3.1.1

Institutional Mission
The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Summary of the Mission Statement

Legislative acts in the State of Louisiana in 1997, specifically H.B. 2016, required the Board of Regents, in cooperation with each system management board and with the chancellor and president of each public post-secondary institution, to establish a mission for each public university system and for every institution within each system. In addition, the Bylaws and Regulations of the LSU Board of Supervisors, Part I, Article VII, Section 2. d. 1. states that the President of the LSU System is charged with defining "the mission of each campus or institution." Toward this end, the mission statement of LSU Eunice clearly outlines the responsibilities of the University to the state and its various constituencies in the southwest region of Louisiana. The University addresses the needs of the community by providing

- programs and services to benefit a diverse population in the region.
- services in several different methods including face-to-face and at a distance.
- quality educational offerings and programs in both associate and certificate programs in the liberal arts, sciences, and business and technology.
- transfer programs.
- occupational education degree programs.
- statewide undergraduate instruction in fire science outside of metropolitan New Orleans.
- comprehensive developmental education services.
- continuing education services in response to community needs.

Mission Statement and Institutional Decision Making

The mission of LSU Eunice guides decisions made at the institution by providing the basis for meeting the needs of the various constituencies the institution services. For example, LSU Eunice

1. provides a wide array of course work available during the day, evening, and online in order to meet student schedules.
   - ENGL 1001 listing of sections showing day (sections 1-**19**)**, evening (section 51), online (section 26), off-**site at LSU Alexandria (sections A1-**A2**)**, and accelerated (section 25)
   - Fall 2012 Intersession **course offerings**
   - CALL website information for adult learners wishing to take online courses
2. creates a learning environment that facilitates the development of the whole person.
   - Mission statement from the Pathways to Success Program
   - Flow chart of academic advising in Pathways to Success Program
3. **provides a comprehensive general education in order for students to master the competencies necessary for** lifelong learning.
   - General education **listings in the LSU Eunice 2012**-2013 Catalog
4. provides appropriate transfer work to facilitate the completion of four-year degrees for interested students.
   - Transfer **listings in the LSU Eunice 2012**-2013 Catalog
5. collaborates with local four-year institutions so that the course work is directly transferrable.
   - Articulation agreement with University of Louisiana Lafayette
   - Articulation agreement with McNeese State University
6. **collaborates with LSU Alexandria to provide developmental education services at LSU Alexandria to facilitate** transfer to that institution.
   - Supplemental agreement
7. provides the necessary support for students to reach their potential.
   - Student Support Services Information
8. offers programs of Continuing and Adult Education to meet the needs of the area.
   - Osher Lifelong Learning Institute (OLLI) announcement **and list of** upcoming events

Connection between the Mission Statement and University Planning

According to the LSU Eunice Planning and Evaluation Cycle**, unit planning and assessment are continuous throughout**

the year; however, individual units conduct annual performance reviews in June and July. Units assess their outcomes in July through August, producing a summary report on each unit's effectiveness by the end of September. In October, the Institutional Research staff compiles the reports into the annual Summary Report on Institutional Effectiveness. In October and November, the Administrative Council reviews the outcomes of the previous year's activities upon the completion of the Annual Summary Report and makes appropriate recommendations on the planning, evaluation, and any need to modify the institution's mission and goals. The Executive Planning Committee then conducts a final review, including a review of the mission statement and strategic plan, in preparation for the next planning cycle. More detailed information relating to planning and the mission is contained in Core Requirement 2.5.

Review and Approval of the Mission Statement

In accordance with the planning process above, the mission statement is annually reviewed as part of the planning cycle. It is also periodically reviewed and approved by the LSU Board of Supervisors, even if there are no changes.

Communicating the Mission Statement to the Various Constituencies

The LSU Eunice mission statement is available online through the

- LSU Eunice 2012 Fact Book
- LSU Eunice 2012-2013 Catalog
- LSU Eunice Strategic Plan (FY 2011-2012 through 2015-2016)
- LSU Eunice Employee Handbook

Sources (In Order of Appearance)

- H.B. 2016
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 10)
- LSU Eunice Catalog 2012-2013 (Page 8)
- ENGL 1001 Section Schedule Fall 2012
- Fall 2012 Intersession Course Offerings
- CALL website information
- Developmental Education Mission and Goals
- Pathways Flowchart of Advising
- LSU Eunice Catalog 2012-2013 (Page 186)
- LSU Eunice Catalog 2012-2013 (Page 112)
- LSU Eunice ULL Course Transfer Index
- LSU Eunice McNeese Course Transfer Index
- LSU Eunice-LSU Alexandria MOU
- Student Support Services Information
- OLLI Coffee Announcement
- OLLI Flyer
- LSU Eunice Planning and Evaluation Cycle
- Board of Supervisors Approval of Mission
- LSU Eunice 2012 Fact Book (Page 5)
- LSU Eunice Strategic Plan 2011-2016 (Page 1)
- LSU Eunice 2012 Employee Handbook (Page 8)

3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Part I, Article VII, Section 4-a of the LSU Board of Supervisors Bylaws and Regulations establishes the authority of that Board to select the Chancellor of the LSU Eunice campus. According to section 4-a: "There shall be a Chancellor for each campus or major administrative subdivision of the System who shall be appointed by the Board upon the recommendation by the President, and who shall hold office at the pleasure of the Board. The Chancellor shall administer the division for which he is appointed and shall exercise complete executive authority therein, subject to the direction and control of the President and the Board" (Bylaws and Regulations).

In section 4-b, the Board establishes the broad responsibilities of the Chancellor: "As the administrative head of a campus, the Chancellor shall be responsible to the Board through the President for the effective execution of: all laws relating to Louisiana State University System; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the System, and for the governance of all of its campuses; and all policies, rules, regulations, directives, and memoranda issued by the President" (Bylaws and Regulations).

To determine whether the Chancellor is effectively fulfilling these responsibilities, an evaluation is conducted by the System President every three years. As outlined in Procedures for the Evaluation of Chancellors, the evaluation includes a meeting with five groups representing administrators, faculty, staff, students, and community members/alumni. In an e-mail dated September 1, 2009, the new president of LSU, John Lombardi, modified the groups slightly to include the business community and the political communities.

Each group responds to a set of questions dealing with the Chancellor's leadership and management skills. Following these meetings, the President holds an exit interview with the Chancellor during which he summarizes the group deliberations, asks for a response from the Chancellor, and discusses long- and short-range goals and objectives for the campus. The President then prepares a summary of the discussions and interview and meets with the Chairman of the Board of Supervisors to discuss the evaluation report. Two copies of the report are kept in the President's files and are available for review by members of the Board. The evaluation report is kept strictly confidential to the extent provided by law.

The President of the LSU System notified the Chancellor that he would be sending the evaluation to the board in an e-mail dated October 8, 2009.

Sources (In Order of Appearance)

> LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
> Procedure for the Evaluation of Chancellors
> 9-1-09 email
> 10-8-09 email

3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;
3.2.2.2 the fiscal stability of the institution;
3.2.2.3 institutional policy

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The legal authority and operating control of the Louisiana State University System and LSU Eunice is clearly defined within the area of mission. First, it is necessary to establish the lines of authority from the Board through the President of the System to the Chancellor of LSU Eunice. An organizational chart of the LSU System is provided here.

LSU Eunice was established in 1964 by the Louisiana Legislature through Act R.S. 17:1521. The State Constitution of 1974, Article VIII, Section 7-A identifies the Board of Supervisors as the management board of the Louisiana State University System. Since its establishment, the Board has had specified legal authority over LSU Eunice as indicated by Part 1, Article I, Section C-4 of the 2008 Bylaws and Regulations. The daily operations of the LSU System is entrusted to the President. Part 1, Article VII, Section 2-a states that "the President shall be responsible to the Board for the conduct of the System in all of its affairs, and shall execute and enforce all of the decisions, orders, rules, and regulations of the Board." In addition, related to LSU Eunice, Section 4-b states:

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

Sources (In Order of Appearance)

- LSU System Organizational Chart
- Establishment of LSU Eunice R.S. 17:1521
- Article VIII of State Constitution
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 4)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 10)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)

3.2.2.1

Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Legislative acts in the State of Louisiana in 1997, specifically, H.B. 2016, required the Board of Regents, in cooperation with each system management board and with the Chancellor and president of each public post-secondary institution, to establish a mission for each public university system and for every institution within each system. In addition, Part 1, Article VII, Section 2-d-1 of the 2008 Bylaws and Regulations states that the President of the LSU System, subject to the direction and control of the Board, defines the mission of each institution within the System. The Board of Supervisors recently approved LSU Eunice's institutional mission statement with no changes at the October 26, 2012, regular meeting.

Sources (In Order of Appearance)

> H.B. 2016
> LSU Eunice Catalog 2012-2013 (Page 8)
> LSU Board of Supervisors Bylaws & Regulations 2008 (Page 10)
> Board of Supervisors Approval of Mission

3.2.2.2

Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

With respect to the budget and financial stability, Article VIII, Section 5A of the State Constitution of 1974 notes that the Board of Regents has the "budgetary responsibility for all public postsecondary education" institutions. Section 5-D-4 also states that the Board of Regents is to create a master plan that "shall include a formula for the equitable distribution of funds." Section 5-D-5 requires all public postsecondary institutions to provide the Board of Regents an annual budgetary proposal for both operational and capital **needs. Lastly,** Article VIII, Section 12 of the Constitution clearly indicates that appropriations from the Legislature are made directly to the management boards including the LSU Board of Supervisors.

At the LSU System level, Part 1, Article VII, Section 2-d-5 of the LSU Board of Supervisors' Bylaws and Regulations states that the President of the LSU System, subject to the direction and control of the Board, prepares and presents a consolidated budget. Further, the operating budget, internal control of the overall budget, and budgetary audits are defined by the Bylaws and Regulations in Part II, Chapter V, Sections 5-1 through 5-3. Section 5-1 allows for the initial operating budget to be set and then revised as required. Once the General Appropriations Bill (HB 1) becomes an Act in the Legislature, the budget for the operation of higher education including LSU Eunice is received (see line 29). A detailed operating budget is then prepared and submitted for approval by the Board of Supervisors and the Board of Regents. Section 5-2 establishes that the President through the Board is responsible for the general policy relating to internal budget controls including **adjusting or transferring funds between categories, increasing or decreasing general funds, and adjusting restricted funds.** Section 5-3 defines continuous auditing for the receipt and disbursements of funds in order to be accountable for University System resources. LSU Eunice reports quarterly to the Board of Supervisors on its budget status and expenditures to date. Additional inf**ormation related to capital outlay requests is contained in the** Bylaws and Regulations **Part I,** Article VII, Sections 8-G-1 through 2, noting that the Board must not only approve the funding, but also approve the project itself through capital outlay prioritization **process. The** Louisiana Legislative Auditor audits the LSU System and LSU Eunice annually with the financial records open to public inspection at any time according to the Public Records Laws (R.S. 44:1).

