) CURR 7003 Instruct Design Technology (3) CURR 7006 Ed Diverse Global Society (3) CURR 7000 Doctoral Proseminar (3) CURR 7001 Educational Research Inquiry (3) CURR 7004 Quantitative Meth Ed Res II (3) CURR 7009 Curriculum Theory & Design (3) CURR 7010 Law, Policy, and Ethics (3) CURR 7011 Prog Eval Theory Practice (3) CURR 7012 Assess Program Instr Dec Mak (3) CURR 7013 Professional Development (3)	In progress doctoral transcript from University of Louisiana Monroe. Masters transcript from University of Louisiana Monroe. Job Description identifying minimum credentials for the adjunct (carried over to full-time). Related items from work section of Vita: St. Michael Elementary, Interim Principal April 2021-July 2021 St. Michael Elementary, Assistant Principal (2018-2021) St. Michael Elementary, Spanish Teacher & Curriculum Coordinator, Grades PreK- 8th, Crowley, LA (2011-2020)

| | | M.Ed. (Curriculum & Instruction) University of Louisiana Monroe

CURR 5073 Assessment & Accountability (3)
CURR 5023 Research Based Instruction (3)
CURR 5018 Techn Integration Porfoilio Dev (3)
EDLE 5005 Tcher Ldr II Imp Schl Perf (3)
EDLE 5000 Teach Ldr I Ed Research (3)
SPED 5045 Ed Tech/Excep Chil/Reg Class (3)
READ 5018 Cri Theo/Chil Young Adult Lit (3)
READ 4019 Teaching Reading-Secondary (3)
READ 5001 Tchg Read/Stu/Spec Needs (3)
READ 5002 Balanced Reading Instruction (3)
READ 5007 Practicum in Reading (3)
READ 5025 Diagnos/Correction/Read Diff (3) | Ascension Episcopal School, Grade 1, Science- Lafayette, LA (2002-2010)

Certifications:
State of Louisiana Elementary Education Grades 1-8
State of Louisiana Spanish ALL Levels Grades 1-12
State of Michigan Elementary Education Grades 1-8
State of Michigan Spanish ALL Levels Grades 1-12 |

Name of Primary Department, Academic Program, or Discipline: Criminal Justice
Academic Term(s) Included: Spring 2022, Fall 2022 Date Form Completed: July 29, 2023

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**
Richards, Mark (P)	**Spring 2022** CJ 2153 Criminal and Related Law, 3 (UT) **Fall 2022** CJ 2153 Criminal and Related Law, 3 (UT) CJ 2990 Practicum in Criminal Justice, 6 (UT)	Masters in Public Administration LSU A & M PADM 7910 Public Adm-Thry/Pract (3) PADM 7912 Public Persnl Policy (3) PADM 7904 Sem Poicy & Decision (3) PADM 7914 Public Budgeting (3)	Job description indicating Masters in Criminal Justice or related field. Louisiana State Trooper (25 yrs) Retired rank of Captain Served in: Criminal Investigations Division Crisis Response Training Section

		PADM 5009 Res Methods for PA (3) PADM 5600 Microrec Th Policy An (3) PADM 5010 Stat methods Pub Adm (3) PADM 7911 Org Pub/Nonprof Org (3) PADM 7800 Ind Stud in PADM (3) PADM 7851 PADM Practicum (3) PADM 7917 Program Evaluation (3) PADM 7900 Pub Admin Colloquium (3) PADM 7902 Sem Publ Policy (3) HRE 7575 Managing Chg Org Syst (3) HRE Ldship Devel Str Org (3) B.A. History Excelsior College A.S. Criminal Justice Nicholls State University	
Ryerson, David (P)	**Spring 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT) **Fall 2022** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2300 Criminal Justice Report Writing, 3 (UT)	M.A. (Adult Education) with a concentration in Homeland Security Northwestern Louisiana University B.A. (Journalism) LSU A & M HS 5050 Homeland Security (3) HS 5150 Domestic Terror Prevent & Anal (3) HS 5550 Adv Cyberforensics & Cyberwar (3) HS 5700 Peace St/Conflic Trans/Glob (3) HS 5500 Counter-Terr/Intel Anlys/Adv (3) 15 graduate hours in homeland security	Per Policy Statement Number 12, the academic credentials required of a position may differ depending on the needs of the position. Job description with minimum academic credentials. 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)
Spencer, William (P)	**Spring 2022** CJ 2132 Judicial Process, 3 (UT)	Ph.D. Administration and Leadership University of Pennsylvania	General Job Description with minimum credentials

CJ 2220 Juvenile Delinquency, 3 (UT) EMGT 1500 Emergency Management in High-Threat Situations, 3 (UT) **Fall 2022** CJ 2132 Judicial Process, 3 (UT) CJ 2220 Juvenile Delinquency, 3 (UT) EMGT 1500 Emergency Management in High-Threat Situations, 3 (UT)	M.A. Emergency Management and Disaster Response American Military University EM 507 Emerg Mgmt & Public Law (3) EM 504 Emerg & Disaster Plan & Mgmt (3) EM 506 Emerg & Disaster Theory (3) EDMG 509 Interagency Disaster Mgmt (3) EDMG 541 Mass Casualty Incident Mgmt (3) EDMG 540 Research Methods in Emerg & Disaster Mgmt (3) EDMG 699 Emerg & Disaster Mgmt Capstone (3) 21 graduate hours in Emergency Management	downloaded from the Career Services webpage. Selected items from the work history of his vita: 06/17 - Present, Instructor with Louisiana State University, via the National Center for Biomedical Research and Training (NCBRT) 08/15- Present, Deputy Director, Western Area Office, Pennsylvania Emergency Management Agency, Western Area Office, Indiana, PA. 11/11- Present, Emergency Management Specialist, (Lead Planner)

Sources

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- Athletic HPREs not Transferable
- BSN Rule
- Bridget Thibodeaux JD
- CoARC-Entry-Standards (Page 13)
- CoARC-Entry-Standards (Page 15)
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- David Ryerson JD
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- General JD Womens Soccer Coach
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- William Spencer American Univ_Redacted
- William Spencer Vita_Redacted

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

Original 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 Costal 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 that 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).

SACSCOC Comments

The institution provided data by program for a four-year period. Data showing the number of sections and credit hour production taught by full-time and part-time faculty was disaggregated by location, delivery method, and dual enrollment. The institution linked back to the narrative for CR 6.1 to outline the responsibilities of full-time faculty related to program quality, integrity and review, including service on faculty search committees and the Courses and Curriculum Committee, and academic advising. Additional data in the form of program size charts, a table illustrating the number of faculty by program, faculty workload and overload tables, and credit hour production by program illustrate that, in general, the institution has a sufficient number of full-time faculty in each of its educational programs. However, the Off-Site Reaffirmation Committee could not locate evidence that showed the Associate in Criminal Justice and Associate in Applied Science in Fire and Emergency Services programs had a sufficient number of full-time faculty members or a rationale explaining why these programs did not need full-time faculty to ensure curriculum and program quality, integrity and review.

University Response

LSU Eunice's response for Standard 6.2b focuses on the last sentence of the SACSCOC Off-Site Reaffirmation Committee's report. It reads, in part, the Committee "could not locate evidence that showed the Associate in Criminal Justice and Associate in Applied Science in Fire and Emergency Services programs had a sufficient number of full-time faculty members or a rationale explaining why these programs did not need full-time faculty to ensure curriculum and program quality, integrity and review".

As enrollment in the two programs decreased, the decision was made to combine the separate full-time faculty lines into one. For example, the longitudinal data in Table 6.2b-40 for Criminal Justice indicates that there was a decrease of 38 (26.8%) students in the past eleven fall semesters. Despite the decrease, the number of sections remained relatively unchanged except in fall 2022 when two sections were offered with low enrollment for students to graduate - one section with five students and one with six students. The longitudinal data for the Criminal Justice programs also indicated that there were an average of 116 students enrolled, eight sections offered, and 409 credit hours produced in the fall semesters examined (see Table 6.2b-40).

Table 6.2b-40. Criminal Justice Longitudinal Data (includes from AALT, AS Program, and Bachelors).

Fall Semester	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Mean
Total number of unique students	142	138	110	103	124	116	94	107	120	120	104	116.2
Total number of sections offered	9	8	9	7	9	7	8	7	8	8	11	8.3
Total credit hour production	453	384	333	408	396	336	411	372	558	350	499	409.1

For the Fire and Emergency Services related programs, the longitudinal data for the past eleven fall semesters indicated the decrease in enrollment has been much more pronounced dropping from 90 unique students in fall 2012 to 26 students in fall 2022 resulting in a loss of nearly three-fourths (71.1%) of the students. The student loss resulted in 50% decrease in the number of sections and a 74.2% decrease in credit hours produced. Overall, the data yielded an average of 57.7 students with 7.9 sections producing 328.5 credit hours (see Table 6.2b-41).

Table 5.2b-41. Associate of Applied Science in Fire & Emergency Services (includes CTS in Fire Service Technology).

Fall Semester	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Mean
Total number of unique students	90	99	105	76	54	49	46	35	29	26	26	57.7
Total number of sections offered	14	9	11	9	9	9	7	3	2	8	7	7.9
Total credit hour production	663	567	561	378	297	355	168	171	153	129	171	328.5

Given the decreases described above, LSU Eunice believes that it is in compliance with Standard 6.2b even the two faculty members are not full-time. According to their job descriptions, both part-time faculty members ensure the program curricula and quality, integrity and review. They also perform the routine duties with students similar to all other programs at LSU Eunice such as advising students, answering student questions, filling in degree checkouts, preparing schedules with the Dean, and maintaining the curriculum for each program. Additional evidence of the performance of the duties are detailed in Table 6.2b-42.

Table 6.2b-42. Documentation related to criminal justice and fire and emergency services.

Evidence of:	Criminal Justice and Related Degrees	Fire and Emergency Services and Related Certificates
Job Description	Criminal Justice Coordinator	Fire and Emergency Services Coordinator with page two reprinted
Communication - academic Advising	Graduate - course substitution	Transcripts and certificates
	Major change question	Registering for summer and fall
	Registration for fall 2022	Degree path
	Registration for spring 2023	History 2055 pure humanity
Degree Checkouts	Brooke Spring 2022	Tyler Fall 2022
	Jacie Fall 2022	Adam Fall 2022
	Hailey Spring 2023	Jody Spring 2023
Faculty Evaluations 2021-2022	Stephen	Darryl
	Justin	Rick
Faculty Evaluations 2022-2023	Jeremy	Niles
Courses and Curricula	Update CJ curriculum	Update FSCI curriculum
	Change CJ 2152	Update FST curriculum
	Change CJ 2600	Change INDS 2720
	Change CJ 2320	Change INDS 2620
Other	5-6-22 email update on Articulation Form	
	6-6-22 email and textbook adoption form Sp 22	Sp 23 textbook change and adoption forms
	Course offerings Su 22 Email course offerings Su 22	Course offerings Sp 23 Email course offerings Sp 23

The LSU Eunice SACSCOC Leadership Team welcomes any further questions or requests for additional documentation.

Sources

- 📁 FR
  - 📄 CJ 2152
  - 📄 CJ 2320
  - 📄 CJ 2600
  - 📄 CJ Final AS
  - 📄 CJ Textbook-Adoption-email-Sp22
  - 📄 CJ_3_17_22_Grad_Sub_Redacted
  - 📄 CJ-5-6-22-JDEval_Redacted
  - 📄 CJ-CL-email-Su22
  - 📄 CJ-CL-Su22
  - 📄 CJ-Degree_Checkout_SP_22-ASCJ
  - 📄 CJ-Stpehen-Eval-Sp22_Redacted
  - 📄 CJ-Textbook-Adoption-Forms-SP22
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  - 📄 FSCI 5-15-22 DJEvaluation_Redacted
  - 📄 FSCI 5-15-22-RSEvaluation_Redacted
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- 📄 DA-FACI-Fa22-Tyler
- 📄 DA-FSCI-Fa22-Adam
- 📄 DA-FSCI-Sp23-Jody
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- 📄 FSCI-12-16-22-degreepath_Redacted
- 📄 FSCI-3-29-23-Transrcipts_Redacted
- 📄 HR CJ JD 6-30-21
- 📄 HR FSCI JD 7-13-21 Page 2
- 📄 HR FSCI JD 7-13-21 problem with p 2

- Louisiana State University Careers Workday as of 11 23 22
- Organizational Chart Academics Highlighted
- 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

Original 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 Heath 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

SACSCOC Comments

The institution has three levels of program coordination responsibilities: academic department chairs, academic program directors, and academic program coordinators. Institutional Policy Statement 03 governing responsibilities and concerns of university personnel provided an overview of roles of department chairs and program directors. Duties of program coordinators were included in a generalized job description.

The institution provided a chart of program coordination by discipline-related areas so that applied programs were grouped with transfer programs in some cases. Illustrations of program coordinator involvement in curriculum changes and program advisory board meetings were also included. The Off-Site Reaffirmation Committee was unable to determine whether the program coordinators for Computer Information Technology and the Associate in Science in Agriculture programs have appropriate education and training for their assigned responsibilities.

University Response

The Off-Site Reaffirmation Committee noted that they were "unable to determine whether the program coordinators for Computer Information Technology and the Associate in Science in Agriculture programs have appropriate education and training for their assigned responsibilities". In both cases, the coordinators listed were errors and the original AY 2021-2022 Coordinator Roster submitted with the Compliance Certification is duplicated here for convenience. In addition, the Associate of Science in Health Sciences was inadvertently left off of the roster. As a result, an updated AY 2021-2022 roster with the Associate of Applied Science in Computer Information Technology, the Associate of Science in Agriculture, and the Associate of Science in Health Sciences was created to correct the errors and omission.

In addition, a complete Coordinator Roster was created for AY 2022-2023. The AY 2022-2023 Coordinator Roster includes the coordinator for online instruction and the coordinator for LSU Eunice's Off-Campus Instructional Site at LSU of Alexandria.

Due to the retirement of Dotty McDonald, there were some additional changes in the Roster so the current Coordinator Roster for AY 2023-2024 was included in order to disclose the current

coordinators and disclose the retirement. The Coordinator Roster for AY 2023-2024 details the coordinators for online programs and the Off-Campus Instruction Sites as well.