Additional Evidence of Compliance

1. Evidence of the LSU Board of Supervisors' action on the budget of the institutions within the System that includes the stipulation for quarterly reports in order to maintain fiscal stability:
    - August 27, 2009 meeting minutes for FY 2009-2010 Budget
    - August 27, 2010 **meeting minutes for FY 2010**-2011 Budget
    - August 26, 2011 **meeting minutes for FY 2011**-2012 Budget
    - September 7, 2012 meeting minutes for FY 2012-2013 Budget
2. Evidence of the quarterly reports:
    - FY 2009-2010
    - FY 2010-2011
    - FY 2011-2012
    - FY 2012-2013
3. Evidence of the Louisiana Legislative Auditor's auditing the LSU System, in the Management **Letter of the** Louisiana State University System for 2010-2011. On the first page of its executive summary, the Management Letter indicates that LSU Eunice had no findings.
4. Management Letter for 2011-2012.

Sources (In Order of Appearance)

- 📄 Section 5 LA Constitution Board of Regents
- 📄 Louisiana Constitution of 1974 Article VIII section 12
- 📄 LSU Board of Supervisors Bylaws & Regulations 2008 (Page 10)
- 📄 LSU Board of Supervisors Bylaws & Regulations 2008 (Page 39)
- 📄 H.B. 1 2012

- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 17)
- Louisiana Legislative Auditor Website
- R.S. 44:1
- EX 8-27-2009 BOS Meeting Minutes Fiscal Stability
- Budget FY 2009-2010
- EX 8-27-10 BOS meeting minutes fiscal stability
- Budget FY 2010-2011
- EX 8-26-11 BOS meeting minutes fiscal stability
- Budget FY 2011-2012
- EX 9-7-12 BOS meeting minutes fiscal stability
- Budget FY 2012-2013
- FY 2009-2010 Quarterly Revenues and Expenditures
- FY 2010-2011 Quarterly Revenues and Expenditures
- FY 2011-2012 Quarterly Revenues and Expenditures
- FY 2012-2013 Quarterly Revenues and Expenditures (Quarters 1 and 2)
- 2010-2011 Legislative Management Letter (Page 4)
- 2011-2012 Legislative Management letter (Page 4)
- Management Letter
- State Constitution of 1974 section 7 Creation of LSU and Board appointment

3.2.2.3

Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The Administrative Organizational Flowchart for LSU Eunice is provided here.

In addition to the LSU Board of Supervisors' **Bylaws and Regulations, LSU Eunice has 86** Policy Statements (PS) establishing policy for the institution - five of which are new and are in the review process having been approved by Academic Council.

- PS 82: Definition of a Credit Hour
- PS 83: Grants and Sponsored Programs
- PS 84: Substantive Change
- PS 85: Distance and Correspondence Education: Student Charges Associated with Identity Verification
- PS 86: LSU Eunice Compliance with SACSCOC Policies

As PS 55 states, "LSU Eunice policy statements apply to all LSU Eunice personnel, programs, and facilities regardless **of their funding source" (see line 1). As the** Administrative Organization Flowchart suggests, the legal and operating responsibilities for all LSU Eunice policies, control, and management reside in four primary areas. Three of the four areas fall under the Vice Chancellors for Academic Affairs, Business Affairs, and Student Affairs and Enrollment Services. These three areas flow through the Chancellor, to the President, and then to the Board of Supervisors; **several departments report directly to the Chancellor. According to** PS 3 under "The Administration" (line 63),

> Administrative officers of the University exist primarily to execute the broad administrative and educational policies determined by the Board of Supervisors so as to utilize public funds to maximal advantage and to facilitate the educational and scholarly work of the faculty. For administrative purposes the University is divided into inter-related structures, each headed by a Vice Chancellor, Director, Coordinator, or Division Head.

The Chancellor

Article VII, Section 4-b of the LSU Board of Supervisors' Bylaws and Regulations requires that

> As the administrative head of a campus, the Chancellor shall be responsible to the Board through the President for the effective execution of: all laws relating to Louisiana State University System; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the System, and for the governance of all of its campuses; and all policies, rules, regulations, directives, and memoranda issued by the President. The Chancellor's discretionary power shall be broad enough to enable him to meet his extensive responsibilities. In the performance of his duties and responsibilities, the Chancellor shall have direct access to the President. He shall be the official medium of communication between the President and all personnel of his campus.

In addition, Article VII, Section 4-f states that

> Within the framework of the functions and programs assigned to each campus by the Board and the President, the Chancellor shall implement educational and administrative policies for his campus. He shall prepare an organizational chart of the major divisions of the campus and shall designate such duties and responsibilities as he deems proper.

The Chancellor, according to PS 3's items 4 and 5 (line 87), through the President and the Board of Supervisors, is responsible for executing "all resolutions, rules, and regulations adopted by the Board…and all policies, rules, **regulations, directives, and memoranda issued by the president." This also includes the preparation of the budget.** Part II, Chapter VIII of the Bylaws and Regulations establishes specific policies governing affiliated organizations and foundations that report directly to the Chancellor.

Academic Policy and the Faculty

Subject to the superior authority of the Board of Regents as stated in the Louisiana state constitution (Article VIII, 5-D-1 and -2) and the Board of Supervisors as stated in Bylaws and Regulations (Part II, Chapter 1, Section 1-2.2b), the faculty of the LSU System and LSU Eunice are responsible for educational policy. This is also stated in PS 3. In addition, Section I of the Curriculum Development Manual states that "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." Section I states the general procedure for curriculum changes, including a step for the SACS Liaison to determine if a change requires notification of SACSCOC. Section II is a copy of the SACSCOC substantive change policy for general information.

Vice Chancellor for Academic Affairs

PS 3, items 2 and 3 (line 120) state that the Vice Chancellor for Academic Affairs is responsible for the execution and implementation of all regulations, policies, directives, and memoranda dealing with academic matters. In item 7 (line 136), the Vice Chancellor is also responsible for changes, additions, or deletions in the courses and curricula and all policies associated with selective admissions in the Nursing and Allied Health programs (item 11, line 146). Additional information on this admissions policy can be found in PS 40: Nursing and Allied Health Programs Selection Committee Membership and Responsibility Guidelines. PS 3 further states that division and academic department heads (line 223) are to formulate and administer policies for their own departments (item 3, line 237) through the affected faculty and the Vice Chancellor for Academic Affairs.

Vice Chancellor for Student Affairs and Enrollment Services

PS 3 item 1 (line 193) states that the Vice Chancellor for Student Affairs and Enrollment Services is responsible for the policies, rules, directives, and memoranda issued by the Chancellor that affect various issues of student life such as student personnel services, financial aid, recruiting, scholarships, residential life, student activities, enrollment management, and campus security. Departments under the Vice Chancellor may also administer policies for their own department through the affected constituencies and the Vice Chancellor for Student Affairs and Enrollment Services.

Vice Chancellor for Business Affairs

PS 3 also defines the responsibilities of the Vice Chancellor for Business Affairs. Item 1 (line 161) indicates that the Vice Chancellor executes all policies, rules, directives, and memoranda issued by the Chancellor dealing with the physical plant and its operation and purchasing procedures. Item 3 (line 169) includes all fiscal matters related to LSU Eunice. Items 3 and 6 (line 178) include the responsibility for the operational and fiscal aspects related to auxiliaries.

Review of All Policy Statements

The procedure for the annual review of all policy statements is stated in PS 55. Academic Council reviews all academic policies (line 9) and each administrative officer reviews nonacademic policies in their areas of responsibility (line 4). Revised policies are then sent to the Chancellor's office for review (line 21). Policies are then sent campus-wide for review by Faculty and Staff Senates, Academic Council, Administrative Council, and Faculty Council. If there are no comments on a revised policy after 30 days, the Chancellor issues the revised policy statement. If comments do exist, then implementation of the policy may delayed until the constituency filing the comment has time to voice any concerns. All identified constituencies may also comment on a policy after it has been implemented, thus initiating a review process outside of the normal time line. New policies are treated in much the same way as the revision of existing policies.

Evidence

1. Campus review of all policy statements updated in 2012
2. Academic Council notice of policy review for 2012
3. Student Affairs agenda item for review of policy statements in 2012
4. Agenda for the examination and review of policies under the responsibility of Academic Council (March 2011)
5. Example of policy statement review from Paul Fowler (February 2011)
6. Student Affairs agenda item for review of policy statements in 2011
7. Example of a request for examination and review of policies under the responsibility of Business Affairs (March 2012)
8. Campus review for all policy statements updated in 2011
9. Meeting minutes for the examination and review of policies under the responsibility of Academic Council (April 2010)
10. Campus review for all policy statements updated in 2010
11. Faculty Senate reviewing and approving changes to PS 12 (items III-2 & 3) and Faculty Council approving changes (item III)

Sources (In Order of Appearance)

- LSU Eunice Organizational Chart
- INDEX of LSU Eunice Policy Statements
- 2-22-13 Academic Council Meeting Minutes
- NO82
- NO83
- NO84
- NO85
- NO86
- NO55
- NO03 (Page 2)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
- NO03 (Page 3)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 55)
- State of Louisiana Constitution 1974 Article VIII 5 BoR
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 20)
- NO03
- Curriculum Development Procedures Section 1 General Policy
- Curriculum Development Procedures Section II Substantive Change
- NO03 (Page 4)
- NO40
- NO03 (Page 6)
- NO03 (Page 5)
- 10-2-12 email campus review of policy statements
- July 16, 2012 email on policy statement revisions
- Student Affairs Staff Meeting May 15, 2012
- 3-18-11 Policy Statement Academic Council Meeting Agenda
- Policy review statements from fowler 2-11
- Student Affairs Staff Meeting April 7, 2011
- Business office policy review 2012
- 4-29-11 Email for Campus to Review Policy Statements
- 4-13-10 Academic Council Meeting Minutes Policy Statements
- 5-10-10 email campus review of policy statements
- 1-25-10 Faculty Senate Meeting Minutes
- 5-5-10 Faculty Council Meeting Minutes
- State Constitution of 1974 section 7 Creation of LSU and Board appointment

3.2.3

Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The LSU Board of Supervisors is the governing body responsible for all the campuses of the LSU System. The Board complies with state laws as they pertain to definitions and expectations of appointed officials. Every new Board member takes an oath of office acknowledging the Code of Governmental Ethics per State of Louisiana R.S. 42:1162. The numerous safeguards against conflicts of interest are based on the state's Code of Governmental Ethics. The LSU Board of Supervisors' Bylaws & Regulations specifically prohibits nepotism (Part II, Chapter II, Item H-2-13), paralleling the state's statutory definition (R.S. 42:1102 [see Sections 13 and 18] and R.S. 42:1119 [see Section B-1]). Other methods of influence also are prohibited in a myriad of statutes. Board members, University employees, and their immediate family members are barred from accepting gifts of economic value in Section A-1 of R.S. 42:1111. Members of the Board may not enter into contracts or other business arrangements with any part of the LSU System per Section A-1-(a) of R.S. 42:1113. The President, according to R.S. 42:1124, is required to annually submit a financial disclosure statement to the Board of Ethics, as are the Board members according to Section A-(1) of R.S. 42:1124.2.1. Board members must also disclose any political contributions given to the appointing authority--in this case, the governor according to Section A-(1) of R.S. 42:1124.6. Board members are limited under R.S. 42:3.2 to three terms. Under the open meetings law, the Board must advertise upcoming meetings and hold them in a public forum (R.S. 42:12 and R. S. 42:14); no votes may be conducted in executive session (R.S. 42:16). The integrity of the University is protected through the Code of Governmental Ethics by prohibiting business and political arrangements benefiting the Board members and requiring public documentation of relationships and System business. Board members and employees are familiarized with the Code of Governmental Ethics through mandated annual ethics training (R.S. 42:1170).

In the event of non-compliance, Article 10, Section 24 of the Louisiana Constitution permits the impeachment of a Board member for misconduct.

Evidence of Compliance

- Ethics Disclosure paperwork for Mr. Garret Danos, Chairman, LSU Board of Supervisors 2011-2012
- Ethics Disclosure paperwork for Mr. Robert Yarborough, Chairman-Elect, Member at Large, LSU Board of Supervisors 2011-2012
- Example of recusal on March 5, 2010 and a possible explanation for the recusal.
- Oath of Office for Mr. Scott Angelle, current board member. Signed Oath of Office requires that the member has received a copy of the Louisiana Code of Ethics as required by R.S. 42:1162.

Sources (In Order of Appearance)

- 📄 oath of office
- 📄 Louisiana Code of Governmental Ethics (outline)
- 📄 R.S. 42:1162
- 📄 LSU Board of Supervisors Bylaws & Regulations 2008 (Page 33)
- 📄 R.S. 42:1102
- 📄 R.S. 42:1119
- 📄 R.S. 42:1111
- 📄 R.S. 42:1113
- 📄 R.S. 42:1124
- 📄 R.S. 42:1124.2.1
- 📄 R.S. 42:1124.6
- 📄 R.S. 42:3.2
- 📄 R.S. 42:12
- 📄 R.S. 42:14
- 📄 R.S. 42:16
- 📄 R.S. 42:1170

- Article X section 24
- Garret Danos Chair Ethics Disclosure 2011
- Robert Yarborough Ethics Disclosure 2011
- 10D4 example of recusal 3-5-10
- VP Rasmussen comment on recusal
- Scott Angelle Oath of Office
- Article X Part III section 21 Code of Ethics
- Louisiana Code of Governmental Ethics (outline) (Page 3)
- Louisiana Code of Governmental Ethics (outline) (Page 4)
- Louisiana Code of Governmental Ethics (outline) (Page 5)
- Louisiana Code of Governmental Ethics (outline) (Page 6)
- Louisiana Code of Governmental Ethics (outline) (Page 7)
- Louisiana Code of Governmental Ethics (outline) (Page 8)

3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Louisiana State University Eunice, as a member of the LSU System, is governed by the LSU Board of Supervisors. Article VIII section 7-B of the state constitution providing for the membership of the LSU Board of Supervisors, was altered on November 6, 2012
by Amendment Seven relating to H.B. 524 Section 7. The Board is now made up of two members from each Congressional district, for a total of 12, and three members-at-large appointed by the governor and approved by the state Senate, for a total membership of 15. Each member serves overlapping terms of six years. In addition, one student, elected by the student body presidents, serves a one-year term on the Board pursuant to the State Constitution's Article VIII section 8-B and has the same rights and privileges as the other Board members.

The conduct of Board members, as employees of the State of Louisiana, is subject to the ethical standards set forth in the Louisiana Code of Governmental Ethics. The form signed by each Board member when they take the oath of office acknowledges the receipt of a copy of the Code of Ethics as required by R.S. 42:1162. Members of the Board are prevented from using their position to enrich themselves, to promote external causes by using System resources, or to force System institutions or personnel to conduct illegal actions. Likewise, Louisiana R.S. 42:1116 prohibits the abuse of office by prohibiting Board members from using their position to coerce political action by employees. The President is required to annually submit a financial disclosure statement to the Board of Ethics (R.S. 42:1124), as are the Board members according to Section A-(1) of R.S. 42:1124.2.1. Board members must also disclose any political contributions given to the appointing authority, in this case, the governor per Section A-(1) of R.S. 42:1124.6. Article VII, section 14-A bars the use of state resources for personal or private-party use, which also limits the motivation and ability to assist outside interests. Board members, University employees, and their immediate family members are barred from accepting gifts of economic value R.S. 42:1111 according to Section A-(1).

The LSU Board of Supervisors' Bylaws and Regulations provides guidelines protecting the institution from influence and conflicts of interest with regard to grant administration, the management of distributable royalties, and with regard to a corporation in which LSU holds and/or acquires stock. Meeting dates, agendas, minutes, and actions of the Board of Supervisors are available on its website. Meetings are open to all who wish to attend; the minutes are made available for the public review pursuant to Article IV section 4 and 5 of the Bylaws and Regulations. Louisiana R.S. 42:12 and R.S. 42:14 require that Board meetings be open to the public, that all votes recorded, and that no proxy votes are permitted. To further ensure against concentration of power, R.S. 42:16 forbids the Board of Supervisors to vote while in executive session.

Sources (In Order of Appearance)

- LSU System Organizational Chart
- H.B. 524 Section 7
- Louisiana Code of Governmental Ethics (outline)
- Oath
- R.S. 42:1162
- R.S. 42:1116
- R.S. 42:1124
- R.S. 42:1124.2.1
- R.S. 42:1124.6
- Louisiana Constitution Article 7 Section 14
- R.S. 42:1111
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 44)
- LSU Board of Supervisors website
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 7)
- R.S. 42:12
- R.S. 42:14
- R.S. 42:16

3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The State Constitution of 1974 Article VIII section 7-B provided for the membership of the LSU Board of Supervisors prior to the approval of Amendment Seven. Board membership was amended on November 6, 2012 when voters approved Amendment Seven relating to H.B. 524 Section 7. Board membership remained at sixteen; however, the Board is now made up of two members from each of the Congressional Districts for a total of twelve and three members at large appointed by the Governor with the approval of the Senate making up 15 members. Each member serves overlapping terms of six years. In addition, one student, elected by the student body presidents serves a one-year term on the Board, pursuant to the State Constitution Article VIII section 8-B, and has the same rights and privileges as the other Board members.

Members of the LSU Board of Supervisors may exercise their responsibilities without fear of retaliatory measures, since they may be removed from office only for cause. This is guaranteed since Board members are considered to be public employees according to State Constitution (Article 10 Part I Section §2 item 5). As such, they are subject to impeachment under Article X Part III section §24-A for felony conviction, malfeasance in office, or gross misconduct.

As described in Article X Part III section §24-B, impeachment by the House of Representatives is followed by a trial in the Senate. A concurrence of two-thirds of the elected Senators is necessary to convict with immediate removal from office. Other actions authorized by law are also possible.

The definition of malfeasance in office is contained in R.S. 14:134. Examples of malfeasance in office are R.S 14:134.2 and R.S. 42:1168. An example of misconduct is section K in R.S. 24:513. According to the LSU Board of Supervisors meeting minutes, no Board member has been considered for impeachment. As a result, there is no evidence of a Board member being dismissed.

Sources (In Order of Appearance)

- The State Constitution of 1974 Article VIII Section 7
- Louisiana State University Eunice Board of Supervisors
- H.B. 524 Section 7
- State Constitution of 1974 Article VIII Section 8
- State Constitution of 1974 Article X Part 1 Section 2
- State Constitution of 1974 Article X Part III Section 24
- RS 14:134 Malfeasance in Office
- RS 14:134.2 Tampering with Evidence
- RS 42:1168 Perjury Malfeasance in Office
- RS 24:513 Legislative Auditor

3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

According to the State Constitution of 1974 Article VIII Section 5-D, The Louisiana Board of Regents has overall responsibility for coordinating the roles of postsecondary educational institutions in the state, including final approval of new degree programs, elimination of existing programs, establishment of statewide core curricular requirements, and other policy-making responsibilities. The Constitution provides that all duties and responsibilities not specifically vested in the Board of Regents be assigned to the respective management boards. Louisiana Revised Statutes (R.S.) 17:3351 and 17:3352 enumerate the powers and responsibilities of the LSU Board of Supervisors: to sue and be sued, solicit and accept donations, receive appropriations from the Legislature, borrow money and issue debt, assess student fees, purchase and lease land and equipment, employ personnel, adopt rules for students, award degrees, enter into contracts, set calendars, and all other activities related to offering an academic program. In R.S. 17:3351 Item B-1, the statute requires the Board to define "the respective rights, duties and responsibilities of the board, the various administrative officers, and the faculty."

LSU Eunice is governed by the Louisiana State University Board of Supervisors according to the Bylaws and Regulations. Part 1, Article I, Section C-4 sets policies for all campuses concerning academic and administrative organization; appointments, promotions, tenure, and other terms of employment; financial and business procedures; and other matters involving financial relationships.

The distinctions between the duties of the Board of Supervisors and the responsibilities of the administration and faculty are clearly delineated. The Board's responsibility is for policy, fiscal viability, and overall control of the System as demonstrated in Part 1, Article VII, section 8 part D-1 which defines "Significant Board Matters Requiring Approval by the Board" to include matters related to contracts (item 2), matters related to intellectual property (item 3), matters related to personnel (item 4), and other matters such as new academic degree programs or affiliations (item 5). Fiscal and business procedures, including the operating budget, internal control of the overall budget, and budgetary audits, are defined in Part II Chapter V sections 5-1 through 5-3. Section 5-1 allows for the initial operating budget to be set and then revised per legislative changes as necessary. Upon final approval, a detailed operating budget is then prepared and approved by the Board. Section 5-2 establishes that the President through the Board is responsible for general policy relating to internal budget controls including adjusting the budget as necessary, transferring between categories, increasing or decreasing of general funds, and adjusting of restricted funds. Section 5-3 describes continuous auditing for the receipt and disbursements of funds in order to be accountable for University System resources. Additional information related to capital outlay requests is contained in Part 1, Article VII. Section 8-G notes that the Board must not only approve the funding, but also the project itself through a capital outlay prioritization process.