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
- 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 Roster AY 2021-2022 Updated 7-2023
- Coordinator Roster AY 2022-2023
- Coordinator Roster AY 2023-2024
- 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 Committe Minutes and Roster - Spring 2022
- Dean of Arts and Sciences JD
- Director of Nursing
- Director of Radiologic Technology Program
- Director of Respiratory Care Program
- Medical Billing and Coding Team Meeting Minutes 07222020
- Nursing C and C Changes Feb 2023
- Nursing Faculty Meeting Minutes 08.18.2022
- 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

Original 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
    o the direct assessment of student learning using numerical data,
    o the indirect assessment of student learning using specific or overall grades,
    o first-time student fall to fall retention or fall to spring retention,
    o licensure pass rates,
    o job placement rates,
    o early momentum metrics such as credit accumulation or grade point average in the first semester or first year,
    o student satisfaction surveys,
    o the number and amount of scholarships,
    o the number and amount of grants,
    o the number and percentage of wins in sports, and
    o 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 ≤ 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.

SACSCOC Comments

The institution demonstrates its commitment to ongoing planning and evaluation through the annual processes and calendar described in the Planning and Assessment Manual. There is a well-defined expectation supported by evidence that all units complete the Annual Assessment Plan sequence, which is designed to promote ongoing progress toward the achievement of the institution's strategic goals. The Off-Site Reaffirmation Committee noted that an Outcomes Not Yet Met report is presented annually to the Chancellor's Cabinet and Extended Cabinet. An additional ongoing planning component of the Annual Assessment Plan cycle is the inclusion of budget requests for upcoming years via the Resource Request Form available on the institution's Institutional Effectiveness webpage. It should be noted that while budget planning processes are described as annual, only one year of evidence is provided and the ongoing aspect of these processes cannot be verified by the Off-Site Reaffirmation Committee. Similarly, there is one AY2021-2022 strategic plan template (Student Success) attached as evidence, and could not locate these templates for the other three strategic goals.

The institution's planning and evaluation processes are comprehensive. There are four strategic goals that support the institution's mission, and Annual Assessment Plans are linked to these strategic goals. Each year, outcomes are reported by Institutional Effectiveness, and ultimately the

Chancellor's Cabinet and Extended Cabinet determine that the units of the institution are upholding the mission of the institution. While the institution provided three examples of a Resource Request Form, the Committee was unable to find additional examples and detail of the budgetary aspect of the institution's planning and evaluation process.

The institution's planning and evaluation processes are robust and include all units at the institution, however the Off-Site Reaffirmation Committee was unable to confirm the integration of the institution's planning. As described by the institution, there is a strong planning and evaluation component in the Annual Assessment Planning process that is functioning well, with the caveat noted above regarding the Resource Request Forms, which makes it difficult for the Committee to determine how integrated the budget planning process is at the institution. In section 2.2 of the institution's narrative, the institution mentions that units annually review and revise goals, objectives, and forecasts, however the Committee could not find examples.

The Off-Site Reaffirmation Committee notes the research-based reports provided in the Additional Planning section on student success and retention, and these are important queries related to the early impact of the Achieving the Dream initiative on the institution. The Committee was unable to find research-based reports tied to the institution's other three strategic goals of student access, expanding partnerships, and continuous improvement.

There is a clear focus on institutional quality and effectiveness in the institution's planning and evaluation activities. The Off-Site Reaffirmation Committee notes the institution's reflection about the early contribution of Achieving the Dream to student success and retention. The annual process of reporting outcomes to the Chancellor's Council and Extended Council is noteworthy, as is the highlighting of Outcomes Not Yet Met.

The documentation provided does show the systematic review of goals and outcomes via the implementation of the institution's Planning and Evaluation Model. Each planning unit does link outcomes to the four strategic goals of the institution which are part of the institution's mission. The Off-Site Reaffirmation Committee recognizes that delay of the next iteration of revision to the mission statement and strategic plan may impact the institution's ability to document the relationship between the mission and planning and evaluation processes, and notes the evidence provided to that effect.

University Response

LSU Eunice identified three primary issues noted in the Off-Site Reaffirmation Committee's report. They were additional evidence needed from:

1. budget planning,
2. focusing on the commitment to strategic goals 1, 3, and 4, and
3. revision of planning goals, objectives, and forecasts.

Each of these will be examined with the additional evidence provided in the sections below. The first to be examined is budgetary aspect.

SECTION FR 7.1: ADDTIONAL EVIDENCE OF BUDGET PLANNING

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 if necessary; 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.

Samples of the linkage between planning and budgeting, along with budget preparation instructions, are presented for the following fiscal years. These documents are meant to provide evidence of the ongoing aspect of the budgeting and planning processes.

Fiscal year 2020-2021:

1. The budget preparation email to department heads containing the budget information sent on June 3, 2020.
2. The budget preparation request letter sent by the Vice Chancellor of Business Affairs on June 3, 2020.
3. Requests for additional funds for Diagnostic Medical Sonography dated June 12, 2020.

Fiscal Year 2021-2022:

1. The budget preparation email to department heads containing the budget information sent on May 21, 2021.
2. The budget preparation request letter sent by the Vice Chancellor of Business Affairs on May 21, 2021.
3. No requests for additional funds were received according to the Vice Chancellor for Business Affairs on July 13, 2023.

Fiscal year 2022-2023 (repeated from above):

1. Budget preparation request letter sent by the Vice Chancellor of Business Affairs on May 13, 2022.
2. Request for additional funds for Surgical Technology dated May 31, 2022.
3. Request for additional funds for Diagnostic Medical Sonography dated May 31, 2022.
4. Request for additional funds for Institutional Effectiveness and Accreditation dated June 2, 2022.

Fiscal year 2023-2024:

1. The budget preparation email to department heads containing the budget information sent on May 2, 2023.
2. The budget preparation request letter sent by the Vice Chancellor of Business Affairs on May 2, 2023.
3. Request for additional funds for Public Relations to maintain LSU Eunice's visibility dated June 1, 2023.

SECTION FR-2: ADDTIONAL EVIDENCE OF PLANNING FOR STRATEGIC GOALS

Per the Off-Site Reaffirmation Committee's request, this section provides additional evidence supporting LSU Eunice's remaining strategic goals.

Strategic Goal 1: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

1. Swim Digital Media was hired as an enrollment consultant in January 2021. A June 24, 2021 Executive Summary provided insight into their work on.
    1. Charge (see p. 2),
    2. Deep dives (see pp. 5-6),
    3. Secret student (see p. 8),
    4. Preliminary findings (see pp. 10-12),
    5. Upcoming work (see pp. 13-28), and
    6. Evidence of continued work with the enrollment funnel, process mapping and communication work, and secret student.
2. SWIM Digital Media presented a communications plan update to the Chancellor in early 2023 that included:
    1. January 2023 - June 2023 Priorities (see pp. 3-8),
        1. A history of the current work (see p. 5),
        2. The status of the communication plan (see p. 8), and
        3. Documentation of communication plans including inquiry to application and an advising appointment outline.
    2. A communication plan timeline (see p. 10),
    3. Upcoming priorities (see p. 12) and, and
    4. A timeline for the priorities (see p. 14)
3. An Investigation into Longitudinal Retention Rates published on December 17, 2021, examining 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. As a result of the paper, additional communication with students with a GPA ≤ 1.00 was conducted at the end of fall 2021. This process has been duplicated in spring 2022.
4. 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.
    1. Notification to LSU Eunice faculty and staff via email on December 21, 2021.
    2. Quick Start Guide sent to faculty and staff from August 17, 2022.
    3. The EAB Navigate Student Start Page emailed on September 14, 2022.
    4. Evidence of EAB Navigate use for the the beginning of Fall 2022:
        1. Academic performance from September 14, 2022,
        2. Attendance referral from September 12, 2022, and
        3. Tutoring referral from September 6, 2022.
    5. Evidence of EAB Navigate use for Spring 2023: Attendance referral from January 25, 2023.
5. While the Retention paper was not updated for AY 2022-2023, some rates were calculated to determine if retention increased. All new first-time students and Pathways to Success students needing developmental studies in every subject were specifically examined and shared with Cabinet on September 20, 2022 (see highlighted text on page 1 and tables/figures on page 2).

Strategic Goal 2: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success (this edited text has been repeated from the Compliance Certification above).

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.
2. An Investigation into Success and Withdrawal Rates AY 2020-2021 was published on November 24, 2021. 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.
3. An Investigation into Longitudinal Retention Rates was published on December 17, 2021. 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.
4. Achieving the Dream's Action Plan was completed in February 2022 and 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 the student experience needed to be improved.
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.

Strategic Goal 3: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships. Selected partnerships are listed below:

- Associate of Science in Nursing Clinical Sites (see pp. 40-41),
- Associate of Science in Nursing and the Associate of Applied Science in Surgical Technology at the Ochsner Lafayette General Orthopedic Hospital (Press release dated May 11, 2022),
- Gateway developmental and general education courses at the LSU Alexandria site for students not admissible to the regional four-year institution (see p. 1 for the 2005 MOU and p. 5 for the 2007 MOU),
- Associate of Applied Science in Surgical Technology Clinical Sites, with LSU of Alexandria, and The Rapides Foundation to offer the program in Alexandria, Louisiana, at the A.C. Buchanan, III Allied Health Education Building, (see the approval letter from SACSCOC),
- Associate of Applied Science in Diagnostic Medical Sonography Clinical Sites,
- Associate of Science in Radiologic Technology Clinical Sites,
- Associate of Science in Respiratory Care Clinical Sites,
- Dual Enrollment and LSUE Academy actual high school dual enrollment sites for fall 2022 offering < 50% of a program,
- LSU Eunice becoming part of the Achieving the Dream Rural Initiative dated February 16, 2021,
- LSU Eunice partnering with various organizations as shown in the AY 2023-2024 Catalog to offer scholarships (see LSU Eunice Awards and Scholarships section on pages 9-12),
- LSU Eunice partnering with Brookshire Grocery for scholarships dated September 25, 2020,
- LSU Eunice partnering with the University of Louisiana at Lafayette to offer a four-year Elementary Education degree on the LSU Eunice Campus and partnering with Northwestern State University to offer a 2 + 2 in Criminal Justice (not dated),
- LSU Eunice partnering with the University of Louisiana at Lafayette to offer a 2 + 2 in Informatics dated February 28, 2019,

- Central Louisiana Electric Company (CLECO) partnering with LSU Eunice by funding a portion of the capital improvements needed for the Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) Center (not dated),
- LSU Eunice partnering with the Woman's Foundation to award scholarships dated January 17, 2023, and
- LSU Eunice partnering with various businesses in Eunice and surrounding area to offer discounts to students, faculty, and staff (not dated).

Strategic Goal 4: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement. At LSU Eunice, the web-based planning system requires that an improvement plan be entered annually. Given this, the LSU Eunice SACSCOC Leadership Team provided a number of planning documents over the past few years with their improvement plans. These planning objectives and their improvement plans span all areas of institutional planning from AY 2019-2020 through AY 2022-2023.

- Academic Affairs Objective 3.4 from AY 2022-2023: Retention of first-time full-time degree seeking students.
- Nursing Objective 2.2 from AY 2022-2023: Graduation methodology and benchmarks changed,
- AALT Objective 5.2 from AY 2022-2023: Retention of AALT students and the use of EAB Navigate for better communication,
- Library Objective 1.3 from AY 2022-2023: Student Satisfaction,
- Student Affairs Objective 1.2 from AY 2021-2022: Improvements put in place dealing with Retention.
- Residence Life Objective 2.1 from AY 2021-2022: Report shared with Cabinet on the need for additional housing.
- Cafeteria Objective 1.2 from AY 2021-2022: Options made available to increase staff satisfaction.
- Budget Review Objective 2.1 from AY 2021-2022: Budget preparations each year are to included faculty input.
- Facility Services Objective 1.3 from AY 2021-2022: Student satisfaction-installation of hands free faucets.
- Information Technology Objective 3.2 from AY 2019-2020, AY 2020-2021, and AY 2021-2022: LSU System including LSU Eunice in seeking to install a new student data system.
- Information Technology Objective 1.1 from AY 2020-2021: Staff satisfaction and several electronic/automated systems added.
- Police Objective 3.1 from AY 2020-2021: Emergency training held.
- University Advancement and LSUE Foundation Objective 2.1 from AY 2020-2021: Continually working to advance scholarships.
- Continuing Education Objective 2.4 from AY 2019-2020: Meetings (in-person and Zoom) and webinars took place to determine needs while Covid-19 was taking place.
- Bookstore Objective 1.2 from AY 2019-2020: Implementation of Redshelf to save students money when purchasing books.

Additional planning items related to academics can be found in Table 8.2a-26 of the Focused Report for Standard 8.2a. The information in Table 8.2a-26 provides the academic year, a link the planning item, and hyperlinks to additional evidence within the improvement plan.

SECTION FR-3: REVISION OF GOALS, OBJECTIVES, AND FORECASTS

Finally, this section refers to the SACSCOC Off-Site Committee's reference to section 2.2 above and the review/revision of goals, objectives, and forecasts. The word forecasts primarily refers to enrollment projections received daily for much of the year. They merely provide LSU Eunice Leadership with daily information on enrollment projections along with the number of credit hours, total paid, the type of student registered, and whether students are full-time or part-time. Examples are listed below by semester.

Summer Summaries

- 2022 from May 11, 2022
- 2023 from April 8, 2023
- 2023 from May 27, 2023

Fall Summaries:

- 2022 from August 3, 2022
- 2023 from May 28, 2023
- 2023 from July 16, 2023

Spring Summaries

- 2023 from November 24, 2022
- 2023 from January 10, 2023

Other "forecasts" may come from any number of sources. For example, one recent scenario requiring a degree of forecasting was from the the President of LSU A & M hosting a budget summit in response to an unlikely, but possible state shortfall for Fiscal Year 2026. Another that required LSU Eunice to rethink its schedule and advising came from the Louisiana Board of Regents who changed the requirements for new first-time students entering fall 2023. The change mandates co-requisite courses in mathematics and English composition while eliminating developmental coursework in the two subjects. Preparation for summer and fall 2023 co-requisite changes required that advisor trainings be held in March 2023. A PowerPoint was developed to assist advisors that:

- covered advising in the first part of the presentation (see pp. 1-11).
- discussed changes as a result of the Board of Regents mandate (see pp. 12-18) including scheduling (see pp. 13-16) with an mathematics example (see p. 14).
- examined the updates to prerequisites including placement testing cut scores (see pp. 17-19).
- reminded advisors of the EAB Navigate reporting requirements (see p. 20).
- discussed changes to the Pathways to Success Program (see pp. 21-31).

As noted in the narrative in the Compliance Certification, planning goals and objectives may be revised annually. Typically, both may be edited, added, or deleted as required by the department. Examples of changes from the web-based planning system are provided below and span most of the planning system:

- Nursing Objective 2.1a from AY 2022-2023 change noted for AY 2023-2024: Clinical Objectives revising SLO language.
- Nursing Objective 2.2 from AY 2022-2023: Changed language and benchmark for the graduation outcome.