With the powers conferred upon the Board in Article VIII, Section 7 of the Louisiana Constitution, R.S. 17:3351, and R.S. 17:3352, the Board enacted its Bylaws and Regulations to establish the duties and responsibilities of the administration. Part 1, Article VII of the Bylaws & Regulations lists the rights, duties, and responsibilities of the administrative officers as well as various faculty councils and panels. The President of the System and the Chancellor are empowered sufficiently to meet their extensive responsibilities. The daily operations of the LSU System are entrusted to the President, who "shall be responsible to the Board for the conduct of the System in all of its affairs, and shall execute and enforce all of the decisions, orders, rules, and regulations of the Board" (Bylaws and Regulations, Part 1, Article VII, section 2-a).

The Chancellor is the chief executive officer of the University, responsible for administering the units of the institution and reporting to the President. The Chancellor also establishes academic policies in consultation with the faculty and appoints personnel to execute those policies.

In addition, the Bylaws and Regulations Part 1, Article VII, Section 4-b lists these responsibilities thus:

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

Although personnel actions, budgets, and other major decisions are subject to approval by the System President and by the Board of Supervisors, the *Bylaws and Regulations* gives authority to the Chancellor and to the Faculty Council to administer and implement policy on the LSU Eunice campus. Throughout its history, LSU Eunice has been allowed by the Board of Supervisors to exercise appropriate internal authority over its operations without interference from the Board.

The authority and responsibilities of the administration and faculty are described in PS 3: Responsibilities and Concerns of University Personnel. Further guidance is provided in the Employee Handbook about the roles of administration, faculty, and staff.

Evidence

1. LSU Board of Supervisors approving fiscal matters from August 26, 2011 general operating budget and October 21, 2011 capital outlay
2. Board of Supervisors approving contract matters involving a lease of land from March 5, 2009
3. Board of Supervisors approving an academic matter from March 6, 2008
4. LSU Eunice Administrative Council meeting minutes from April 11, 2011 discussing policy change on summer hours of operation (item 4)
5. Academic Council meeting minutes from September 9, 2010 discussing programmatic outcomes (item iii), late registration policy change (item IV), and the need for criminal background checks for all new employees.
6. Faculty Council meeting minutes from August 15, 2011 discussing the graduation rate calculation (items B-1 and 2), reaffirmation process (item B-3), statewide common course numbering system (item B-5), budget process (item C-1), disruptive students (item D-2), student financial aid (items D-2 through 4), and elections (item III).
7. Faculty Council minutes from November 30, 2011 discussing the need for a tobacco-free campus (items B-1-f through g), curriculum changes (item C), La GRAD Act (item E-11), preliminary meetings on QEP topics (item F-8), faculty transcripts (item F-11), and learning outcomes (items F-12 and 13).
8. Faculty Senate minutes from April 2, 2012 discussing tuition waivers (item I-a-iii) and curriculum changes (item II-a).
9. Staff Senate minutes from March 29, 2012 discussing finances, Vice Chancellor for Academic Affairs search, and Community Day.

Sources (In Order of Appearance)

Article VIII Section 5 Board of Regents
R.S. 17:3351
R.S. 17:3352
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 4)
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 14)
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 15)
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 39)
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 17)
State Constitution of 1974 section 7 Creation of LSU and Board appointment
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 10)
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
NO03
LSU Eunice 2012 Employee Handbook (Page 13)
LSU Eunice 2012 Employee Handbook (Page 46)
LSU Eunice 2012 Employee Handbook (Page 57)
Example of Board Action related to Operating Budget
Example of Board Action related to Fiscal Matters
Example of Board Action related to Contract Matters
Example of Board Action related to Academic Programs
Administrative Council Minutes - April 11 2011
9-9-10 Academic Council Meeting Minutes
8-15-11 Faculty Council Minutes
11-30-11 Faculty Council Meeting Minutes
4-2-12 Faculty Senate Meeting Minutes
3-29-12 Staff Senate Minutes
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 1)

3.2.7

Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Part I, Article VII of the LSU Board of Supervisors' Bylaws and Regulations enumerates the rights, duties, and responsibilities of the principal officers of the LSU System. Article VII, Section 4 delineates the duties of the Chancellor on each campus. Article VIII establishes the rights, duties, and responsibilities of academic staff. Part II, Chapter 1 establishes the academic and administrative organization, including the structure of the Faculty and Administrative councils. The Faculty Senate is an elected standing committee of the Faculty Council.

Article VII, Section 4-f charges the Chancellor with preparing an organizational chart: "He shall prepare an organizational chart of the major divisions of the campus and shall designate such duties and responsibilities as he deems proper." The overall organizational structure of the LSU Eunice campus is illustrated in an organizational chart published in the Employee Handbook and in the 2012 Fact Book. Academic policies are administered by the Vice Chancellor for Academic Affairs. Business policies are administered by the Vice Chancellor for Business Affairs. The Vice Chancellor for Student Affairs and Enrollment Services implements policies related to non-academic pursuits of students. The Chancellor has final campus responsibility for the administration of policies consistent with the authority given by the LSU Board of Supervisors.

The responsibilities of the faculty and administration are delineated in PS 3: Responsibilities and Concerns of University Personnel (line 1 for faculty, line 62 for administration). The responsibilities of the Faculty Senate are defined in its constitution, published in the Employee Handbook. PS 55: Policy Statements describes the procedures for implementing new policy statements and revising current statements. PS 55 also gives administrative officers "the responsibility for reviewing annually the policy statements which affect their areas of responsibility and for making recommendations for changes through appropriate channels to the Chancellor." Annually, at the last meeting of the academic year, the Chancellor meets with the Faculty Council membership to outline and discuss, with the participation of the vice chancellors, any policy statement changes that were recommended as an end result of the administrative review, thereby providing the faculty with final input on these recommendations before any Policy Statement changes are effected and published.

Sources (In Order of Appearance)

> LSU Board of Supervisors Bylaws & Regulations 2008 (Page 10)
> LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
> LSU Board of Supervisors Bylaws & Regulations 2008 (Page 18)
> LSU Board of Supervisors Bylaws & Regulations 2008 (Page 20)
> LSU Eunice Organizational Chart
> LSU Eunice 2012 Employee Handbook (Page 82)
> LSU Eunice 2012 Fact Book (Page 36)
> NO03
> LSU Eunice 2012 Employee Handbook (Page 64)
> NO55

3.2.8

Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Administrative and academic officers are appointed to their positions as a result of rigorous nationwide searches that follow procedures established in PS 11: Search and Selection of Faculty, Administrative, Professional, and Classified Staff. The performance of administrators and academic officers is monitored on an annual basis using procedures established in PS 64: Annual Evaluation of Administrators. As a result of these procedures, LSU Eunice has been able to employ highly qualified and competent administrative officers who are subject to annual evaluations that help provide them with appropriate guidance so that they can continue to improve their performance. PS 9: Performance Evaluation of Professional and Administrative Personnel establishes procedures by which immediate supervisors annually evaluate administrators, including academic officers, as well as other professional and non-teaching academic personnel. PS 64: Annual Evaluation of Administrators establishes procedures through which administrators and academic division heads who supervise five or more faculty or professional employees are evaluated annually by their faculty and/or professional staff.

An organizational chart along with the resumes of the Chancellor, Vice Chancellors, and Academic Division Heads demonstrates that all are highly qualified with many years of experience. Their achievements confirm that they have the competence and capacity to lead Louisiana State University Eunice.

Dr. William Nunez, Chancellor
Dr. S. Renee Robichaux, Vice Chancellor for Academic Affairs
Ms. Arlene Tucker, Vice Chancellor for Business Affairs
Ms. Judy Daniels, Vice Chancellor for Student Affairs and Enrollment Services
Dr. Luciane Berg, Division Head Liberal Arts
Dr. John Hamlin, Interim Division Head, Sciences and Mathematics
Ms. Dorothy McDonald, Division Head Health Sciences and Business Technology

Table 3.2.8-1: Summary Institutional Form

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
William J. Nunez, III	Chancellor and Professor of Biology	Chief Executive Officer; exercises complete executive authority under control of the Board of Supervisors through the President of the LSU System. Specific responsibilities include: • Define the organizational structure of the University and designate duties and responsibilities as deemed proper • Appoint, promote, transfer, suspend, or dismiss all academic, administrative, and professional employees subject to confirmation by the President and the Board of Supervisors • Take and approve	Ph.D., University of North Texas Major: Immunology Microbiology Minor: Biochemistry Minor: General Biology M.S., LSU A&M Major: Microbiology Minor: Biochemistry B.S., LSU A&M Major: Zoology Minor: Chemistry	Over 42 years of higher education experience as a teacher, researcher, administrator; 40 of the years as an academic administrator, 10 years as Chairperson, Department of Biology and Health Sciences, University of Detroit; 9 years as Dean, Liberal Arts and Sciences, Missouri Western State University; 4 years as Vice Chancellor for Academic Affairs Indiana University, Kokomo; and 17 years as Chancellor, LSU Eunice.

				personnel actions relating to classified and unclassified personnel in the University			
				• Execute all laws relating to the University; all resolutions, policies, rules, and regulations adopted by the Board of Supervisors; and all policies, rules, regulations, directives, and memoranda issued by the President			
				• Prepare the budget, and execute the budget approved by the President and the Board of Supervisors			
				• Hold membership on all faculties, and serve as Vice-Chair of the Faculty Council			
				• Serve as custodian of all official records of the University except those assigned to a particular department or division			
				• Serve as the final appellate authority on all grievances and disputes within the institution			
				• Supervise and certify compliance with all affirmative action/equal opportunity provisions and regulations of federal agencies			
				• Appoint committees to assist or advise as necessary			
				• Provide for the control, maintenance, and supervision of movable property.			
				• Serve as the medium of communication between the President and all campus personnel			
				• All other duties and actions, as required, to achieve the role,			

		scope and mission of LSU Eunice		
S. Renee Robichaux	Vice Chancellor for Academic Affairs	The Vice Chancellor for Academic Affairs serves as the chief academic officer of the University; and, in the absence of the Chancellor, acts on **his/her behalf. The** specific duties and responsibilities include: • Hold membership in all faculties of the University • Execute all regulations, policies, rules, directives, and memoranda dealing with academic matters, assessment, and grants issued by the Chancellor • Implement educational policy for the University • Make recommendations to the Chancellor concerning the appointment, promotion, transfer, suspension, or dismissal of all employees assigned to the jurisdiction of the Office of Academic Affairs • Make recommendations to the Chancellor concerning the organization of the academic units of the University and the duties and responsibilities of division and department heads • Advise the Chancellor with respect to the preparation and execution of the budget in academic divisions • Supervise additions, deletions, and changes in courses and curricula • Call and preside over meetings of the Academic Council • Make	Ph.D., University of Louisiana Lafayette M.S., University of Louisiana Lafayette B.S., Louisiana Tech University	Over 18 years of experience in higher education as a teacher, researcher and academic administrator; four years as Research Assistant Chemist and Quality Control Supervisor, Food Industry.

		recommendations to the Chancellor concerning the academic calendar of **the University** • Assume responsibility for the academic content of the University *Catalog* and other academic publications, including those of the academic divisions • Coordinate all admission policies and procedures including those associated with selective admissions **programs** • Adjudicate academic appeals and such other grievances as **properly come forth** • Adjudicate questions of jurisdiction among academic units at this institution • Adjudicate matters relating to residence and admission • All other duties as assigned by the Chancellor		
Arlene C. Tucker	Vice Chancellor for Business Affairs	The Vice Chancellor for Business Affairs serves as the chief fiscal officer and is responsible to the Chancellor for all fiscal and business affairs of **the University. The** specific responsibilities include: • Execute all regulations, policies, rules, directives, and memoranda issued by the Chancellor dealing with fiscal matters, with the operation of the physical plant, with purchasing procedures, and with personnel and services under her **direction** • Make recommendations to the Chancellor concerning personnel actions, including	B.S. in Accounting, University of Southern Mississippi M.S. in Business Administration, University of Southwestern Louisiana A.A., Louisiana State University Eunice	Over 19 years of experience as Vice Chancellor for Business Affairs, LSU Eunice; four years of experience as the Registrar, Director of Admissions, and Assistant Professor of Accounting, LSU Eunice; three years of experience as Registrar and Director of Admissions/Assistant to Director of Academic Affairs and Services; seven years of business experience in accountancy and office management.

| | | the appointment, promotion, transfer, suspension, or dismissal of all employees under her **jurisdiction**
• Make recommendations to the Chancellor concerning fiscal policies, all aspects of the physical plant, purchasing, auxiliaries, and other services under her jurisdiction
• Manage the financial affairs of the University; devise and install suitable accounting systems to properly reflect business **transactions**
• Adjudicate questions of jurisdiction within the Office of **Business Affairs**
• Assume responsibility for the financial management of the auxiliary enterprises
• Prepare and properly execute the budget operations of the **University**
• Determine general policies relating to minor construction and renovation projects on the **campus**
• Work with the Eunice Student Housing Foundation in the exercise of its fiduciary and administrative responsibility for the operation of Bengal Village
• Supervise classified personnel, operations, and maintenance operations
• All other duties as assigned by the Chancellor | | |
| Judy Daniels | Vice Chancellor for Student Affairs and Enrollment | Provide administrative supervision and general management of student service areas including Student Affairs, | Certified as a Licensed Professional Counselor Supervisor | Over 35 years of professional experience in Student Affairs administration, Counseling, Enrollment |

| | | Services | Enrollment Services and Orientation, Financial Aid, Student Development, Veterans Affairs, Student Activities and Organizations, Campus Security, and Campus **Housing.**
Other duties and responsibilities include:

• Execute all regulations, policies, rules, directives, and memoranda issued by the Chancellor which deal with student personnel services, financial aid, recruiting, guidance and testing, scholarships, student and residential life, campus security, student activities, enrollment management, and other matters assigned to the Office of Student Affairs and Enrollment Services
• Make recommendations to the Chancellor concerning the appointment, promotion, transfer, suspension, or dismissal of all professional employees under the jurisdiction of the Office of Student Affairs and **Enrollment Services**
• Administer and make recommendations to the Chancellor concerning the organization of the Student Affairs and Enrollment Services units dealing with student personnel services, financial aid, counseling, enrollment management, guidance and testing, recruitment, institutional liaisons, campus security, and student activities, as well as | Licensed Professional Counselor

M.S., Counseling, University of Louisiana Lafayette

B.S., Psychology, University of Louisiana Lafayette | Services, Residential Life, Student Organization Management, Activity Planning, and Student Judicial Affairs at three public universities in Louisiana. | |

		the assessment of the effectiveness of each of these **program areas** • Advise the Chancellor with respect to planning and implementation of the budget in Student Affairs and Enrollment Services **units** • Adjudicate student appeals and other grievances appropriate to student personnel **services** • Adjudicate questions of jurisdiction within the units of the Office of Student Affairs and **Enrollment Services** • Administer the scholarship, grants, and student **personnel programs** • Administer the campus security program. • Other duties as assigned by the Chancellor		
Luciane Berg	Head, Division of Liberal Arts	The Division Head is responsible to the Chancellor through the Vice Chancellor for **Academic Affairs. She is** the chief executive officer of her division, holds office at the pleasure of the LSU Board of Supervisors, and is responsible for all aspect **of the division. Specific** duties and responsibilities include the following: • Assume leadership in the development of the programs of the division; coordinate and integrate the activities of her unit • Promote excellence in teaching, research and scholarship, student services, and related activities of the division and departments	Ph.D., Human Development and Family Studies, The Pennsylvania State University M.S., Human Development and Family Studies, The Pennsylvania State University B.S., Psychology, University of Pittsburgh	Over 15 years of experience in higher education teaching, research, administration: four as Division Head, LSU Eunice; two as Department chairperson, Southern Utah University (SUU); four as Associate Professor, LSU **Eunice; seven as** Associate Professor and four as Assistant Professor, SUU.

- Formulate and administer policies for the division, either on her own initiative or as directed by appropriate authority, with due consideration for the prerogatives of the faculty and staff with regard to policy and/or accreditation guidelines/ **requirements**
- Forward to the Chancellor, through the appropriate Vice Chancellor, recommendations concerning actions relating to all personnel in the division (with approval or disapproval) together with a statement of reasons **as appropriate**
- Serve as the communications officer for all official business within the division and with other University authorities
- Certify the compliance of individual students with requirements for graduation, after receiving the recommendation of the divisional faculty
- Serve as a member of the Academic Council
- Appoint such committees from the division as is necessary or desirable
- Assume general supervisory responsibility for employees within the division
- Consider appeals by students according to established procedures
- Implement, with approval, such policies and take such actions as are necessary to assure the personal safety

| | | | of other members of the campus **community**
• Annually review the performance of personnel under the supervision of the department heads
• Establish and maintain appropriate records in the **division's files**
• Serve as the custodian of all University property which is located in facilities of the division and not specifically assigned to another administrative office

• Perform such duties as are required to increase the effectiveness and significance of the division 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**
• Recommend all appointments, promotions, dismissals, leaves, salaries and salary adjustments, and all other personnel actions relating to the departmental **staff**
• Call and preside over all meetings of the **department**
• Prepare and execute the budget of the department or **division**
• Assume responsibility for the appropriate academic student **advising in the unit**
• Assign specific duties to members in the division, and define the members' overall | | | |

		responsibilities to **the University** - Insure that division course offerings, curricula, and other departmental matters are accurately reflected in the **University** *Catalog* - Prepare class schedules, teaching schedules, and **academic loads** - Recommend changes in courses and curricula originating **in the division** - Oversee the registration and progress of students in the division, and act for the faculty (after appropriate consultation) in approving exceptions or substitutions in students' degree programs		
John A. Hamlin	Interim Head, Division of Sciences and Mathematics	The Division Head is **responsible to the** Chancellor through the Vice Chancellor for Academic Affairs. He is the chief executive officer of his division, holds office at the pleasure of the LSU Board of Supervisors, and is responsible for all aspect **of the division. Specific** duties and responsibilities include the following: - Assume leadership in the development of the programs of the division; coordinate and integrate the **activities of his unit** - Promote excellence in teaching, research and scholarship, student services, and related activities of the division and departments - Formulate and administer policies for the division, either on his own initiative or as directed by	Ph.D., Cellular, Molecular and Developmental **Biology, Tufts** University B.S., Zoology, Louisiana State **University A&M**	Six years of **teaching experience;** developer and instructor of Early Start program, Ville Platte High School/LSU Eunice

| | | | | appropriate authority, with due consideration for the prerogatives of the faculty and staff with regard to policy and/or accreditation guidelines/ **requirements**
• Forward to the Chancellor, through the appropriate Vice Chancellor, recommendations concerning actions relating to all personnel in the division (with approval or disapproval) together with a statement of reasons **as appropriate**
• Serve as the communications officer for all official business within the division and with other University authorities
• Certify the compliance of individual students with requirements for graduation, after receiving the recommendation of the divisional faculty
• Serve as a member of the Academic Council
• Appoint such committees from the division as is necessary or desirable
• Assume general supervisory responsibility for employees within the division
• Consider appeals by students according to established procedures
• Implement, with approval, such policies and take such actions as are necessary to assure the personal safety of other members of the campus **community**
• Annually review the performance of personnel under the | | | | |

| | | | | supervision of the department heads
• Establish and maintain appropriate records in the **division's files**
• Serve as the custodian of all University property which is located in facilities of the division and not specifically assigned to another administrative office

• Perform such duties as are required to increase the effectiveness and significance of the division 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**
• Recommend all appointments, promotions, dismissals, leaves, salaries and salary adjustments, and all other personnel actions relating to the departmental **staff**
• Call and preside over all meetings of the **department**
• Prepare and execute the budget of the department or **division**
• Assume responsibility for the appropriate academic student **advising in the unit**
• Assign specific duties to members in the division, and define the members' overall responsibilities to **the University**
• Insure that division course offerings, curricula, and other departmental | | | |

		matters are accurately reflected in the **University** *Catalog* - Prepare class schedules, teaching schedules, and **academic loads** - Recommend changes in courses and curricula originating **in the division** - Oversee the registration and progress of students in the division, and act for the faculty (after appropriate consultation) in approving exceptions or substitutions in students' degree programs		
Dorothy G. McDonald	Head, Division of Health Sciences and Business Technology	The Division Head is responsible to the Chancellor through the Vice Chancellor for **Academic Affairs. She is** the chief executive officer of her respective division, holds office at the pleasure of the LSU Board of Supervisors, and is responsible for all aspect **of the division. S**pecific duties and responsibilities include the following: - Assume leadership in the development of the programs of the division; coordinate and integrate the activities of her unit - Promote excellence in teaching, research and scholarship, student services, and related activities of the division and departments - Formulate and administer policies for the division, either on her own initiative or as directed by appropriate authority, with due consideration for the prerogatives of the faculty and staff with	M.A., Organizational Management, University of Phoenix B.A., Health Care Administrator, Ottawa University A.S., Respiratory Care, Technology Delgado Community College	Over 30 years of experience in healthcare management, respiratory therapy, and **higher education: four** years of experience as Division Head; eight as Assistant Professor, Delgado Community College and Nichols State University; and four as Associate Professor, LSU Eunice.