- Disability Services Objective 1.1 for participation in orientations and Objective 1.2 change from AY 2021-2022 objective on syllabus to Objective 1.1 from AY 2022-2023 on student satisfaction.
- Institutional Effectiveness Objective 1.3 from AY 2021-2022: Revised objective language to reflect National Student Clearinghouse practice.
- Admissions Goal 3 and Objective 3.1 Cancelled from AY 2021-2022: Cancelled because required immunizations are required by Louisiana Law
- Dual Enrollment and LSUE Academy Objective 1.1 from AY 2020-2021: Revised the enrollment benchmark to be an average instead of just the year prior.
- Dual Enrollment and LSUE Academy Objective 1.5 from AY 2020-2021: Revised grade point average objective to specifically state that the grade point average of first-time academy students would greater than or equal to the grade point averages than all new first-time students.
- Public Affairs Objective 1.1 from AY 2020-2021: Revised marketing and advertising objective removing benchmark and methodology from the actual objective.
- Academic Affairs Goal 2 and Objective 2.2 are cancelled from AY 2020-2021: Cancelled student transfer because of an inability to accurately track metric with current capabilities.
- Police Objective 1.2 cancelled from AY 2020-2021: Hiring another police officer has been continually delayed due to budget.
- Student Activities Objective 1.1 cancelled from AY 2020-2021: The number of events being counted was cancelled and replaced with student satisfaction.
- Student Conduct Goal 2 and Objective 2.1 cancelled from AY 2020-2021: Objective related to obtaining a case management system. Objective was completed in February 2020.
- Associate of Arts Louisiana Transfer cancelling Objective 5.1 in favor of Objective 5.2 from AY 2019-2020: Began migrating from student learning outcomes in first-year courses to the Peregrine General Education Assessment taken at graduation.
- Associate of General Studies cancelling Objective 7.1 in favor of Objective 7.2 from AY 2019-2020: Began migrating from student learning outcomes in first-year courses to the Peregrine General Education Assessment taken at graduation.
- Biology 1001 to Biology 1160 Objective 4.2 from AY 2019-2020: Change recommended was to use a historical average instead of an arbitrary benchmark.
- Associate of Science Louisiana Transfer Objective 1.1 cancelled in favor of Objective 1.2 from AY 2019-2020: Began migrating from student learning outcomes in first-year courses to the Peregrine General Education Assessment taken at graduation.
- Residential Life cancelled Goal 2 and Objective 2.1 from AY 2019-2020: Cancelled having a minimum of 15 programs during spring 2020 in favor of focusing on a occupancy target.
- Testing Center cancelled Goal 1 and Objective 1 from AY 2019-2020: Objective was to create a testing center. The testing center was up and running leading to the cancellation.
- Library Objective 2.1 from AY 2018-2019 to AY 2019-2020: Library visits benchmark change recommended by the Director of Institutional Effectiveness and Accreditation.

The LSU Eunice SACSCOC Leadership Team is hopeful that this response provides all documents requested.

Sources

- 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
- 10-24-22minutesfromSPRetreat
- 12 21 21 Email on Contacting Students
- 2005 and 2007 MOU between LSUE and LSUA (Page 1)

- 2005 and 2007 MOU between LSUE and LSUA (Page 5)
- 2021-BEM
- 2021-BM
- 2021-DMS-Resource-Request
- 2122-BEM
- 2122-BM
- 2324-BEM
- 2324-BM
- 6-19-23-23-24-NURS-Hand (Page 40)
- 6-19-23-23-24-SURT-Hand (Page 17)
- 6-19-23-ATD-LSUE-Partner (Page 1)
- 6-19-23-Brookshire-Partner (Page 1)
- 6-19-23-Community-Partners (Page 1)
- 6-19-23-DMS-Clin (Page 1)
- 6-19-23-LGOH-Partner (Page 1)
- 6-19-23-LSU-ULL-CIT-Partner (Page 1)
- 6-19-23-LSUE-UL-NSU-Partner (Page 1)
- 6-19-23-RADT-Clin (Page 1)
- 6-19-23-RC-Clin (Page 1)
- 6-19-23-WomanScho-Partner (Page 1)
- 6-20-23-BudgetSummit-LSUE (Page 1)
- 6-29-23-sacscoc-ok-surt (Page 1)
- 7-13-23-CLECO-Partner (Page 1)
- 7-13-23-Email-Budget
- 9-20-22-CMM-Ret
- AA-2.18-Placement_web_10-19-22 (Page 1)
- AY 2021-2022 Success Withdrawal Rates (Page 1)
- AY 23-24 Catalog Section 6-Fee-Financial-Aid-and-Scholarships (Page 9)
- Advising Trainings Spring 2023
- AlertSSCSp22calllist_Redacted
- Alertattendancesp23_Redacted
- Bengal Academic Camps Project Proposal
- Cabinet Policy Statement Review History
- Daily-Summaries-Fa22-8-3-22
- Daily-Summaries-Fa23-5-28-23
- Daily-Summaries-Fa23-7-16-23
- Daily-Summaries-Sp23-1-10-23
- Daily-Summaries-Sp23-11-24-22
- Daily-Summaries-Su22-5-11-22
- Daily-Summaries-Su23-4-8-23
- Daily-Summaries-Su23-5-27-23
- EAB Navigate Academic Peformance 9-14-22 (Page 1)
- EAB Navigate Attendance Referral 9-12-22 (Page 1)
- EAB Navigate Tutoring Referral 9-6-22 (Page 1)
- EAB_Navigate_Email_12_21_21 (Page 1)
- EAB_Navigate_Employee_Quick_Start_Guide_8_17_22 (Page 1)

- EAB_Navigate_StudentInfo_9_14_22 (Page 1)
- Extended-Cabinet-Agenda-2_7_23
- Extended-Cabinet-Meeting-Minutes-2-7-23
- Focused Report 8.2a
- LSU Strategic Planning Process
- LSUE Chancellor's Leadership Retreat Agenda
- LSUE-DE-Fa22 (Page 1)
- Organizational Chart 2-17-22
- Organizational Chart 7-6-21
- PPT-advisor-training-sp23-20230321 (Page 1)
- PPT-advisor-training-sp23-20230321 (Page 12)
- PPT-advisor-training-sp23-20230321 (Page 13)
- PPT-advisor-training-sp23-20230321 (Page 14)
- PPT-advisor-training-sp23-20230321 (Page 17)
- PPT-advisor-training-sp23-20230321 (Page 20)
- PPT-advisor-training-sp23-20230321 (Page 21)
- Request PA AY2324
- Request Resources Form DMS
- Request for Resources Form SURT
- Request for Resources IE-Accred
- Requested Budget Memo - FY22-23
- SURT-OCIS (Page 11)
- SURTII-RapidesGrant (Page 1)
- SWIM Communications and Retention 8 25 22 Email
- SWIM Digital Group SOW
- SWIM Enrollment Funnel 4-1-22 Email
- SWIM LSUE_2021115_Communications Plan Update (Page 10)
- SWIM LSUE_2021115_Communications Plan Update (Page 12)
- SWIM LSUE_2021115_Communications Plan Update (Page 14)
- SWIM LSUE_2021115_Communications Plan Update (Page 3)
- SWIM LSUE_2021115_Communications Plan Update (Page 5)
- SWIM LSUE_2021115_Communications Plan Update (Page 8)
- SWIM-1-17-23_Advising Appointment Outline (Page 1)
- SWIM-7-19-22-LSUE_Inquiry to App Content_v5 (Page 1)
- SWIM-PrelimExSu (Page 10)
- SWIM-PrelimExSu (Page 13)
- SWIM-PrelimExSu (Page 2)
- SWIM-PrelimExSu (Page 5)
- SWIM-PrelimExSu (Page 8)
- SWIM_Plan_8-9_22_Email
- Standard 8.1
- Standard 8.2a
- Table 7.1-1

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

Original Narrative
LSU Eunice's Quality Enhancement Plan, **ON-TRACK** is available by clicking on the link.

SACSCOC Comments
n/a

University Response
n/a

Sources

- 📄 8-21-23-LSUE-QEP

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

Original 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. Wheelan'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

Fall	2008	2009	2010	2011	2012	2013	2014	2015	Overall
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
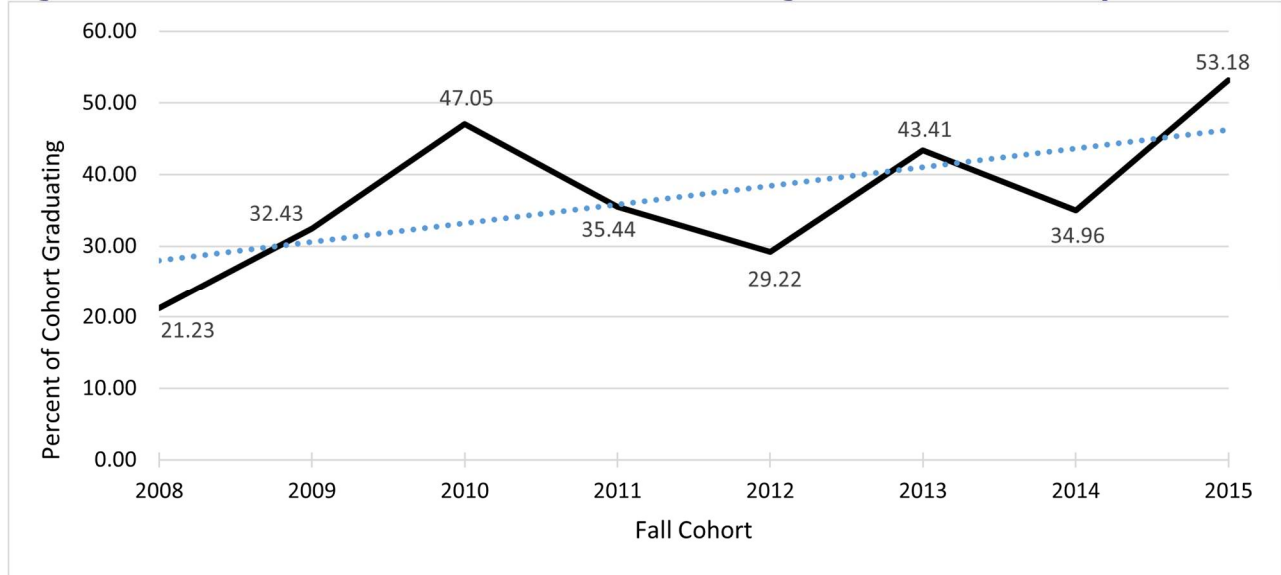
3.2 Analysis of the Demographic Data for the Fall 2015 Cohort
The demographic data discussed in this section includes

- 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 ±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% (±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 ±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 ±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 ±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.

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SECTION 4: ADDITIONAL DATA RELATED TO COMPLETION
</div>

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 ±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 ±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 $0.00 \leq GPA \leq 1.00$ 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 ≤ 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 ≤ 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 socio-economic 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 ≤ 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 ≤ 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 pinking 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.

SACSCOC Comments

The institution has identified six criteria to document student achievement:

Six-Year Completion Rate (National Student Clearinghouse) – the institution's Key Student Completion Indicator (KSCI), Student Retention, Completion, Licensure Completion Rates, Gateway Course Completion, and Graduate Employment and/or Continuing Education. The institutions addressed all six criteria of student achievement, and documentation of outcomes is provided for several years (going back to Fall 2018). All outcomes are presented in the context of a goal, rationale, threshold of acceptability, and specific improvements implemented for each year. The Off-Site Reaffirmation Committee notes the thorough disaggregation of the institution's KSCI, the Six-Year Completion Rate, by ethnicity, gender, Pell Grant status, age, and participation in the institution's Pathways to Success program. While the observed equity gaps in completion are significant, particularly for the institution's Black students, the institution is participating in the Achieving the Dream initiative. There are extensive institutional responses underway that show the promise of significant impact on the criteria of Completion, Retention, and Gateway Course Completion. In regard to the institution's response to the criteria of Graduate Employment and/or Continuing Education, specifically the Medical Coding and Billing program outcome, it appears the minimum threshold was not met. The Off-Site Reaffirmation Committee could not find additional discussion of the institution's strategies to improve student achievement of the Medical Coding and Billing program outcome.

For all six criteria of student achievement, the institution demonstrates the appropriateness of each measure by explaining the connection to the mission statement and strategic goals of the institution. All criteria align with the mission of the institution. It is stated that the six criteria (which include goals, rationales, and thresholds of acceptability) were approved by the Chancellor's Cabinet in 2021, however the Committee could not locate documentation confirming this approval as evidence of the institution's commitment to the selected student achievement criteria. This additional information would allow the Committee to confirm the institution's determination of its appropriate measurable goals and outcomes. The thresholds of acceptability are explained well by the institution, as each achievement metric is accompanied with sufficient rationale.

The institution publishes its Student Achievement Data annually on the Institutional Effectiveness webpage and maintains a published archive of past years of Student Achievement Data.

University Response

In response to the Off-Site Reaffirmation Committee, LSU Eunice addressed two specific items:

First, Medical Billing and Coding did not meet their threshold of historical 44% for AY 2021-2022 that examined placement data from AY 2020-2021. A total of six (40%) out of 15 students were either employed in the field or continuing their education. The entire AY 2021-2022 outcome with the improvement plan is provided for evidence of compliance with Standard 8.1. As noted in the improvement plan, surveys are completed at Commencement.

- Sample of Fall 2021 Career Services Surveys for Medical Billing and Coding
- Sample of Spring 2022 Career Services Surveys for Medical Billing and Coding

Second, the April 27, 2021, Chancellor's Cabinet meeting minutes were provided "to confirm the institution's determination of its appropriate measurable goals and outcomes." Item B under Institutional Effectiveness shows the Student Achievement Metrics as they appeared in 2021. Item C discusses the changes requested, and the final bullet points indicate the results of Cabinet's discussion (see highlighted passages).

Sources

- 12-21-21 Email on Contacting Students
- 3-28-19 Letter from Wheelan showing NSC Rate
- 4-27-21-cabinet-min (Page 1)
- 4-27-21-cabinet-min (Page 2)
- 4-27-21-cabinet-min (Page 3)
- 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
- 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
- Bengal Academic Camps Project Proposal
- Bengal Beginnings 2022 Sign-in Sheets
- Bengal Beginnings Agenda
- Bengal Bootcamp Agenda
- FA-21-CSSurvey
- LSU Eunice Cabinet Policy Statement Review Site
- LSU Eunice Policy Statements
- LSU Strategic Planning Process

- Organizational-Chart 2-17-22
- Organizational-Chart 7-6-21
- SP-22-CSSurvey
- 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

Original 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.

2. 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.

3. 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).

4. 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 ands 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. Improvement: Continue tracking graduates.	Objective 6.2-Placement: Phone calls made to students. Not met. Improvement: Network with companies to hire graduates.	Objective 6.2-Placement: Phone calls made to students. Met. Improvement: Program underwent accreditation. Recommendations made (see linked objective's improvement plan documentation).
Objective 6.3-Retention: Institutional Research data. Not met. Improvement: Reach out to students with poor attendance or poor grades; use "show your presence" in online courses.	Objective 6.3-Retention: Institutional Research data. Met. Improvement: Monitor data given disruptions by CV-19.	Objective 6.3-Retention: Institutional Research data. Not met. 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

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 from two courses. Delayed. The interim coordinator left without submitting SLO data.

Improvement: n/a. | Objective 1.1-Professional Competency: Direct assessment of SLOs from two courses. Met.

Improvement: Course specific (see linked objective's improvement plan). | Objective 1.1-Professional Competency: Direct assessment of SLOs from two courses. Met.

Improvement: Course specific (see linked objective's improvement plan). |
| Objective 1.2-Retention: Institutional Research data. Not met.

Improvement: Incomplete because the Interim coordinator left without discussing objectives with the Director of IE. | Objective 1.2-Retention: Institutional Research data. Met.

Improvement: New director hired; created new courses; conducted professional development for faculty; Revised CJ syllabi. | Objective 1.2-Retention: Institutional Research data. Met.

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.

Improvement: Monitor-three out of five students could not be contacted. | Objective 1.3-Placement: Phone calls made to students. Not met

Improvement: Methodological change to surveys; will use AY 2021-2022 to create document. | Objective 1.3-Placement: Phone calls made to students. Met.

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. Improvement: Faculty believe that the clinical assignments and overall scan time along with patient interaction should be monitored.	Objective 1.1-Professional Competency: Direct assessment of SLOs Per the JRCDMS requirements; Outcomes assessed in clinicals and final exams. Met. Improvement: Begin assessing for SLOs 2 and 4 through clinical methods to eliminate a discrepancy (see linked objective's improvement plan).	Objective 1.1-Professional Competency: Direct assessment of SLOs Per the JRCDMS requirements; Outcomes assessed in clinicals and final exams. Met. Improvement: Begin assessing all outcomes in clinicals and specialized software (see linked objective's improvement plan).
Objective 1.2-Completion Rate: Completion of all courses and American Registry of Diagnostic Medical Sonographers (ARDMS) exam. Met. Improvement: Faculty will use scores from the ARDMS (American Registry of Diagnostic Medical Sonographers) exams instead of completion of the DMS coursework.	Objective 1.2-Completion Rate: Completion of all courses and the ARDMS exam. Met. Improvement: Review current curriculum and check for alignment with ARDMS.	Objective 1.2-Completion Rate: Completion of all courses and the ARDMS exam. Met. 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.
Objective 1.3-Employment: Surveys per JRCDMS. Met. Improvement: Begin offering coursework in vascular sonography.	Objective 1.3-Employment: Surveys per JRCDMS. Met. Improvement: Monitor employment of graduates.	Objective 1.3-Employment: Surveys per JRCDMS. Met. Improvement: Monitor needs of surrounding communities and employers.

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
Goal 2 Fire and Emergency Services (FES): linked to strategic goals and program objectives. Goal 3 Fire Services Technology (FST): linked to strategic goals and program objectives.	Goal 2 linked to strategic goals and program objectives.	Goal 2 linked to strategic goals and program objectives.
Objective 2.1-Professional Competency (FES): Direct assessment of SLOs from two courses. Delayed. The interim coordinator left without submitting SLO data. Objective 3.1-Professional Competency (FST): Direct assessment of SLOs from two courses. Delayed. The interim coordinator left without submitting SLO data. Improvement for both: N/A.	Objective 2.1-Professional Competency: Direct assessment of SLOs from two courses. Met. Improvement: Encourage time management because the course is 8-weeks. Email students if they are turning in assignments late.	Objective 2.1-Professional Competency: Direct assessment of SLOs from two courses. Met. Improvement: Stress time management as the course is an 8-week course; email students if they are turning assignments late.

Objective 2.2-Retention (FES only): Institutional Research data. Met. Improvement: Monitor given changes in leadership.	Objective 2.2-Retention: Institutional Research data. n = 5. Partially met. Improvement: Implement new strategies and have professional development sessions for all faculty (see link in objective's improvement plan).	Objective 2.2-Retention: Institutional Research data. Partially Met. 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.
Objective 2.3-Employment (FES): Phone calls made to students. Not met. Improvement: Monitor for completers due to n = 9. Objective 3.2-Employment (FST): Phone calls made to students. No completers. Results inconclusive. Improvement: Monitor given no completers	Objective 2.3-Employment: Phone calls made to students. Not met. Improvement: Methodological change to surveys; will use AY 2021-2022 to create document.	Objective 2.3-Employment: Phone calls made to students. Met. Improvement: New job placement survey given at graduation (see linked objective's documentation in the improvement plan).

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. Improvement: Course specific (see linked objective's improvement plan).	Objective 4.1-Professional Competency: Direct assessment of SLOs assessed from two courses. Met. Improvement: Course specific (see linked objective's improvement plan).	Objective 4.1-Professional Competency: Direct assessment of SLOs assessed from two courses. Met. Improvement: Course specific (see linked objective's improvement plan).
Objective 4.2-Placement: Phone calls made to students. Met Improvement: Monitor the results because there are several years without completers.	Objective 4.2-Placement: Phone calls made to students. Not met Improvement: Methodological change to surveys; will use AY 2021-2022 to create document.	Objective 4.2-Placement: Phone calls made to students. Not met 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. Improvement: Course specific (see linked objective's improvement plan).	Objective 7.1-Professional Competency: Direct assessment of SLOs assessed from five courses. Met. Improvement: Course specific (see linked objective's improvement plan).	Objective 7.1-Professional Competency: Direct assessment of SLOs assessed from five courses. Met. Improvement: Course specific (see linked objective's improvement plan).
Objective 7.2-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).	Objective 7.2-Placement: Phone calls made to students. Not met. Improvement: Methodological change to surveys; will use AY 2021-2022 to create document.	Objective 7.2-Placement: Phone calls made to students. Met Improvement: New job placement survey given at graduation (see linked objective's documentation in the improvement plan).
Objective 7.3-Retention: Institutional Research data. Not 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).	Objective 7.3-Retention: Institutional Research data. Met. Improvement: Even though the objective was met, the faculty decided to keep a similar improvement to last year (see linked objective's improvement plan).	Objective 7.3-Retention: Institutional Research data. Met. 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

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 assessed from four courses. Met. Improvement: Course specific (see linked objective's improvement plan).	Objective 5.1-Professional Competence: Direct assessment of SLOs assessed from four courses. Met. Improvement: Course specific (see linked objective's improvement plan).	Objective 5.1-Professional Competence: Direct assessment of SLOs assessed from four courses. Met. Improvement: Course specific (see linked objective's improvement plan).
Objective 5.2-Placement: Phone calls made to students. Met Improvement: Monitor results given the fact that many students could not be contacted and that the program had no completers in some years.	Objective 5.2-Placement: Phone calls made to students. Not met Improvement: New program coordinator taking over contacting students for placement purposes. Methodological change to surveys; will use AY 2021-2022 to create document.	Objective 5.2-Placement: Phone calls made to students. Not met 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

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 2 linked to strategic goals and program objectives.	Goal 2 linked to strategic goals and program objectives.	Goal 2 linked to strategic goals and program objectives.
Objective 2.1-Professional Competency: Based on the NCLEX-RN pass rate. Met. Improvement: The test plan performance results are continuously monitored for ongoing improvements with NCLEX-RN content requirements and students' performance.	Objective 2.1-Professional Competency Based on the NCLEX-RN pass rate. Met. Improvement: The NCLEX-RN pass rates and meeting the National Council of State Boards of Nursing client needs area for passing will continue to be monitored.	Objective 2.1-Professional Competency: Based on NCLEX-RN pass rate. Met. Improvement: continues to use standardized assessments for NCLEX preparation (ATI Tests of Essential Academic Skills and the Health Education Systems, Inc. test) to determine areas of opportunity to enhance student's education.
Objective 2.1a-Professional Competency Clinical: Assessed in clinical course, SLOs directly assessed by faculty using a rubric on each task. Met. 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.	Objective 2.1a-Professional Competency Clinical: Assessed in clinical course, SLOs directly assessed by faculty using a rubric on each task. Met. Improvement: Continue to monitor given the good results.	Objective 2.1a-Professional Competency Clinical: Assessed in final clinical course, SLOs directly assessed by faculty using a rubric on each task. Met. Improvement: Continue to monitor.
Objective 2.2-Graduation: Time to graduation tracked for both Licensed Practical Nurses (LPNs) and Traditional students; historical benchmark used. Partially met. Improvement: Mostly dealt with LPNs falling short of benchmark; Benchmarks adjusted for consistency (see linked objective's improvement plan).	Objective 2.2-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. 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.	Objective 2.2-Graduation: Time to graduation tracked for both LPNs and Traditional students; historical benchmark used. Met. Improvement: A success coach has been incorporated and modified improvement plans

| Objective 2.3-Employment: Nursing graduate form that is completed on the last day of classes. Met.

Improvement: Monitor employment of students given CV-19. | Objective 2.3-Employment: Nursing graduate form that is completed on the last day of classes. Met.

Improvement: No changes anticipated. Continue to monitor graduation rates. | Objective 2.3-Employment: Nursing graduate form that is completed on the last day of classes. Met

Improvement: Continue to send out surveys and have created a social media nursing alumni page. |

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

AY 2019-2020	AY 2020-2021	AY 2021-2022
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 checks moved to when students are selected.	Objective 3.3-Retention: Assessed by program completion per JRCERT. Met. Improvement: Continue to provide program requirements to students prior to selection.	Objective 3.3-Retention: Assessed by program completion per JRCERT. Met. Improvement: The entry level RADT 1000 course content was improved to prepare possible applicants for the rigor of the RADT program.
Objective 3.4-Employment: Surveys to students and employers per JRCERT. Met. Improvement: Need to try to increase survey return rates from students and employers.	Objective 3.4-Employment: Surveys or phone calls to students to determine if they are employed. Met. Improvement: Job market improving; will monitor.	Objective 3.4-Employment: Surveys or phone calls to students to determine if they are employed. Met. 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.
Objective 4.1-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.	Objective 4.1- Professional Competency Assessed by students taking and passing the NBRC Exam. Met. Improvement: New equipment purchased to assist with student remediation and training.	Objective 4.1-Professional Competency: Assessed by students taking and passing the NBRC Exam. Met. Improvement: Update educational and tutorial software; purchase new laboratory equipment.
Objective 4.2-Retention: Assessed by student completing the program using definitions set by the Commission on Accreditation for Respiratory Care (CoARC). Met. Improvement: Program selection process updated.	Objective 4.2-Retention: Assessed by student completing the program using definitions set by CoARC. Met. Improvement: Monitor student progress and remediate if necessary.	Objective 4.2-Retention: Assessed by student completing the program using definitions set by CoARC. Met. Improvement: Monitor student progress and remediate if necessary.
Objective 4.3-Employment: Program director conducting interviews with students. Met. Improvement: Increased equipment.	Objective 4.3-Employment: Survey research and interviews to determine if students are employed. Met. Improvement: Continue to meet with students.	Objective 4.3-Employment: Survey research and interviews to determine if students are employed. Met. 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 oversite was corrected for the remaining two years supplied.

Table 8.2a-14: Institutional Effectiveness for Surgical Technology, Associate of Applied Science

AY 2019-2020	AY 2020-2021	AY 2021-2022
Goal 11 linked to strategic goals and program objectives.	Goal 11 linked to strategic goals and program objectives.	Goal 11 linked to strategic goals and program objectives.
Objective 11.1-Professional on the CST Exam. Met. Improvement: Monitor as AY 2019-2020 was the first year student took the exam.	Objective 11.1-Professional on the CST Exam. Met. Improvement: Program using KaHoot-an app based quizzing platform.	Objective 11.1-Professional on the CST Exam. Met Improvement: Faculty holding reviews for students two weeks prior to the CST.
Objective 11.2-Professional on Ten Clinical SLOs. Met. Improvement: Restate course SLOs to better parallel clinical rubrics.	Objective 11.2-Professional on Clinical SLOs. Met. Improvement: Faculty will begin assessing students every two weeks.	Objective 11.2-Professional on Ten Clinical SLOs. Met. 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. Improvement: Students were required to use new software in response to conduct issues.	Objective 11.3-Graduation: Completion rate as calculated per CAAHEP standards. Met. Improvement: Revise the selection process to include the Test of Essential Academic Skills (TEAS) pre-entrance exam.	Objective 11.3-Graduation: Completion rate as calculated per CAAHEP standards. Not met. 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 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 5.2-Professional Competency: Assessed using the Peregrine General Education Exam. Met. Improvement: Continue to collect data; have more graduates take exam.	Objective 5.1-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).	Objective 5.1-Professional Competency: Assessed using the Peregrine General Education Exam. Met. Improvement: Remind deans to urge students to take the assessment.
Objective 5.3-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.	Objective 5.2-Retention: Institutional Research data. Not met. Improvement: Students switching majors may be an issue; may want to include in data.	Objective 5.2-Retention: Institutional Research data. Met. Improvement: Students changing majors are removed from the original number of students.

Objective 5.4-Placement: Phone calls made to students. Inconclusive-many graduates could not be contacted. Improvement: Dean stepped back into the classroom without offering a plan.	Objective 5.3-Placement: Phone calls made to students. Not met. Improvement: Methodological change from phone calls to surveys at graduation (see linked objective's improvement plan).	Objective 5.3-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.
Objective 7.1-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 7.2-Professional Competency: Assessed using the Peregrine General Education Exam. Met. Improvement: Continue to collect data longitudinally to determine patterns in testing.	Objective 7.1-Professional Competency: Assessed using the Peregrine General Education Exam. Met. Improvement: Monitor given the issues that took place in the year (see linked objective's improvement plan).	Objective 7.1-Professional Competency: Assessed using the Peregrine General Education Exam. Met. Improvement: Remind deans to urge students to take the assessment.

Objective 7.3-Retention: Institutional Research data. Not met. Improvement: Note that this objective is problematic given that it is assessing a transfer degree and some students transfer after their first year.	Objective 7.2-Retention: Institutional Research data. Met. Improvement: Monitor given CV-19. Dean resigned and a search is in progress.	Objective 7.2-Retention: Institutional Research data. Met. Improvement: Students changing their major were removed from the original number of students.
Objective 7.4-Placement: Phone calls made to students. 61% of the students could not be contacted. Results inconclusive. Improvement: Dean stepped back into the classroom without offering a plan.	Objective 7.3-Placement: Phone calls made to students. Not met Improvement: Methodological change from phone calls to surveys at graduation (see linked objective's improvement plan).	Objective 7.3-Placement: Phone calls made to students. Met. Improvement: Changing from phone calls to survey data collected on the day of graduation.