| | | | | regard to policy and/or accreditation guidelines/ **requirements** | | | |
				• Forward to the Chancellor, through the appropriate Vice Chancellor, recommendations concerning actions relating to all personnel in the division (with approval or disapproval) together with a statement of reasons **as appropriate**			
				• Serve as the communications officer for all official business within the division and with other University authorities			
				• Certify the compliance of individual students with requirements for graduation, after receiving the recommendation of the divisional faculty			
				• Serve as a member of the Academic Council			
				• Appoint such committees from the division as is necessary or desirable			
				• Assume general supervisory responsibility for employees within the division			
				• Consider appeals by students according to established procedures			
				• Implement, with approval, such policies and take such actions as are necessary to assure the personal safety of other members of the campus **community**			
				• Annually review the performance of personnel under the supervision of the department heads			
				• Establish and maintain appropriate records in the			

			division's files			
			• Serve as the custodian of all University property which is located in facilities of the division and not specifically assigned to another administrative office			
			• Perform such duties as are required to increase the effectiveness and significance of the division 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**			
			• Recommend all appointments, promotions, dismissals, leaves, salaries and salary adjustments, and all other personnel actions relating to the departmental **staff**			
			• Call and preside over all meetings of the **department**			
			• Prepare and execute the budget of the department or **division**			
			• Assume responsibility for the appropriate academic student **advising in the unit**			
			• Assign specific duties to members in the division, and define the members' overall responsibilities to **the University**			
			• Insure that division course offerings, curricula, and other departmental matters are accurately reflected in the **University** *Catalog*			
			• Prepare class			

		schedules, teaching schedules, and **academic loads** • Recommend changes in courses and curricula originating **in the division** • Oversee the registration and progress of students in the division, and act for the faculty (after appropriate consultation) in approving exceptions or substitutions in students' degree programs		

Sources (In Order of Appearance)

- NO11
- NO64
- NO09
- LSU Eunice Organizational Chart
- Dr. William Nunez CV
- Dr. Renee Robichaux CV
- Ms. Arlene Tucker CV
- Ms. Judy Daniels CV
- Dr. Lucaine Berg CV
- Dr. John Hamlin CV
- Ms. Dorothy McDonald CV

3.2.9

Governance and Administration: Personnel appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice publishes policies regarding appointment, employment, and evaluation of all personnel. In accordance with PS 55: Policy Statements, all policy statements are reviewed and if necessary revised annually through a review process. The implementation of new policy statements involves the steps outlined in PS 55: Policy Statements. All policy statements are accessible to employees from the campus "S" drive.

University employment policies for all personnel are subject to a variety of external laws and regulations. LSU Eunice adheres to all applicable federal laws and regulations pertaining to employment in higher education, including requirements of the United States Equal Employment Opportunity Commission and the United States Department of Education. As an entity of state government, LSU Eunice is also subject to all applicable laws and regulations regarding employment with the State of Louisiana. As a member institution of the Louisiana State University System, employment policies for LSU Eunice must also be consistent with LSU System Permanent Memoranda.

Specific System personnel policies and PM 23: Ranks, Provisions, and Policies Governing Appointments and Promotions of Academic Staff focus on appointments. LSU Eunice PS12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members covers the recruitment of faculty personnel. PS 11: Search and Selection of Faculty, Administrative, Professional, and Classified Staff addresses the appointment of other personnel. The search and selection of faculty, administrative, professional, and classified staff are guided by a search process checklist, completed each step of the way by a search chair. As per the Faculty Senate By-Laws and Constitution, the Faculty Senate Academic Policies Committee is also charged with reviewing and recommending changes in all academic policies, including appointment, employment, and evaluation of personnel.

The Human Resource Office conducts orientation sessions for all new personnel at the start of the fall semester, informing them of various policies and procedures regarding employment. LSU Eunice also maintains an online Employee Handbook of information regarding benefits, employment policies, evaluations, and support services. A separate section devoted to faculty discusses appointment, promotion, tenure, and responsibilities. The Office of Continuing Education also conducts orientation sessions for all adjunct instructors as well as providing an online handbook that addresses evaluation of faculty.

Statements related to the institution's commitment to positive employment practices include the following:

- Equal Employment Opportunity;
- American with Disabilities Act of 1990;
- Family and Medical Leave Act of 1993;
- Sexual Harassment and Violence in the Workplace policies.

In assessing the performance of administrative and professional employees, LSU Eunice publishes the following policy statements:

PS 9: Performance Evaluation of Professional and Administrative Personnel
PS 79: Performance Evaluation System for Classified Employees
PS 64: Annual Evaluation of Administrators.

In assessing the performance of all LSU Eunice employees, various evaluation forms are utilized.

Sources (In Order of Appearance)

NO55
Policy Statement Review Process 2012
Drive S - Policy Statements
pm-23 11132009
NO12
NO11
Search Process Checklist 2011

FacSenCommittees
FacSenate Minutes10-01-25
NewFacultyandStaffOrientation2011
LSU Eunice 2012 Employee Handbook
In-service Agenda Fall 11
AdjunctFacultyHandbook2012
LSU Eunice 2012 Employee Handbook (Page 26)
LSU Eunice 2012 Employee Handbook (Page 28)
LSU Eunice 2012 Employee Handbook (Page 23)
NO67
NO09
NO79
NO64
LSU Eunice Evaluations
LSU Eunice - Job Vacancies - web page
LSU Eunice - Personnel Information - from web 2012
LSU System Permanent Memorandum Web Link
NO29
NO44
PerformanceEvaluationSystemEvaluationForm2012
Personnel Evaluation Forms
Personnel Evaluation Forms
pm-55.doc

3.2.10

Governance and Administration: Administrative staff evaluations
The institution periodically evaluates the effectiveness of its administrators.

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
As provided in PS 64: Annual Evaluation of Administrators, administrators with five or more professional employees are evaluated annually as a means of improving administrative effectiveness and leadership capability. Academic division heads are evaluated as part of this process as well. Evaluations are completed by faculty, professional staff, and division head secretaries who have been employed for at least four months at their current position under the administrator being evaluated. Faculty evaluating administrators must have been employed with an instructional load of at least 50% for that period (see lines 4-8 in PS 64: Annual Evaluation of Administrators).

The standard evaluation form covers personal characteristics, administrative leadership and planning, work efficiency, human relations, and general performance. The form also provides space for written comments (PS 64: Annual Evaluation of Administrators)

In addition, each vice chancellor evaluates administrators under his or her authority, and the Academic Council evaluates the Vice Chancellor for Academic Affairs. A meeting request is included as evidence that the Academic Council met with the Chancellor in spring 2011 to evaluate the Vice Chancellor for Academic Affairs.

Furthermore, PS 9: Performance Evaluation of Professional and Administrative Personnel establishes procedures under which supervisors annually evaluate "Professional, Administrative, and Non-teaching Academic Personnel" over whom they have immediate supervisory authority (PS 9: Performance Evaluation of Professional and Administrative Personnel).

Examples of actual evaluations of a staff member, division head, and vice chancellor are attached as evidence that the evaluations are completed.

Example of a director being evaluated.
Example of a division head being evaluated.
Example of a Vice Chancellor being evaluated.

Sources (In Order of Appearance)

> NO64
> NO64 (Page 3)
> Meeting Notice of Evaluation of VCAA
> NO09
> Director of Developmental Education Evaluation 2011-2012
> Division Head Sciences Evaluation 2010-2011
> Vice Chancellor for Student Affairs Evaluation 2011-2012

3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Louisiana State University Eunice established an NJCAA (National Junior College Athletic Association) affiliated intercollegiate athletic program in 1999, with competition in women's basketball and men's baseball. Women's softball was added in AY 2005-2006. As is indicated in the organizational chart published in the Employee Handbook, the athletic director reports directly to the Chancellor. As is the case with all other programs and activities under his authority, the Chancellor has ultimate responsibility for the intercollegiate athletic program and exercises appropriate administrative and fiscal control over the program according to the LSU Board of Supervisors Bylaws and Regulations Part 1 Article VII Section 4 a and b. The athletic program is funded primarily through a self-imposed student fee, currently $9 per credit hour (maximum $108 per semester). Other funding is generated through the LSUE Foundation and fund-raising activities.

Part 2, Chapter 1-3.3 of The LSU Board of Supervisors Bylaws and Regulations establishes an Athletic Council for each campus having an intercollegiate athletic program. In accordance with these regulations, the LSU Eunice Athletic Council serves as a policy-formulating and regulatory body in all matters related to the intercollegiate athletic program. Actions of the Council are subject to final approval by the Chancellor. The 2012-2013 membership of the Athletic Council is as follows:

Ms. Rachel Andrus, M.Ed., Instructor in Health, Physical, and Recreation Education
Ms. Dotty McDonald, M.A., Head, Division of Health Sciences and Business Technology
Ms. Maura Cavell, Ph.D., Professor of English and Director of the Honors Program
Ms. Anita Dupre, Administrative Coordinator 2
Ms. Alexandra Moore, Student Government Association President
Ms. Renee Robichaux, Ph.D., Vice Chancellor for Academic Affairs and Professor of Biology
Ms. Arlene Tucker, M.B.A., C.P.A., Vice Chancellor for Business Affairs and Assistant Professor of Accounting
Mr. Jeff Willis, M.S., Athletic Director; Instructor in Health, Physical, and Recreation Education; and Head Baseball Coach
Mr. William J. Nunez, III, Ph.D., Chancellor and Professor of Biology

Additional Evidence of Compliance

Memo from Athletic Director to the Chancellor.
Signed requisition indicating control of budget and finance.
Athletic Council committee minutes from November 11, 2011.
Completed Department of Education Equity in Athletics 2011 reporting form.
Completed NJCAA form on women's basketball.
Completed NJCAA form on women's softball.
Completed NJCAA form on men's baseball.

Sources (In Order of Appearance)

- LSU Eunice Organizational Chart
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 23)
- September 14, 2012 memo to chancellor
- Requisition showing signatures
- Athletic Council Committee Minutes 11-11-11
- DOE Equity in Athletics form
- Women's basketball report
- Women's softball report

- [📄 Men's baseball report](#)

3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Louisiana R.S. 17:3351 Section A(2) enumerates the authority of the Board of Supervisors to include the solicitation and acceptance of donations. The Board and its employed System officers are empowered under Part II, Chapter VI of the LSU Board of Supervisors' Bylaws and Regulations to facilitate fund-raising. Part I, Article VII, Section 4 of the same indicates that the Chancellor is the chief executive officer of the University, vesting with him the authority over all operations including fund-raising.

At LSU Eunice, all fundraising is coordinated by the LSUE Foundation. Control of fund-raising activities is delineated in PS 60: Fundraising:

> The Foundation shall act as an umbrella organization for processing all gifts to the campus and its constituent parts, including organizations or groups established to support various campus units or functions. All such funds received by the Foundation are subject to all Foundation rules and procedures--including approvals for disbursement--as contained in the Foundation's bylaws and constitution.

> The Executive Director of the LSUE Foundation is an LSU Eunice employee, who reports to the Foundation Board of Directors and to the Chancellor. She is responsible for coordinating all fundraising efforts, which include (but are not limited to) fundraising activities conducted by the LSUE Foundation (annual fund drives, scholarships, endowments, unrestricted gifts); individual academic divisions and programs; the LeDoux Library; the Athletic Department; and the Alumni Association.

> Anyone employed by or associated with LSU Eunice who solicits funds, goods, or services from any individual, organization, company, or federal, state, or local governmental agency on behalf of the LSUE Foundation needs prior approval from the Executive Director, the Chancellor, and the LSUE Foundation Board.