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

AY 2019-2020	AY 2020-2021	AY 2021-2022
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. Improvement: Course specific (see linked objective's improvement plan).	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. Improvement: Course specific (see linked objective's improvement plan).	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).

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

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 from two courses. Delayed (see linked objective's Progress Report for rationale).	Objective using SLOs from AY 2019-2020 discontinued in favor of Peregrine Academic General Education Exam.	

Improvement: N/A.		
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 phone calls to surveys at graduation (see linked objective's improvement plan).	Objective 1.3-Placement: Phone calls made to students. n = 8, but no students could be contacted. Results inconclusive. Improvement: Employment data will be collected at graduation via surveys.

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

AY 2019-2020	AY 2020-2021	AY 2021-2022
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. Improvement: N/A.	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: Attend career fairs.	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.
Objective 8.2-Placement: Phone calls made to students. No data to report because no students completed this program. Delayed. Improvement: N/A.	Objective 8.2-Placement: Phone calls made to students. No data to report because no students completed this program the year prior. Delayed. Improvement: N/A.	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.

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 included 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.

SACSCOC Comments

The institution provides thorough documentation of student learning outcomes from AY 2019-2020, AY 2020-2021, and AY 2021-22 of an ongoing planning and assessment process in which all of its educational programs participate annually. This process is outlined in the institution's Annual Planning and Evaluation Model. Student learning outcomes (SLO) from all academic programs and modalities at the institution are included as evidence, and, with a few (explained) exceptions, conform to the institution's course syllabi. There is a common Outcomes Assessment Template that all educational programs directors/chairs—with assistance from the Director of Institutional Effectiveness as needed—are expected to follow to document identified student outcomes, to assess the extent to which it achieves these outcomes, and to provide evidence of seeking improvement based on analysis of results.

The Off-Site Reaffirmation Committee notes that expected outcomes are identified and documented for all of the institution's educational programs. While the Annual Planning and Evaluation Model provides an overview of the SLO process, the Committee could not locate evidence that explains the institution's commitment to three SLOs per program (with occasional deviations to two or four). Given the statement in the institution's narrative that the faculty ultimately determine program outcomes, the Committee could not find an explanation or rationale for the default pattern of one professional competency SLO, one retention SLO, and one placement SLO per educational program.

The Off-Site Reaffirmation Committee also notes that evidence of assessment of outcome achievement is provided for all educational programs. The Committee recognizes that the assessments of professional competency are for the most part well-documented and appropriate. The Off-Site Reaffirmation Committee also noticed instances of assessment design, such as the decision by several programs in the Division of Arts and Sciences to rely on an optional exam (Peregrine General Education Exam), that results in limited assessment data. Likewise, the assessment of placement outcomes by the institution provided limited results.

The Off-Site Reaffirmation Committee observed that programs such as Accounting Technology, Computer Information Technology, Fire and Emergency Services, and Human Resource Management, display a pattern of generalized/repetitive improvement responses.

The Off-Site Reaffirmation Committee found evidence of seeking improvement in the tables provided for each of the institution's educational programs. The documentation shows healthy interaction and exchange of ideas between Institutional Effectiveness and program faculty. There are also likewise a few instances of faculty emails and discussion about improvement, however the Off-Site Reaffirmation Committee notes that there is limited evidence of faculty-driven response of seeking improvement in response to annual SLO results. The Committee was unable to find sufficient supporting evidence of faculty engagement in the outcomes and seeking improvement processes.

Overall, the Off-Site Reaffirmation Committee notes the following:

- the institution's rationale and expectations for the number and type of student learning outcomes assessed per cycle,
- the reliance on the optional Peregrine General Education exam assessment by a majority of the programs in the Division of Arts and Sciences, and
- a pattern of use of generalized improvement responses in some program assessment reports.

In addition, the Committee was not able to clearly understand the role and appropriate level of faculty involvement in the assessment process.

University Response

LSU Eunice Director of Institutional Effectiveness and Accreditation responded to the issues noted in the SACSCOC Off-Site Reaffirmation Committee's Report in the order they were discussed above.

SECTION FR-1: DEFAULT PATTERN OF OUTCOMES

The pattern of outcomes for academic programs, namely,

- professional competency,
- retention, and
- placement or continuing education

has been in use for several years for the following reasons. First, the three represent multiple measures as required by the Principles of Accreditation (POA, 2020). Second, each outcome is "uniquely suited to [LSU Eunice's] circumstances" because each program outcome can be linked to one of LSU Eunice Strategic Goals, which are (POA, p. 68): 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 (see the LSU Eunice Catalog bottom of page 1).

The individual outcomes for the academic programs (professional competency, retention, and placement or continuing education) are linked to their respective departmental goal in the LSU Eunice Planning System. The departmental goal is then required to be linked to the mission of LSU Eunice by way of the strategic goals supporting the mission. In this way, professional competency and placement and/or continuing education upon graduation are linked through the departmental goal to strategic goals two, three, and four (student success, partnerships, and continuous improvement), and retention is linked through the department goal to strategic goals one and four (access and continuous improvement). Doing so represents LSU Eunice's commitment to increase access, increase student success, form partnerships, and continually improve the effectiveness of its academic programs and the institution as a whole. As examples, the AY 2022-2023 goal for Computer Information Technology, Associate of Applied Science, is provided with the professional competency objective, the placement objective, and the retention objective. This detail is meant to illustrate how the goals, objectives, documentation, and linkages appear in the various outcome links in this document. Links to the documents embedded in the planning documents are accessible by clicking on the objectives in any of the tables provided.

Other academic programs rely extensively on partnerships, including Nursing and Allied Health with local hospitals used for clinicals. Other partnerships include Off-Campus Instructional Sites where entire programs are located and some sites where only gateway courses are offered. Some examples of the partnerships are:

- Associate of Science in Nursing Clinical Sites (pp. 40-41),
- Associate of Science in Nursing and Associate of Applied Science in Surgical Technology at the Ochsner Lafayette General Orthopedic Hospital,
- Gateway general education courses at the LSU Alexandria site for students not admissible to the regional four-year institution (see p. 1 for the 2005 MOU and p. 5 for the 2007 MOU),

- Associate of Applied Science in Surgical Technology Clinical Sites, with LSU of Alexandria, and The Rapides Foundation to offer the program in Alexandria, Louisiana, at the A.C. Buchanan, III Allied Health Education Building, (see approval letter from SACSCOC)
- Associate of Applied Science in Diagnostic Medical Sonography Clinical Sites,
- Associate of Science in Radiologic Technology Clinical Sites,
- Associate of Science in Respiratory Care Clinical Sites, and
- Dual Enrollment and LSUE Academy actual high school dual enrollment sites for fall 2022 offering < 50% of a program.

Third, the model used is "appropriate to the nature of the discipline[s] and consistent over time to enable the institution to evaluate cohorts of students who complete courses or a program." Given that the system of outcomes has been used for several years, faculty may examine longitudinal data, if necessary. Further, the methodology is supported by faculty because the use of the default outcomes was heavily influenced by the programmatic accreditation needs of Nursing, Radiologic Technology, and Respiratory Care. This allows the Program Directors and coordinators to easily transfer program accreditor outcome data to LSU Eunice Institutional Effectiveness outcomes while still meeting obligations for program effectiveness for both the program accreditors and SACSCOC. Examples of the needs from program accreditors follow:

- Respiratory Care
  - o Passing rate for the National Board of Respiratory Care (NBRC) Registered Respiratory Therapists (RRT) exam (see page 6)
  - o Graduation (see page 5)
  - o Job placement (see page 8)
  - o Retention (see page 8)
- Nursing
  - o 5.1 General conditions for outcomes (see page 1)
  - o 5.3 Pass rate on the National Council Licensure Examination Registered Nurses (see page 5)
  - o 5.2 On-time completion rate (see page 3)
  - o 5.4 Job placement rate (see page 7)
- Radiologic Technology (please note that the hyperlinks in the attachments are not active)
  - o 5.1 Student learning outcomes for clinical competence, critical thinking, professionalism, and communication skills (see pages 39-40)
  - o 5.2 Five year
    - program completion rate (see page 40)
    - credentialing pass rate (see page 40)
    - job placement rate (see page 40)
  - o 5.4 Analyze and report data (see pages 41-42)

In summary, the pattern of outcomes, namely professional competency, retention, and placement, are appropriate to the nature of the disciplines offered, fit LSU Eunice's strategic goals and mission, meet the required elements of Standard 8.2a, and were designed with the convenience of faculty to parallel program accreditation outcomes.

SECTION FR-2: PEREGRINE ASSESSMENT OF TRANSFER DEGREES
As noted above in the Compliance Certification, the

- Associate of Arts Louisiana Transfer,
- Associate of General Studies,

- Associate of Science in Agriculture (note: as discussed above, Agriculture uses the Peregrine General Education Assessment is because it is largely made up the Associate of Science Louisiana Transfer components), and
- Associate of Science Louisiana Transfer

programs are assessed using the Peregrine General Education Assessment. See the following for more information on the Peregrine General Education Assessment:

- General description (see pages 1-4),
- Domains and sample questions (see pages 5-41), and
- Validity and reliability (see pages 42-44).

The use of the optional online assessment began in the Spring 2019 semester as a response to the flexibility permitted in each degree program, given that the Associate of Arts Louisiana Transfer has five concentrations and the Associate of Science has two concentrations. They are:

- The Associate of Arts Louisiana Transfer
    - Business
    - Criminal Justice
    - Fine Arts
    - Humanities
    - Mass Communication
    - Social Sciences
- The Associate of Science Louisiana Transfer
    - Biological Sciences
    - Physical Sciences

In addition, the Associate of General Studies allows complete freedom of student choice, provided guidelines are met for the state minimums in English composition, mathematics, natural science, humanities and fine arts, and social sciences, along with the minimum courses in a concentration for the associate degree being met. Giving students the flexibility to decide their own courses has led to difficulty in assessment, given that common courses taken by each person in the major at the conclusion of the degree do not exist.

LSU Eunice personnel acknowledge that there have been, at times, low participation by students; however, participation increased in AY 2022-2023 to:

- 45.7% for the Associate of Arts Louisiana Transfer,
- 53.1% for the Associate of General Studies, and
- 52.6% for the Associate of Science Louisiana Transfer (see Table 8.2a-21).

Given that the participation rate increased into AY 2022-2023, LSU Eunice personnel believe that valuable information can be gathered with a participation rate approaching 50% of the total number of students graduating. In addition, any error that exists using the current methodology would most likely exist regardless of the assessment used given the variation in the courses taken.

Table 8.2a-21. Longitudinal Participation Totals and Rates for the Peregrine General Education Assessment

Program	Description	Sp 19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Mean
Associate of Arts Louisiana Transfer	Total n tested	12	8	6	7	16	9.8
	Total n graduating	27	26	28	45	35	32.2
	Percent	**44.4**	**30.8**	**21.4**	**15.6**	**45.7**	**30.4**
Associate of General Studies	Total n tested	26	66	57	52	68	53.8
	Total n graduating	27	79	83	95	128	82.4
	Percent	**96.3**	**83.5**	**68.7**	**54.7**	**53.1**	**65.3**
Associate of Science Louisiana Transfer	Total n tested	4	11	6	8	10	7.8
	Total n graduating	14	20	11	14	19	15.6
	Percent	**28.6**	**55.0**	**54.5**	**57.1**	**52.6**	**50.0**

SECTION FR-3: LIMITED DATA IN PLACEMENT OUTCOMES

At the end of the third paragraph of the response to 8.2a, the Off-Site Reaffirmation Committee noted that "...the assessment of placement outcomes by the institution provided limited results." LSU Eunice personnel acknowledge that it was a challenge contacting graduates to determine if they were employed in their chosen field or continuing their education. As a result of the difficulty, the Director of Institutional Effectiveness and Accreditation asked the Chancellor's Cabinet for a methodological change for the placement objective in summer 2021. On July 6, 2021, Cabinet approved changing from a phone call six months after graduation to a survey mailed two weeks prior to commencement. This plan was subsequently changed to giving the survey to students at commencement due to the cost of mailing effective with graduation in fall 2021. Students not attending graduation were then contacted via phone. If the student could not be reached after three attempts, the student was emailed at their personal account.

Students began filling out the new survey at the fall 2021 and spring 2022 commencements; however, the placement assessment for AY 2021-2022 runs one-year behind, so students graduating AY 2020-2021 (who did not fill out the surveys) were assessed. Given that the examination of placement ran one-year behind the assessment year, students filling out the survey were not assessed until the AY 2022-2023 cycle. The results from changing methodology were remarkable given that the participation for the

- Associate of Arts Louisiana Transfer Program increased from 53.8% in AY 2021-2022 to 95.6% in AY 2022-2023 (evidence of completed surveys),
- Associate of General Studies Program increased from 43.0% in AY 2021-2022 to 85.6% in AY 2022-2023 (evidence of completed surveys), and
- Associate of Science Louisiana Transfer Program increased from 0% in AY 2021-2022 to 82.4% in AY 2022-2023 (evidence of completed surveys).

SECTION FR-4: GENERALIZED/REPETITIVE IMPROVEMENT PLANS

The Off-Site Reaffirmation Committee noted that "programs such as Accounting Technology, Computer Information Technology, Fire and Emergency Services, and Human Resource Management, display a pattern of generalized/repetitive improvement responses." The response is presented below by program. Because the Off-Site Reaffirmation Committee named specific programs, the improvement plans for those programs are summarized with links to faculty documentation by course where appropriate. Links are also provided to the actual outcome for each year should the Institutional Effectiveness Reviewer desire to examine each improvement plan in context. The outcomes in this section duplicate what was included in the Compliance Certification.

Section 4.1: Accounting Technology: Account Clerk, Certificate of Technical Studies (CTS)

Table 8.2a-22 summarizes the improvement plans for the program over the years specified. The Director of Institutional Effectiveness and Accreditation has added comments in Table 8.2a-22 where appropriate. The links embedded into the professional competency section are the actual faculty SLO reports for ACCT 2001, ACCT 2101, and ACCT 2105 sent to the Office of Institutional Effectiveness and Accreditation upon the completion of the semester. These SLO Reports are the basis for the information written into the outcomes documents each year.

Table 8.2a-22. Accounting Technology Improvement Plans.

Outcome	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Objective 2.1- Professional Competency	**ACCT 2001**: (LSUE face-to-face and full-term online link to actual SLO documents): work representative problems and assign homework related to exam questions. **ACCT 2101**: (LSUE face-to-face and full-term online): work representative problems and assign homework related to exam questions.	**ACCT 2001**: (Online Fall 2020): make videos to help students and assign homework. (LSUE Face-to-Face Fall 2020): create better study plans and reviews; increase student participation. **ACCT 2101**: (LSUE Face-to-Face Fall 2020): assign representative homework problems and work them with students. (LSUE Face-to-Face Spring 2021): Create a comprehensive review of the	**ACCT 2001**: (Online): Increase the faculty member's time to help students with homework and use a review of materials. **ACCT 2101**: (Face-to-face and Online): Use a comprehensive review.	**ACCT 2001**: (Online and Face-to-face): Use a comprehensive review of the material prior to completing an assignment. **ACCT 2101**: (Online and Face-to-face): Use a comprehensive review of the material prior to completing an assignment. Note that the 2001/2101 instructor is new to higher education just completing her first year. Clarification received

		materials prior to completing the assignment. **ACCT 2105**: Online Spring 2021: Create a comprehensive review for students. Link to Objective 2.1	**ACCT 2105**: (Online): Continue to assign representative problems. Link to Objective 2.1	upon the request of the Director of IE. **ACCT 2105**: (Online): Instructor assigns problems online that enable students to meet this learning objective. The online 2001/2105 instructor emailed a response indicating that the reviews are part of standard procedure, but that they are tailored to students' needs to help them with missed material. There was also a book change in 2105. Link to Objective 2.1
	ACCT 2105: (LSUE full-term online only): work representative problems and assign homework related to exam questions. This faculty member is no longer employed by LSU Eunice. Link to Objective 2.1			
Objective 2.2- Placement	Monitor results since there have been no completers in some academic years. Link to Objective 2.2	Cabinet approved the use of a new survey. Cabinet meeting minutes. Link to Objective 2.2	One completer - Monitor the program for additional completers. Link to Objective 2.2	One completer - Improvement given as n/a due to no results (based on an n = 1). Link to Objective 2.2

Section 4.2: Computer Information Technology, Associate of Applied Science
Table 8.2a-23 summarizes the improvement plans for the years indicated. As noted above, the links in the professional competency section are the SLO documents provided by the faculty for CSC 2253, CSC 2264, and CSC 2340 sent at the end of the semester to the Office of Institutional Effectiveness and Accreditation. They form the basis of the outcome document for professional competency.

Table 8.2a-23: Computer Information Technology Improvement Plans.

Outcome	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Objective 6.1- Professional Competency	**CSC 2253**: (face-to-face) Continue use team projects and creating diagrams. **CSC 2264**: (face-to-face) Continue to use hands-on projects and additional multimedia exercises. **CSC 2340**: (online) Provide additional online tools and remediation testing. Link to Objective 6.1	**CSC 2253**: (face-to-face) Increase the number of assessments for each SLOs so student learning scores are not based on just one score (see highlighted section of 6-8-21 Email). **CSC 2264**: (face-to-face) Continual use of hands-on experiments, multi-media, exercises both in class and outside. **CSC 2340**: (online) Additional videos and interactive lessons will be offered to further help students grasp the concepts. Link to Objective 6.1	**CSC 2253**: (face-to-face) Continued use of team projects, magazine subscriptions, as well as reporting documentation. **CSC 2264**: (face-to-face) Continual use of hands-on experiments, multi-media, exercises both in class and outside. **CSC 2340**: (online) Instructor noted that remediation testing using short quizzes and providing short online, and video interactive lessons would provide assessment means for students needing additional instruction. Link to Objective 6.1	**CSC 2253**: (face-to-face) Continued use of team projects and exercises Creation of diagrams and projects that depict the SDLC in action. Also, continued use of reporting documentation. **CSC 2264**: (face-to-face) Continued use of hands-on experiments in and outside of class **CSC 2340**: (online) Add videos and additional online lessons; add remediation testing using short quizzes. Because the improvement plans seemed familiar, the Director of IE asked for further explanation to which the one faculty member summarized the efforts for all three courses. Link to Objective 6.1
Objective 6.2- Placement	Continue tracking results given the low n in some academic years.	Try to network with companies in the area. Cabinet approved the use of a new survey; Cabinet meeting minutes.	The CIT program underwent accreditation from the Association of Technology Management and Applied Engineering. Accreditation has been approved for four	Email Response to question on placement: The faculty member herself attempted to contact the students, but was unable to to do. Contacting local businesses to develop

			years with a report due in two (suggested list of improvements).	partnerships. The CIT program is working on a grant to attract underrepresented and nontraditional students to the program.
	Link to Objective 6.2	Link to Objective 6.2	Link to Objective 6.2	Link to Objective 6.2
Objective 6.3-Retention	Monitor student progress and reach out to those with problematic attendance or are receiving poor grades. Utilize the Student Success Center's workshops; Tell students of campus activities; Use "show your presence" in online courses. Faculty in department shared ideas about retention. Link to Objective 6.3.	Monitor data since it was met for AY 2020-2021, especially given the impacts of CV-19. Link to Objective 6.3.	Continued use of email and reaching out to students of poor performance will be made; this has worked with some, but not all. Examine the surveys given to returning students. Link to Objective 6.3.	LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class. Link to Objective 6.3.

Section 4.3: Fire and Emergency Services, Associate of Applied Science
Table 8.2a-24 examines the improvement plans for the Fire and Emergency Services Program with links embedded in the professional competency being the SLO documents provided for the two fire science courses used for analysis. Note that the institutional effectiveness may appear disjointed for AY 2019-2020 and AY 2020-2021 because the coordinator left in August 2020 without completing any of the institutional effectiveness documents and without leaving any data. A new coordinator was hired and served through May 2021. He did leave some data to complete institutional effectiveness documents for AY 2020-2021. In summer 2021, a coordinator was hired that had been a fire chief for the City of New Orleans for many years. He was new to the higher education coordinator role and therefore could not predict what an improvement might look like for AY 2020-2021. He was responsible for providing data and guidance for improvement plans beginning AY 2021-2022.

Table 8.2a-24: Fire and Emergency Services Improvement Plans.

Outcome	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Objective 2.1: Professional Competency	**FSCI 2152**: Coordinator left office in 8/20 without completing IE. No data. **FSCI 2155**: Coordinator left office in 8/20 without completing IE. No data. Link to Objective 2.1.	**FSCI 2152**: (online) stress time management and email students if they are turning in assignments late. **FSCI 2155**: Cancelled. Link to Objective 2.1.	**FSCI 2152**: (online) stress time management and email students if they are turning in assignments late. **FSCI 2155** n = 2 students; no data collected. Link to Objective 2.1.	**FSCI 2152**: Not offered. **FSCI 2155**: (online) Adding more videos or articles. Improvement plan came through email. Link to Objective 2.1.
Objective 2.2: Retention	Retention was to be monitored. However, the coordinator left in 8/20. Link to Objective 2.2.	The new program director began having monthly meetings. For retention, he to use the latest educational practices, new strategies for faculty support, and begin transitioning to different adjunct faculty. Link to Objective 2.2.	Upon the conclusion of AY 2020-2021, the Coordinator of Public Protection resigned and was subsequently replaced with a new coordinator. Given that the new coordinator came on board July 31, 2021 and the objective was tentatively met, the plan was to monitor into the next year. Link to Objective 2.2.	LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic diffculties, that need tutoring, or not attending class. Link to Objective 2.2.
Objective 2.3: Employment	Placement or continuing education was to be monitored; however, the coordinator left in 8/20. Link to Objective 2.3.	Due to the number of students who could not be contacted each year, IE began investigating changing methodology to surveys. Link to Objective 2.3.	New surveys approved by Cabinet will be implemented. Link to Objective 2.3.	Employment was 100%, but Coordinator wants to contact some of the larger fire departments. Link to Objective 2.3.

Section 4.4: Human Resource Management, Certificate of Technical Studies
Table 8.2a-25 examines the improvement plans for the Human Resource Management Program. As with the Tables above, the embedded links for MGMT 2251 and MGMT 2260 are the SLO documents submitted by the faculty upon the conclusion of the semester.

Table 8.2a-25: Human Resource Management Improvement Plans.

Outcome	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Objective 4.1: Professional Competency	**MGMT 2251**: (online) Encourage students to participate in every assignment (all posted) and offer an additional optional assignment to reinforce material. **MGMT 2260** (online) Instructor will provide feed back and encourage students to read the chapters and notes provided and participate in the discussion board. Link to Objective 4.1.	**MGMT 2251**: (online) Encourage students to participate in all activities and offer one-on-one sessions. **MGMT 2260**: (online) Encourage students to read chapters and notes provided and participate in discussion boards. Link to Objective 4.1.	**MGMT 2251:** (online) Send out course updates; provide additional feedback on discussions and projects. **MGMT 2260**: (online) Discuss and solicit input as needed from supervisor, peers and students; provide weekly feedback; use application in scenarios. Link to Objective 4.1.	**MGMT 2251**: (online) Send out course updates; provide additional feedback on discussions and projects. **MGMT 2260**: (online) Provide additional feedback encourage students to read the chapters and participate in study boards (example). Link to Objective 4.1.
Objective 4.2: Placement	Monitor results due to no completers in some years and a low n in others. Link to Objective 4.2.	Office of IE contacted another institution for methodology and intends on asking Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. Link to Objective 4.2.	New surveys approved by Cabinet are in the process of being implemented. Link to Objective 4.2.	Please keep in mind an n = 6. The Director of IE suggests monitoring into next year given the methodological change with the surveys. Faculty noted that HRM has always been thought of as an add-on to MGMT. Link to Objective 4.2.

Section 4.5: Summary

It was acknowledged above that some programs have repetitive improvement plans, but it is hoped that the additional details provided in this section have made a case for compliance that an improvement plan, while worded the same in the institutional effectiveness documents, is not the same from year to year. Faculty in both the online and face-to-face methodologies reach out to students providing additional homework, reviews, and lectures, and continually offer their time with one-on-one face-to-face or Zoom meetings. The additional details illustrate that program faculty do what they can to meet student need to increase success and effectiveness.

SECTION FR-5: FACULTY DRIVEN RESPONSE SEEKING IMPROVEMENT, EVIDENCE OF IMPROVEMENT, AND THE ROLE OF FACULTY IN THE ASSESSMENT PROCESS

Section FR-5.1: Faculty Driven Response Seeking Improvement and Supporting Evidence of Faculty Engagement

This section responds to comments made in paragraph five of the SACSCOC Off-Site Reaffirmation Committee. Specifically, the Committee stated that there "is limited evidence of faculty-driven response of seeking improvement in response to annual SLO results" and that "the committee was unable to find sufficient supporting evidence of faculty engagement in the outcomes and seeking improvement processes" contained in the original Compliance Certification. However, engagement and faculty driven improvement plans were provided in the Compliance Certification. Two examples are presented here to show the formats that are used. First, some improvement plans are documents attached to the improvement plans in the planning system, as shown in an example from CIT in the last section (see red circle). In this case, the SLO documents contain specific improvement plans that are summarized in the improvement plan section of the planning system. The SLO documents are considered as documentation when SLO outcomes are met. A direct link to the CIT AY 2020-2021 Objective 6.1 is provided for convenience.

The second method is that improvement plans are written into the improvement section at the bottom of the planning template, as shown in an example from Nursing (see red circle). In the second case, the improvement plan was typed into the planning system by the Director with supporting documentation attached (clinical evaluations). A direct link to the Nursing AY 2021-2022 Objective 2.1a is provided for convenience. In both cases, the documents attached along with the typed response are considered to be faculty driven responses and evidence of improvement.

Further information on faculty engagement in the outcomes and seeking improvement processes along with evidence is presented in Table 8.2a-26--some of which has been repeated from Tables 8.2a-1-20 or Tables 8.2a-22-25. The program is listed, along with the academic years from which the data has been provided. The objective column provides a direct link to the objective under consideration, and the Improvement Plan column provides information on the plan discussed in the objective. The hyperlinks in some cases are the result of additional information being requested from faculty members as this response is being written.

Table 8.2a-26: Faculty Driven Responses and Evidence of Improvement

Program	Academic Year	Objective	Hyperlinked Improvement Plan Evidence Provided
Accounting Technology, CTS	2019-2020 2020-2021	2.1 2.1	November 2020: provided PowerPoint lectures on pricing and analysis, notes recording lectures, recommends study resources, offer to go over material on exam. November 2020: Providing a model for a student follow (see p. 1) and referring a student in a face-to-face course to Kahn Academy for assistance or to stop by the office (see p. 3).
Computer Information Technology, AAS	2021-2022 2022-2023	6.3 6.2	Retention: Using student surveys in spring. Placement: Phone calls made by faculty and an NSF grant is being sought. (follow-up after workshop and examples of funded projects).
Diagnostic Medical Sonography, AAS	2019-2020	1.1	Separating the scan labs from the didactic course (see highlighted in Courses and Curricula paperwork page 3).
Health Sciences, AS	2022-2023	1.2	Continue to collect data as only three students graduated.
Human Resource Management, CTS	2022-2023	4.1	Emails of working with a student who was behind to get caught up.
Management, AAS	2020-2021	7.1	ISDS 2100: Offer of one-on-one help (see p. 1). ISDS 2100: Weekly updates (see pp. 2-4).
Medical Billing and Coding, CTS	2021-2022 2022-2023	5.1 5.1	ALLH 1620: Emails on a Zoom session with a student. ALLH 1620: Weekly updates. Also, added videos and changed book.
Nursing, AS	2019-2020 2020-2021	2.2 2.2	2019-2020: Change in admissions criteria; add second LPN class. 2020-2021: Documents showing a second LPN class.
Criminal Justice, AS	2020-2021	1.1	Updated curriculum in CJ 2131 and CJ 2133 (see pp. 2-3) and Zoom meetings with faculty in the online program.
Fire & Emergency Services, AAS	2020-2021 2022-2023	2.1 2.3	2020-2021: Including FSCI Faculty in monthly meetings (see p. 2). 2022-2023: Contact larger fire departments.
Radiologic Technology	2020-2021 2021-2022	3.1 3.1	Equipment and Patient factors (example from 2023) being taught using routine errors shown in lab forms and June 28, 2023 email.
Respiratory Care, AS	2020-2021	4.1	Purchase of equipment to enhance learning.
Surgical Technology, AAS	2021-2022	11.3	2021-2022: Open House 11-30-22, Career Fair 4-13-22, Bootcamp 7-13-23.
Agriculture	2022-2023	3.1	Monitor Professional Competency; one out of two graduates took the Peregrine General Education Assessment.
Associate of Arts Louisiana Transfer	2021-2022 2022-2023	5.1 5.1	2021-2022: Low n for participation = 15.6%, send reminders. 2022-2023: Participation = 45.7% see Table 2 in Objective 5.1

Associate of General Studies	2018-2019 2019-2020	1.1 & 1.2 7.1 & 7.2	2018-2019, Use two first-year courses to assess professional competency as Objective 1.1 shows; use Peregrine GE Assessment in spring 2019. 2019-2020: Use Peregrine General Education Assessment; Cancel assessment using two first-year courses.
Associate of Science Louisiana Transfer	2021-2022 2022-2023	1.3 1.3	2021-2022: 0 out of 8 or 0% grads contacted for placement. 2022-2023: 14 out 17 or 82.4% grads contacted for placement due to methodological change from calling six months after graduation to surveying students at the time of commencement.
Care and Development of Young Children, AS	2021-2022	6.1	Embed more information on self-assessment/reflection related to curriculum design and instruction. More emphasis on working with families will be embedded in the practicum experience.
Chemical Technician, CTS	2019-2020 2020-2021 2021-2022	8.1 & 8.2 8.1 & 8.2 8.1 & 8.2	Only two students graduated within the three-year time span. As a result, no data was collected for 8.1 and 8.2.