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

The Bylaws of the LSUE Foundation establish additional procedures for fundraising activities. The Chancellor serves as an _ex officio_ member of the Foundation's Board of Directors and of the Foundation's Executive Committee.

Additional Evidence of Compliance
Bylaws of the LSUE Foundation
Request for Approval of Fundraising Event or Activity form

Sources (In Order of Appearance)

- RS 17:3351
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 44)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
- NO60
- LSU Eunice Organizational Chart
- ByLaws of the LSUE Foundation (Revised 02-2008)
- Request to raise funds

3.2.13

Governance and Administration: Institution-related foundations

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Based on the following narrative and documentation, the University concludes that its agreements with and evaluations of the LSUE Foundation adequately define institutional relationship, scope of responsibility, and liability.

Legal Authority, Operating Control, and Liability

Under Louisiana R.S. 17:3390, non-profit corporations may exist to support higher education institutions through fundraising. Part II, Chapter VIII of the LSU Board of Supervisors' Bylaws and Regulations outlines the relationship of affiliated organizations that raise funds in the name of and in support of the System and the University. Through a contractual arrangement known as the Uniform Affiliation Agreement, LSU permits the existence of such non-profit corporations to assist in fundraising, with the University retaining control of the relationship and the Chancellor meeting regularly with the presidents of the affiliates. LSU Eunice has two such organizations, the LSUE Foundation and the Eunice Student Housing Foundation. The relationship of organizations affiliated with the University is clearly described in Section 1.5 of the Uniform Affiliation Agreement, which confirms that each affiliate is a separate legal entity from the University. As a separate entity, the institution has no liability associated with either affiliate. Pursuant to La. R.S. 17:3390 Section B (3), organizations affiliated with the University are required to reimburse the University, either directly or in kind, for the value of any facilities, personnel, or other support provided by the University. This obligation is confirmed and clearly described in Section 3.5 of the Uniform Affiliation Agreement.

Relationship

The Bylaws of the LSUE Foundation defines the Foundation's relationship to LSU Eunice. The Foundation is "organized exclusively for charitable purposes" as defined by the IRS, with the specific purposes of working "to support programs and activities designed to receive, hold, invest, and administer property, and to make expenditures to advance, promote, or otherwise benefit Louisiana State University at Eunice."

The relationships defined in the Bylaws of the LSUE Foundation and in the Board of Supervisors' Bylaws and Regulations are clearly consistent with the mission of LSU Eunice. Furthermore, the Chancellor of LSU Eunice and the Executive Director of the LSUE Foundation serve as ex-officio members of the LSUE Foundation's Board of Directors, as required in the Bylaws of the LSUE Foundation, Article VI (A) and the Uniform Affiliation Agreement, 2:2.3.

Control of Fundraising

The administrative head of fundraising activities is the Director of Institutional Development, who also functions as the Foundation's Executive Director. The University's Organizational Chart demonstrates that this position reports directly to the Chancellor. The Foundation exists to further the following specific goals of the University, which are consistent with its mission, as enumerated in the 2011-12 Catalog:

5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
7. Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.
9. Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.

The Chancellor is authorized to periodically update fundraising priorities and communicate those needs to the administrative leadership and affiliated non-profit corporation, which then realigns efforts toward fulfillment of that goal. Perennially on the list are student financial aid and faculty and staff support funds. Funds raised by the LSUE Foundation are invested through the LSU Foundation, which is defined in Chapter VIII of the LSU Board of Supervisors' Bylaws and Regulations as an affiliated organization established to "enhance the programs, facilities and research, and educational opportunities offered by institutions of higher education."

To these ends, the LSUE Foundation is tasked with fundraising for the University. It is a non-profit, tax-exempt organization formed in 1992, pursuant to IRS non-profit requirements, (IRS Documentation of Non-Profit Status), created to support programs and activities designed to advance and promote the mission of LSU Eunice. The Foundation, under the direction of a 15-member Board of Directors,
accepts contributions from individuals, business and industry, professional groups, and philanthropic organizations. The Foundation was established in recognition that state support does not provide all the necessary resources to fund quality educational programs at public higher education institutions. The Foundation seeks funding to provide the margin of excellence for the educational and other programs of the University. Funds raised by the Foundation are used to enhance services and operations including general institutional development, community relations, faculty support, student support, and other activities.

Under PS 60: Fundraising, the LSUE Foundation "exists as a non-profit organization with the sole purpose being to enhance the fundraising efforts of LSU Eunice." Furthermore, "all activities of the LSU Eunice Foundation shall be related to the stated purposes of the College." The Foundation serves "as an umbrella organization for processing all gifts to the campus and its constituent parts, including organizations or groups established to support various campus units or functions." All funds raised for intercollegiate athletics; academic divisions; supplemental programs which support faculty and student research, library resources, cultural, artistic, and literary venues; the alumni association; endowed professorships; and scholarships, are "subject to all Foundation rules and procedures--including approvals for disbursement--as contained in the Foundation's bylaws and constitution." (This policy is currently under review; revisions may include additional procedures and documentation for all entities engaging in fundraising activities or events on the campus.)

Procurement processing and procedures for the LSUE Foundation follow PS 25: Purchases by University Personnel, wherein the Executive Director serves as the Department Head in approval of purchases by any accounts under the LSUE Foundation's umbrella. As directed by PS 25, this approval is then routed to the Vice Chancellor of Business Affairs and the Chancellor's office, as demonstrated by the Signature Authority Designation. This is also in accordance with the Bylaws of the LSUE Foundation, which states: "The Executive Director, at the direction of the Board of Directors and with additional signatures as may be required by Article X: D, may attest the execution and the name of the Foundation on all authorized contracts, deeds, mortgages, conveyances, notes, bonds, and other instruments in writing."

Additionally, under the guidelines stated in Item 5 of PS 60: Fundraising, the LSUE Foundation (see line 50),

the financial records of the Foundation are to be audited annually in a manner approved by the Board of Directors (LSUE 06-30-12). The Foundation shall [also] publish an annual report of its activities. The report shall include statements of revenues and expenditures and other standard information commonly found in annual reports. The report shall be available for public inspection and distributed to the campus community. Copies shall be available in the college library and forwarded to the LSU Board of Supervisors.

The 2011-12 LSUE Foundation Annual Report is included in the documents below.

The Director of Institutional Development, also serving as the Foundation's Executive Director, is subject to PS: 9 Performance Evaluation of Professional and Administrative Personnel, wherein "an evaluation of the performance of each professional and administrative employee will be made by the person's immediate superior. The completed Evaluation Form is to be forwarded to the next higher authority for review and comment, and then placed on record in the employee's permanent file." This assures campus leadership that the LSUE Foundation is working cooperatively with the University.

The Eunice Student Housing Foundation, Inc. serves as the owner of Bengal Village, a student apartment complex located on campus. The LSU Board of Supervisors has signed a Ground Lease Agreement with the Eunice Student Housing Foundation, Inc., in connection with $7 million in Louisiana Local Government Environmental Facilities and Community Development Authority Revenue bonds, used to finance Bengal Village. Eunice Student Housing Foundation, Inc. has articles of incorporation and bylaws. The foundation also maintains D & O Insurance to cover its board members. The apartments, which are managed by Campus Living Villages through a Management Agreement, provide opportunities for students from outside commuting distance to attend LSU Eunice. The apartments are specifically designed for student use and include a group study area. A full set of legal documents associated with the establishment of Bengal Village is available in the Office of the Vice Chancellor for Business Affairs. Eunice Student Housing Foundation, Inc. is audited (2008-09; 2009-10; 2010-11; Debt Service Coverage Ratio) annually by a private CPA firm. The financial statements of the foundation are blended with the University's financial statements. Since these are two separate entities, LSU Eunice has no liability associated with the Eunice Student Housing Foundation. Recently, an arbitrage rebate liability calculation was completed on the Series 2002 revenue bonds for the Eunice Student Housing Foundation, Inc. Project. The report concluded that there was no arbitrage rebate liability as of September 1, 2011.

Sources (In Order of Appearance)

- RS 17:3390
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 55)
- Uniform Affiliation Agreement
- Bylaws of the LSUE Foundation
- LSU Eunice Organizational Chart
- LSU Eunice Catalog 2012-2013 (Page 9)
- IRS Documentation of Non Profit Status
- NO60
- NO25
- Signature Authority Designation
- LSUE 06-30-12
- 2011-12 Annual Report of the LSUE Foundation
- NO09
- Annual Evaluation Form
- Ground Lease Agreement
- Articles of Incorporation
- Bylaws
- Management Agreement
- 2008-09 Eunice Student Housing Audit
- 2009-10 Eunice Student Housing Audit
- 2010-11 Eunice Student Housing Audit
- Debt Service Coverage Ratio
- Arbitrage Rebate Liability Calculation
- D&O Insurance

3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty and staff. (Intellectual property rights)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice, as a two-year campus of the LSU System, has a primary mission that emphasizes teaching. Nevertheless, research, writing, and artistic creation is conducted by some faculty members, for whom copyright is an important issue. The University disseminates information about current copyright law for the benefit of faculty, staff, and students who may create original works. As a two-year institution, intellectual property issues rarely involve student activities. Nonetheless, the University also has procedures and policies in place for students who may engage in original research or scholarship.

Definition of Intellectual Property

LSU Eunice is guided by PS 59: Intellectual Property in delineating intellectual property, ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. PS 59 states that faculty, professional staff, and students are bound by the policies set forth in the Bylaws and Regulations and the Permanent Memoranda of the Board of Supervisors of the LSU System.

The *Bylaws and Regulations*, Part II, Chapter VII, Section 7-2 defines intellectual property as follows:

h. "Other LSU Intellectual Property" shall mean any intellectual property, other than an LSU Invention, LSU Work, LSU Software, LSU Digital Media, LSU Database, or LSU Mark, where the events giving rise to the creation of that intellectual property are supported by LSU in whole or in part. By way of illustration only, such "Other LSU Intellectual Property" may include plant variety protection applications or certificates; semiconductor mask works; trade secrets; know how; and tangible research property (e.g., semiconductor chips, software, biological organisms, prototypes, drawings, original research records, notebooks, data, and other corporeal property that can be physically or electronically distributed).

i. "LSU Intellectual Property" shall mean, collectively, any LSU Invention, LSU Work, LSU Software, LSU Digital Media, LSU Database, LSU Mark, or Other LSU Intellectual Property.

Copyright is discussed in item b. as follows:

b. "LSU Work" shall mean any original work of authorship that is fixed in any tangible medium of expression, and that is created or produced during an activity that is supported by LSU, in whole or in part. The term "LSU Work" shall also include any copyright or other legal rights derived from such a work. The support by LSU may, for example, take the form of financial support, use of facilities, use of supplies, payment of salary, the consideration provided in a particular contract, or otherwise. "LSU Work" shall not, however, include any work deemed to be LSU Software.