Section FR-5.2: Role and Involvement of the Faculty in the Assessment Process

This final section responds to the last sentence of the Off-Site Reaffirmation Committee's report for Standard 8.2a, stating that "the Committee was not able to clearly understand the role and appropriate level of faculty involvement in the assessment process." LSU Eunice's Chancellor and SACSCOC Leadership Team was somewhat confused by this statement, considering that the "Off-Site Reaffirmation Committee found evidence of seeking improvement in the tables provided for each of the institution's educational programs. The documentation shows healthy interaction and exchange of ideas between Institutional Effectiveness and program faculty." As noted in paragraph two of section one from the Compliance Certification (repeated below for convenience), program outcomes and their student learning outcomes at LSU Eunice are determined by the faculty with the input of the Deans, Vice Chancellor for Academic Affairs and Provost, and the Director of Institutional Effectiveness and Accreditation. From paragraph two above,

> 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, Program Directors, Coordinators, Chairs, and individual faculty.

Paragraph three above notes that many program outcomes are completed by program directors/coordinators annually, including all Nursing and Allied Health, and that the Director of Institutional Effectiveness or the Dean may edit the documents with the approval of the Program Director, who is a faculty member. In this case, the program directors/coordinators are responsible for aggregating their own data then writing each narrative.

  Paragraph four above indicates that for other programs, the Director of Institutional Effectiveness and Accreditation assists department chairs or program coordinators with organizing the data and inserting the text into the web-based planning system. In this case, the faculty complete all student learning outcomes reports dealing with professional competency and forwards them to the Office of Institutional Effectiveness and Accreditation, who then writes the professional competency outcome with the assistance of the program director/coordinator. In addition, the Office of Institutional Effectiveness and Accreditation handles much of the data on retention and placement/continuing education, so many outcomes in the planning system are written by the Director of Institutional Effectiveness and Accreditation and then sent to the program director/coordinators for their input prior to completion.

Regardless of who enters the data and text into the planning system, whether it be the Director of Institutional Effectiveness and Accreditation, department chairs, or program coordinators, the program head, who is a faculty member, must approve the text as written. This includes the improvement plan in every case. In addition, the faculty are responsible for carrying out the improvement plans (paragraph three and four from above are repeated here for convenience).

> 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 makes 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 (or confirm) 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.

 Further examples of this methodology are the completion of the Medical Billing and Coding, Certificate of Technical Studies objectives by the Director of Institutional Effectiveness and Accreditation and approval by the coordinator. In addition, the professional competency for AALT or AGS or the ASLT was approved by the Dean of Arts and Sciences, given the decrease in scores.

The LSU Eunice SACSCOC Leadership Team and the Director of Institutional Effectiveness hope that this response to the Off-Site Reaffirmation Committee's report answers the questions raised in their report. LSU Eunice personnel welcome further discussion to clarify any remaining issues given that Standard 8.2a is also reviewed on-site.

Sources

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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

Original 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

Degree Plan	Total Credit Hours	General Education Hours	English Hours (#1)	Math Hours (#2)	Natural Sciences Hours (#3)	Humanities Hours (#4)	Social Sciences Hours (#5)	Fine Arts Hours (#6)
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
Associate of Science in Criminal Justice	60	27	6	6	6	3	3	3

Associate of Science Louisiana Transfer - Concentration in Natural Sciences (Biological Sciences)	60	42	6	6	12	9	6	3
Associate of Science Louisiana Transfer - Concentration in Natural Sciences (Physical Sciences)	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.

SACSCOC Comments

The institution provides documentation that a coherent rationale was used to determine the general education component of each degree. The institution follows the Louisiana Board of Regents (BOR) Academic Affairs policy and the Statewide General Education Requirements as identified by SACSCOC. Documentation was provided in the Academic Catalog, BOR policy (Academic Affairs Policy 2.16: Statewide General Education Requirements), and the Statewide General Education Requirements (Requirements for Degree). The Curriculum Development Manual provides a detailed

description of how courses are reviewed each year.

As stated in the Compliance Certification Report, all associate degree programs require a minimum of 15 semester credit hours of general education courses. The institution's Academic Catalog identifies the number of general core education courses required for each degree offered. The courses are identified in the 2021-2022 Academic Catalog. The Louisiana BOR Master Course Articulation Matrix was provided to demonstrate how credits transfer across the state colleges and universities. The Curriculum Development Manual provides a detailed description of how courses are reviewed each year.

As mentioned above, general education curriculum is determined by BOR policy. The institution follows the BOR Statewide General Education requirements which describes the categories of general education courses required. General education requirements are identified in the Academic Catalog and the provided degree plans. Documentation of faculty-audited degree plans is provided for each associate degree program.

According to the narrative there are six college-level general education core competencies that degree students attain prior to graduation.

The institution referred to the institution's Academic Catalog for a detailed list of General Education courses offered. After review, the Off-Site Reaffirmation Committee found that the several courses identified under Humanities do not meet Humanities guidelines, i.e., several courses are skills based rather than pure humanities. These courses include Fundamentals of Communication, Interpersonal Communication, Public Speaking, Elementary French I, Elementary French II, Intermediate French I, Intermediate French II, Elementary Spanish I, and Elementary Spanish II. While some humanities courses do not meet the pure humanities requirement, the General Education requirements of associate of science degrees and associate of arts degrees require at least three credit hours in fine arts, satisfying the requirement that at least one course is in humanities/fine arts. However, the General Education requirements of the associate of applied science degrees do not require a course in fine arts. Therefore, it does not appear the associate in applied science degrees requires at least one course in humanities/fine arts that does not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

University Response

In the original narrative, LSU Eunice personnel provided a link to the General Education Requirements in the AY 2022-2023 Catalog; however, a direct link to the Humanities section was not provided and is provided here for evidence of compliance with this Standard. The Off-Site Reaffirmation Committee noted that several courses "do not meet [SACSCOC] guidelines". The courses listed do, however, satisfy Louisiana Board of Regents degree requirements for a Humanities course provided it is not the only Humanities or Fine Arts course needed for the credential (see the table of Statewide General Education Requirements Humanities section toward the bottom of the page). The Louisiana Board of Regents includes the following statement in Academic Affairs Policy 2.16: Statewide General Education Requirements:

> In addition to specifics of this policy, all applicable general education requirements of the Southern Association of Colleges and Schools Commission on Colleges shall apply (see the bottom of the page).

This statement indicates that compliance is expected with both the Board of Regents and SACSCOC Standard 9.3.

LSU Eunice has five Associate of Applied Science (AAS) degrees. The following bullets have the humanities language from the AY 2022-2023 Catalog highlighted.

- Computer information Technology, Concentration in Cyber Security and Systems Analysis and Programming
- Diagnostic Medical Sonography,
- Fire and Emergency Services,
- Management, and
- Surgical Technology.

LSU Eunice personnel acknowledged that the language could be clarified for both advisors and students because some programs had the word "pure" while others did not. In addition, one program, specifically Management, noted that the Humanities course could not be CMST or an introductory foreign language. Given the variations, the language for the single humanities course in the Associate of Applied Science degrees was updated as the AY 2023-2024 Catalog was being prepared to say:

- General Education Pure Humanities elective Cr. 3 (This course may not be a speech (CMST) or a foreign language course).

As evidence, the following links to the AY 2023-2024 are provided.

- Computer information Technology, Concentration in Cyber Security and Systems Analysis and Programming
- Diagnostic Medical Sonography (see page 48),
- Fire and Emergency Services (see page 50),
- Management, and
- Surgical Technology (see page 58).

The belief is that the standardized language will eliminate any further confusion.

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 (Page 1)
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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

Original 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.

SACSCOC Comments
The Off-Site Reaffirmation Committee reviewed the institution's admission policies, which reflect consistency with the mission. Admission policies related to freshmen, transfer, international, former, and dual credit students were also reviewed by the committee. The policies are made available to the students in the Academic Catalog.

The Committee reviewed the job descriptions of the Director of Outreach and Recruitment and Admissions Counselors, and the Admissions Counselor On-Boarding Checklist. The Committee also reviewed the institution's 2022 Noel Levitz Student Satisfactory Survey results, Bengal Ambassador Handbook, and tour script.

The institution provided several recruitment documents; however, these documents did not contain the institution's accreditation status; therefore, the Off-Site Reaffirmation Committee was unable to determine if the institution accurately represents its accreditation status in its recruitment materials or locate a statement explaining that the institution does not include the accreditation status in its recruitment materials, if applicable.

The Committee reviewed the MOU with LSU A & M in Baton Rouge to provide marketing and recruitment and other services in support of the institution's offering of the Associate of General Studies through LSU Online. The institution stated that it does not utilize any independent contractors or agents for the purpose of admissions or recruiting.

University Response

In response to the Off-Site Reaffirmation Committee's notation on the accreditation status, LSU Eunice does not publish the accreditation status on any marketing materials because the SACSCOC statement has the potential to change at any time (March 2023 for instance). Students would mostly like find the accreditation language required by SACSCOC Standard 14.1:

- in the AY 2023-2024 LSU Eunice Catalog,
- on the Financial Aid's Consumer Information webpage (live link-internet connection required or a PDF file at the bottom of the first page), and
- on the Institutional Effectiveness LSU Eunice Institutional Effectiveness' Public Disclosure webpage (live link-Internet connection required or a PDF file).

Sources

- ACT Conference
- AY 23-24 Catalog Section 0-Home (Page 1)
- 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
- Compliance Certification Standard 14.1 Response
- DE Recruiting Presentation
- DE card
- DE webpage
- DMS degree audit
- Data change request

- Director Recruitment JD
- Dual Enroll and Academy
- Evangeline Parish Career Fair Invitation Letter
- Financial Aid Consumer Information
- HS Open House Agenda
- HS Open House Presentation
- IE Public Disclosure
- LSUA - Services Guide for LSUE at LSUA Students
- LSUA Referral Site
- LSUA admissions letter
- LSUE Admissions home page
- LSUE Main Webpage
- LSUE-FA-ConsInfo
- LSUE-SASite
- MOU LSU Online
- NL-SequentialSite
- New admissions counselor onboarding form
- PR Approval
- Parent Presentation
- 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
- lsua referral page

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

Original 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 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

SACSCOC Comments

The institution provides documentation that it has a published policy to determine the amount and level of credit awarded for its courses, regardless of format or mode of delivery, in the Faculty Handbook and Academic Catalog. The narrative indicated that the institution only offers courses that result in the award of credit hours.

Policy oversight is managed by the Courses and Curricula Committee with a structure for approvals that includes 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. The Courses and Curricula Committee is made up of elected representatives from each of the academic divisions. The committee must review all requests for new courses and requests for an increase or decrease in credit hours of existing courses.

The Off-Site Reaffirmation Committee reviewed multiple examples of adding and modifying courses along with adding and/or changing a program.

The Off-Site Reaffirmation Committee found ample discussion about the policies and procedures involved with determining the amount and level of credit for its courses. However, the Committee could not locate information about the academic qualifications of individuals who make the necessary judgments.

The institution noted that the Vice Chancellor for Academic Affairs and Provost's signature was no longer required for the Fire and Emergency Services and Criminal Justice Articulation Agreement forms, and a new form is in the process of being created. The narrative discusses a November 4, 2020, meeting, and the Committee could not locate the meeting minutes. An email was provided that detailed the process for submitting these forms.

University Response

The Off-Site Reaffirmation Committee noted that the academic qualifications of individuals making decisions on academic qualifications could not be located. The qualifications are provided here for the AY 2021-2022 Committee.

With regard to the Fire and Emergency Services and Criminal Justice Articulation Agreement forms, the email forwarded on January 20, 2023 from May 10, 2021 was meant to be a summary of the

discussion; therefore, no further meeting minutes exist. The form has now been updated and LSU Eunice currently has two examples of the use for AY 2023-2024:

- Fire and Emergency Services Articulation Agreement and
- Criminal Justice Articulation Agreement

Sources

- 1-20-23 Credit Form Meeting
- 1-20-23 Email on Credit Form
- 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
- AY21-22CommQual
- C and C members 2021-22
- CJ-Articulation
- DD214 Examples
- FES - Articulation Agreement_Redacted
- 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 Prerequistes
- Final RADT 1001 change hours
- Final RADT 1091 change hours
- Final SURT 1240 new course
- Final SURT 2203 new course

11.1 Library and Learning/Information Resources

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Original 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 ≈ 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	Objective 1.1 Met	Objective 1.1 Met	Objective 1.1 Met
Staff Satisfaction	Objective 1.2 Met	Objective 1.2 Met	Objective 1.2 Met
Student Satisfaction	Objective 1.3 Met	Objective 1.3 Met	Objective 1.3 Met

SACSCOC Comments

The table "Print Books in Library Circulation – Number of Items" separates the 66,544 print books in the library's collection into general Library of Congress Call Numbers, however the Off-Site Reaffirmation Committee was unable to find details regarding the library's collections and the number of resources available to support the specific programs of study at the institution. The Committee was unable to locate documentation to support the adequacy and appropriateness of library and learning/information resources, services, and support for the institution's mission, such as ongoing analysis of usage data connected to these programs of study, or peer comparisons that the collection is adequate and appropriate when compared to other institutions.

The institution documents there are no ILL requests. According to the institution's narrative, "In recent years, the number of ILL requests at [the institution] has declined to zero, which is an

indicator that the collection is meeting the needs of its users." The Committee was unable to find additional information or documentation to explain the reason(s) for the decline in ILL requests.

The narrative states, "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." The narrative states, "Since [the institution] relies on LOUIS for access to resources, there is currently no formal collection development policy." LOUIS is The Louisiana Library Network, a consortium that consists of membership by all public institutions of higher education in Louisiana – approximately 47 institutions.

LOUIS features electronic resources and is separate and different from the 66,544 print volumes which are contained in the library. The Committee was unable to locate a formal plan to ensure print books are kept current (i.e., how materials are discarded and purchased with the help of faculty), for each program, such as health sciences and computer technology. The Committee was unable to find data to support the currency of the print collection and resources, such as age analysis, acquisition statistics, scheduled weeding. It is unclear whether new print volumes have been added to the collection or the process used to maintain the 55-year-old collection.

The library's website contains "policy" information, such as LeDoux Library instruction Lab Policy and Online Obituary Index Requests, however the Committee was unable to confirm that these have been reviewed and approved through proper institutional procedures. The "Online Obituary Index Requests" requires a charge of $1.00 per page/ per obituary.

The Off-Site Reaffirmation Committee notes an overall lack of evidence in the form of feedback from students (both on and off campus) and faculty and staff to support the institution's justification of the appropriateness and adequacy of its library and learning/ information resources. Almost all of the feedback supplied as evidence in the narrative comes from the two surveys conducted institution-wide over a three-year period by the Institutional Effectiveness group. For example, the Gear2Geaux program is described in the narrative. This program allows students to checkout laptops, mobile hotspots, microphones, web cams, and graphing calculators, however the Committee could not locate feedback from student and faculty on the program to indicate this resource is adequate and appropriate to support the needs of students. While Chat service logs contain questions, the Committee could not find evidence of the follow-up responses from library staff. The website contains request forms, and the Committee did not find evidence regarding these forms. Overall, the Off-Site Reaffirmation Committee was unable to determine whether library and learning/information resources, services, and support are adequate and appropriate for the institution and its mission.

University Response

In response to the SACSCOC Off-Site Reaffirmation Committee narrative, LSU Eunice addressed each of the issues mentioned in the report.

SECTION FR-1: RESOURCES AVAILABLE TO SUPPORT SPECIFIC PROGRAMS OF STUDY AND DOCUMENTATION RELATED TO ADEQUACY AND APPROPRIATENESS

In the first paragraph, the following is noted by the SACSCOC Off-Site Reaffirmation Committee:
>   The table "Print Books in Library Circulation – Number of Items" separates the 66,544 print books in the library's collection into general Library of Congress Call Numbers, however the Off-Site Reaffirmation Committee was unable to find details regarding the library's collections and the number of resources available to support the specific programs of study at the institution.

LSU Eunice LeDoux Library supports specific programs of study at the institution through the procurement of books and journals relevant to the field. A search of the library's EBSCO Discovery Service (EDS) shows the number of resources for a sample of the programs offered, including e-books, e-media, e-serials, databases, and the physical items in the library. Nursing students also have access to current reference material on reserve provided by the nursing faculty. The Associate of Applied Science in Diagnostic Medical Sonography program, the Associate of Science in Nursing program, the Associate of Science in Respiratory Care program, the Associate of Science in Radiologic Technology program, the Associate of Applied Science in Management, the Associate of Applied Science in Fire and Emergency Services, and the Associate of Science in the Care and Development of Young Children program each have discipline-specific journals purchased annually by the library. Regarding the number of resources available to support specific programs of study at LSU Eunice, library subject headings do not align exactly with program titles as there are many subject headings that a particular program would fall under. However, a report that lists titles and usage by subject shows the subject headings that most closely align with several programs of study at LSU Eunice. Electronic circulation statistics from AY2022 show 13,094 electronic titles and 54,483 database items were used while 482 physical items circulated.

The Committee also noted that it

> ...was unable to locate documentation to support the adequacy and appropriateness of library and learning/information resources, services, and support for the institution's mission, such as ongoing analysis of usage data connected to these programs of study, or peer comparisons that the collection is adequate and appropriate when compared to other institutions.

The LSU Eunice Library works with program directors to ensure the adequacy and appropriateness of library and learning/information resources. The feedback from these faculty/program directors has been positive and indicates that LeDoux Library's core collection through the consortium and the services available are meeting their needs and supporting the institution's mission. Some examples of services follow:

- The Associate of Science in Respiratory Care recent request for information related to accreditation.
- English faculty securing appointments for Bibliographic Instruction (BI) sessions.
- English faculty being made aware that BI sessions are now on YouTube.
- A request from the Associate of Science in the Care and Development of Young Children for Library Guides related to institutional effectiveness.
- Sciences, which includes the Associate of Science in Agriculture, the Associate of Science Louisiana Transfer, and the Certificate of Technical Studies in Chemical Technology, indicating that library services have met their needs.

In addition, programmatic accreditation bodies' on-site evaluators have visited the LSU Eunice library to determine if resources were appropriate and adequate for individual disciplines. Each of the following below holds program accreditation, in part, due to the adequacy and appropriateness of the library resources.

- Joint Review Committee on Education in Radiologic Technology (JRCERT) for the Associate of Science in Radiologic Technology (last site visit was April 2021)
  - Objective 2.7: Program learning resources (see pp. 19-20).
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the Associate of Applied Science in Surgical Technology (last site visit was September 2019)
  - Email that no resources are used from the library (see highlighted).
- Commission on Accreditation for Respiratory Care (CoARC) for the Associate of Science in Respiratory Care (last site visit was November 2022)

- o Standard 2.01: Academic and Physical Resources (see p. 11)
        - o Standard 5.10: Academic Support Services in any Modality (see pp. 44-45)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) based on the recommendation of the Joint Review Committee on Diagnostic Medical Sonography (JRCDMS) for the Associate of Applied Science in Diagnostic Medical Sonography (last site visit was October 2018)
        - o Section III, Standard 1: Program Resources (see pp. 1-2)
- The Association of Technology, Management, and Applied Engineering (ATMAE) for the Associate of Applied Science in Computer Information Technology (last site visit was May 2022)
        - o Standard 12: Library Resources (see pp. 1-2)
        - o Email on Library Consortium Purchasing Textbooks (see highlighted)
- Accreditation Commission for Education in Nursing, Inc. (ACEN) for the Associate of Science in Nursing (last visit was October 2018)
        - o Note that this documentation was written in 2015 and is somewhat outdated. Nursing has a site visit scheduled for October 2023
        - o Standard 5: Resources and Description of the Library (see pp. 12-13)
        - o Criterion 4.6: Description of Databases and Tutorials (see p. 100)
        - o Criterion 5.3: Learning Resources (see pp. 124-128)
- Accreditation Council for Business Schools and Programs (ACBSP) for the Associate of Applied Science in Management (last site visit was November 2019)
        - o Criterion 2.4: Facilities and Library Description (see pp. 174-176)
        - o Criterion 3.3: Student Support for Online Students (see p. 192)

As a member of the LOUIS Consortium, peer comparisons indicate that the library collection is adequate and appropriate when compared to other institutions. In fact, LSU Eunice's core electronic resources are identical to several other two-year consortia institutions offering similar programs of study, such as Central Louisiana Technical Community College, South Louisiana Community College, and Southwest Louisiana Technical Community College.

SECTION FR-2: INTERLIBRARY LOAN (ILL) REQUESTS

The Off-Site Reaffirmation Committee wrote that it "was unable to find additional information or documentation to explain the reason(s) for the decline in ILL requests."

LSU Eunice offers ILL to all faculty, staff, and students. A link to send an email requesting ILL is located on the Library webpage. However, recent usage of ILL has declined as electronic resources have made it possible for users to gain access to materials directly without requesting help from the library in most instances. As evidence, please refer to the ILL comparison from IPEDS that indicates a significant decline in borrowing throughout Louisiana institutions that offer up to an Associates degree.

SECTION FR-3: COLLECTIONS AND WEEDING

For Section FR-3, LSU Eunice responds to "The Committee was unable to locate a formal plan to ensure print books are kept current (i.e., how materials are discarded and purchased with the help of faculty), for each program, such as health sciences and computer technology" and "The Committee was unable to find data to support the currency of the print collection and resources, such as age analysis, acquisition statistics, scheduled weeding. It is unclear whether new print volumes have been added to the collection or the process used to maintain the 55-year-old collection."

The original response to this standard attempted to capture that, due to limited financial resources, LSU Eunice is not actively purchasing print books, focusing instead on digital resources for accessibility, currency, and relevancy. This is reflected in an age analysis report that indicates the

average publication date of the print collection is 1976. Print books are added when faculty provide books for their courses or when donations are received that enhance the collection. The library purchases materials when a new course is created upon the request of faculty as per the Curriculum Development Manual, Form A (see pages 26-30 for the directions for filling out Form A and pages 29-30 for the directions for question 9). Since the Curriculum Development Manual update went into effect in October 2022, there have been no requests for new materials (see the Form A for EMGT 1200). Note that the book mentioned is the textbook and the faculty member felt that it would do little good to have a hard copy in the library due to the fact that the program is online.

LSU Eunice, for the most part, has not discarded print material because ample space on the shelves has made that unnecessary, and even more so with a robust digital collection provided through LOUIS. Furthermore, the physical collection contains a number of books and other resources donated by faculty, staff, and community members. Some of the items that are not withdrawn from the library's collection are unique Louisiana or local material, research possibilities, rare items, core collection titles, and those useful materials that cannot be replaced because of availability or budget, even though they are in poor physical condition. Yearly weeding projects include removing outdated nursing material from reserves and swapping items out with current titles provided by the nursing faculty. An example of a large weeding project during the summer of 2020 consisted of over 3,100 outdated and VHS tapes withdrawn from the collection that were not circulating.

SECTION FR-4: WEBSITE LAB POLICY INFORMATION, OBITUARY INDEX, AND ONLINE FORMS

The SACSCOC Off-Site Reaffirmation Committee stated that "[t]he library's website contains 'policy' information, such as LeDoux Library instruction Lab Policy and Online Obituary Index Requests, however the Committee was unable to confirm that these have been reviewed and approved through proper institutional procedures. The 'Online Obituary Index Requests' requires a charge of $1.00 per page/ per obituary." In addition, the Committee also noted that "[t]he website contains request forms, and the Committee did not find evidence regarding these forms."

LSU Eunice library staff realized that several nested webpages, outdated policy information, and request forms were not removed from the library website, even though they are no longer in use. This has been remedied by updating the web page to reflect current services and policies. Similarly, the Library Genealogy Collection Research Policy which listed the charge for printing was an old policy that is no longer in effect, and the Special Materials web page has been updated. These policies predate the current library administration and are no longer necessary due to the decline in requests for such resources and services. Currently, patrons interested in searching the newspapers on microfilm for obituaries and genealogy research visit the library and take pictures of the microfilm reader screen, as the picture quality is much better than a printout.

The Committee did not find evidence regarding the request forms for BI Sessions or Information Lab requests because these forms are no longer used and they have also been removed from the web site. When a faculty member requests to use the library classroom or requests a BI session for their course, they simply send the library staff an email.

SECTION FR-5: FEEDBACK FROM FACULTY AND STUDENTS

The Off-Site Reaffirmation Committee "notes an overall lack of evidence in the form of feedback from students (both on and off campus) and faculty and staff to support the institution's justification of the appropriateness and adequacy of its library and learning/ information resources," and "[f]or example, the Gear2Geaux program is described in the narrative. This program allows students to checkout laptops, mobile hotspots, microphones, web cams, and graphing calculators, however the Committee could not locate feedback from student and faculty on the program to indicate this resource is adequate and appropriate to support the needs of students."

LSU Eunice library relies on the campus-wide surveys containing questions about the appropriateness of library services. The student survey asks all students to state whether or not the "Library resources and services are adequate." LSU Eunice considers this as evidence of the appropriateness and adequacy of the library and learning /information resources. The Gear2Geaux program is primarily used by main campus students. Given that the student survey results spring 2022 and student survey results spring 2023 encompassing all library services, which includes the Gear2Geaux program, are above the national average, this indicates positive feedback on library satisfaction. Table 11.1-2 presents the institutional effectiveness data for four years. Student satisfaction is among the highest rated. Per the SACSCOC Off-Site Reaffirmation Committee's request, student comments were downloaded and placed into a document for review. As noted, there were no comments about the library in spring 2019, spring 2021, or spring 2023.

Table 11.1-2: Selected Library Institutional Effectiveness Data.

Population	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Faculty Satisfaction	Objective 1.1 Met	Objective 1.1 Met	Objective 1.1 Met	Objective 1.1 Met
Staff Satisfaction	Objective 1.2 Met	Objective 1.2 Met	Objective 1.2 Met	Objective 1.2 Met
Student Satisfaction	Objective 1.3 Met	Objective 1.3 Met	Objective 1.3 Met	Objective 1.3 Met

For faculty satisfaction, the average between question 20 and question 46 met the benchmarks for each year, even though the results were typically around 3.80 for question 20, which is just below "satisfied." However, there were no faculty comments related to the adequacy of library services received for any year included in Table 11.1-2, so it is difficult to determine what might be causing the 0.20 difference between "satisfied" and "almost satisfied." The Executive Director of the Library and Student Support Services noted in a conversation that faculty will sometimes rate the library lower than satisfied in an attempt to aid the Executive Director in obtaining additional resources.

FR-6: CHAT SERVICE LOGS

Next, the Committee noted that "[w]hile Chat service logs contain questions, the Committee could not find evidence of the follow-up responses from library staff."

The reference librarian is available to answer questions over the phone, in-person, or from a live chat service during regular business hours. Questions are typically from students needing assistance with their password or conducting queries from the databases, as seen in this selection of chat transcripts:

- Citation Assistance (February 8, 2022, pp. 1-4)
- Database Selection (April 11, 2022, pp. 5-6)
- Reference / Searching Strategies (November 8, 2022, pp. 7-8)
- Database Searching Strategies (March 31, 2023, pp. 9-10)
- Reference (April 6, 2023, pp. 11-12)
- Access to Newspapers on Microfilm (July 21, 2023, pp. 13-14)

Finally, "...the Off-Site Reaffirmation Committee was unable to determine whether library and learning/information resources, services, and support are adequate and appropriate for the institution and its mission.. LSU Eunice personnel hopes that the issues have been addressed as required. Further questions or requests for documentation are welcome.

Sources

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- 8_14_20_Radiologic_Technology_Program_Self_Study (Page 19)
- ACBSP Library Only (Page 174)
- ACBSP Library Only (Page 192)
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- Accreditation - Radiologic Technology
- Accreditation - Respiratory Care
- Accreditation - Surgical Technology
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- Standard 12.1 Section 2.10
- Standard 12.1 Section 2.11
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- Standard 12.1 Section 2.14
- Standard 12.1 Section 2.8
- Standard 13.7
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