LSU Eunice publishes PS 23: Copyright Policy to help clarify issues of copyright as they relate to the campus community:

In the United States, copyright law protects the authors of "original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works." This protection covers both published and unpublished works, regardless of the nationality or domicile of the author. It is unlawful for anyone to violate any of the rights provided by copyright law to the owner of a copyright.

Ownership of Intellectual Property

The Bylaws and Regulations Part II, Section 7-3 delineates ownership of intellectual property as follows:

a. LSU holds all right, title, and interest to all LSU Intellectual Property in all countries. LSU personnel shall execute any formal assignments to LSU of all right, title, and interest to any LSU Intellectual Property, and shall execute such other documents and perform such other lawful acts (at no out-of-pocket expense to the LSU personnel) as may be requested by LSU fully to secure LSU's interest in LSU Intellectual Property.

All employees and faculty members agree, by signing LSU Eunice Employee Invention and Proprietary Information Agreement, to the following:

I agree to abide by all provisions of the University's Bylaws, Policies, and Regulations regarding intellectual property which are hereby incorporated by reference and I agree: A. To disclose promptly, in writing, and assign to LSU Eunice all rights, in accordance with Chapter VII of the University's Bylaws and Regulations, Permanent Memorandum 64 and campus policy statement(s) as amended from time to time.

Further, according to PS 59, "it is the responsibility of each LSU Eunice employee and student to disclose any creation that has potential commercial value." A Technology Disclosure Form is provided with PS 59 to facilitate this requirement.

PS 23 discusses ownership of copyrighted works:

Unless a work is "made for hire," the individual who actually created the work is its "author" and may register the copyrightable work in his or her own name. If the work is "made for hire," then the employer "is considered the author"....Works "made for hire" may be copyrighted by the University, or, alternately, the University may request the employee to assign the copyright to the University. If the University declines, in writing, to copyright material "made for hire," the creator of the material may copyright the material free of any claim by the University....Questions of ownership or authorship of copyrightable material will be determined by the administrator to whom the employee in question reports. Questions of ownership by students will be determined by the Vice Chancellor for Academic Affairs. Appeals may be made to the Chancellor and to the President of the LSU System according to the procedures of PS No. 8.

PS 8: Appeal Procedures Available to Students outlines the appeal procedure for students and their rights in copyrightable material.

PS 23 clarifies and gives examples of works "Made for Hire" and works not "Made for Hire." These guidelines are available for students, faculty, and staff to determine what they may copyright and what the University may copyright.

Policies Governing the Use of Intellectual Property

Policies governing the use of intellectual property for LSU Eunice faculty, staff, and student body are contained in the following statements:

- PS 59 outlines LSU's Bylaws and Regulations and Permanent Memoranda that describe binding intellectual property policy.
- PS 23 describes guidelines for fair use of copyrighted material in classroom situations as defined by U.S. copyright law.
- PS 5: Outside Employment and Holding of Political Office

In addition, LSU Eunice, as a two-year campus of the Louisiana State University System, is bound by the LSU Board of Supervisors' *Bylaws and Regulations* (specifically Part II, Chapter VII on Intellectual Property), summarized in LSU Eunice's PS 59, and by the following LSU Permanent Memoranda:

- PM 11: Outside Employment of University Employees
- PM 15: Copyright Guidelines Regarding Electronic Learning
- PM 16: Technology Transfer
- PM 17: Fair Use of Copyrighted Material
- PM 64: LSU Intellectual Property
- PM 67: Contracts between the University and its Faculty Members

How the Institution Disseminates Policies on Intellectual Rights

The policies on intellectual rights that apply to faculty, employees, and students are disseminated via the web space of the LSU System office, the Current Students web space of LSU Eunice, the LSU Eunice network, and as part of the LSU Eunice Employee Handbook.

In accordance with PS 23, copies of "Questions and Answers on Copyright for the College Community" are available in the Office of Academic Affairs and the LeDoux Library. The policy also provides a link to the web space of the National Association of College Stores. At that site, individuals can access a digital copy of the referenced publication or order the publication in hard copy.

How the Institution Resolves Emerging Issues and Disputes Regarding Intellectual Property

The Appendix--Multiple Entities of PM 64, item (2) (d) provides a formula for allocating distributable royalties.

If the above proportions are felt to be inequitable in a given case, and the affected parties cannot agree on different proportions, the Chancellor or the Chancellor's designee (of [sic] if more than one campus is involved, the President or the President's designee) shall make an allocation among the parties based on the merits of the individual case. This allocation by the Chancellor or President shall be final and unappealable.

LSU Eunice's PS 23, in a section titled Determination of Ownership, states:

Questions of ownership or authorship of copyrightable material will be determined by the administrator to whom the employee in question reports. Questions of ownership by students will be determined by the Vice Chancellor for Academic Affairs. Appeals may be made to the Chancellor and to the President of the LSU System according to the procedures of PS No. 8.

LSU Eunice has never had any disputes involving emerging intellectual property rights since the implementation of the policies mentioned above.

How Faculty, Staff, and Students Are Informed about Intellectual Property Policies and Procedures

LSU Eunice publishes campus and System policies on intellectual property electronically, on the websites of LSU Eunice and the LSU System. The Employee Manual, which contains a list of all current policies, is also published electronically and updated annually. PS 59 attaches a Technology Disclosure Form for the use of faculty, staff, and students to meet the requirement outlined in the policy that "it is the responsibility of each LSU Eunice employee and student to disclose any creation that has potential commercial value."

Sources (In Order of Appearance)

- NO59 (Page 1)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 46)
- NO23 (Page 1)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 48)
- Signed Employee Invention Form
- NO59 (Page 2)
- NO23 (Page 2)
- NO08 (Page 2)
- NO23 (Page 3)
- NO05 (Page 1)
- pm-11.doc (Page 1)
- pm-15.doc (Page 1)
- pm-16rev1 (Page 1)
- pm-17.doc (Page 1)
- pm-64.doc (Page 1)
- pm-67.doc (Page 1)
- Students Intellectual Prop Policy
- NO23 (Page 6)
- Copyright Pub Digital Link
- Copyright Pub Order Form
- pm-64.doc (Page 5)
- Invention Agreement

3.3.1

Institutional Effectiveness

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

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice's Planning and Evaluation Model incorporates performance-based budgeting mandated for all state agencies under the Louisiana Performance Accountability System (LaPAS), which is designed to help implement Louisiana Vision 2020: State of Louisiana Master Plan for Economic Development. The 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 a wide range of ongoing assessments of its effectiveness and, guided by the assessment results, the development and implementation of plans for continued improvements in accomplishing its mission. The systematic planning and evaluation also **integrates resource planning, program evaluation, performance monitoring, and budgetary planning to enhance** institutional quality. Success in implementing the goals and objectives is then measured by effectiveness indicators that are then used in revising and developing plans for the next year. This includes revising the mission statement if necessary. Throughout the cycle, policies and procedures are adjusted if performance indicators show that expected outcomes and/or the mission are not being achieved.

Annual Planning and Evaluation Cycle

Each year the Chancellor, vice chancellors, program directors, and other unit heads develop, assess, and review goals and objectives for each unit relating to the University's mission and strategic plan. Standardized forms are used to plan annual goals and objectives for each planning unit; to identify links with the mission, strategic plan, and other planning goals; to list expected outcomes (including student learning outcomes where appropriate); to describe assessment procedures; and to indicate budget requirements. Standardized unit assessment forms are used to summarize findings and provide recommendations for improvement based on the findings.

Incorporating a Systematic Review of the Institutional Mission, Goals, and Outcomes

In the Planning and Evaluation Cycle**, the mission, goals, objectives,** and strategic plan are reviewed in October and November and revised as necessary. Using the planning forms, individual units review and revise goals, objectives, and forecasts from January through March and also develop next year's objectives and budget requests. During April, the Budget Review Committee meets to review and prioritize unit budget requests for the upcoming year.

Continuous Improvement in Institutional Quality

Although assessment continues throughout the year, individual units conduct annual performance reviews in June and July. Using the Outcomes Assessment Form, each unit assesses its outcomes in July through August, producing a summary report on its effectiveness by the end of September. In October, the institutional research staff in the Office of Information Technology compiles the reports into the Annual Summary Report on Institutional Effectiveness.

Institution Effectively Accomplishing its Mission

Providing an additional study of unit outcomes, the Administrative Council reviews the outcomes of the previous year's activities upon the completion of the Annual Summary Report in October and November and makes appropriate recommendations on the planning and evaluation paperwork of each unit as well as the mission and goals for the entire University. Finally, as a third method of assessment, the Executive Planning Committee conducts a final review of each unit, including a review of the mission statement, in preparation for the next planning cycle. The entire process involves all constituencies, with members from Academic Affairs, Student Affairs, Business Affairs,

and those administrative units falling under the Chancellor's Office.

Sample Summary Reports on Effectiveness detailing institution-**wide planning and evaluation are included below.** Additional details, such as the linkages between departmental, institutional, and strategic goals, are detailed below and in each individual example in the various subsections of this standard.

1. 2009-**2010** summary document sent to the Chancellor's Cabinet, Administrative Council meeting minutes June 27, 2012, executive team's review July 11, 2012 meeting minutes (see item 2)
2. 2010-**2011** summary document sent to the Chancellor's Cabinet, Administrative Council meeting minutes July 26, 2012, executive team's review in August 22, 2012 meeting minutes (highlighted)
3. 2011-**2012** summary document sent to the Chancellor's Cabinet, Administrative Council meeting minutes from November 27, 2012, executive team's review of December 5, 2012 (highlighted)

Improvements in Planning and Evaluation

The Planning and Evaluation Model involves campus units directly in all of its aspects, provides valuable data, and includes proper mechanisms to insure that the assessment loop is closed. The process also includes budget request forms, to provide the Budget Review Committee with better planning information. Additionally, the model 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.

Institutional Effectiveness Paperwork

In June 2012, LSU Eunice adopted the Compliance Assist Planning Module to enhance institutional effectiveness and discontinued use of its in-house system. The assessment forms for Compliance Assist were designed to appear **similar and maintain the same individual planning form elements as the previously used planning system. However, the linkages to institutional and strategic goals were slightly different. Two examples are provided to illustrate** differences in the planning software.

For 2009-2010 and 2010-2011, the LSU Eunice-based system detailed the information in the following form for each department:

- Mission
- Vision
- **Each goal linked to institutional and strategic goals**
- Budget information (if any)
- Objectives related to their goals in table form
- See the 2009-2010 sample

For 2011-**2012, the Compliance Assist web**-based planning system presented institutional effectiveness in a slightly **different fashion. The following were used for each department:**

- Vision (optional below the divisional level)
- Mission (required for all divisions and departments)
- Goals including budget information, relationship to institutional and strategic goals, and objectives for each
- Objectives including assessment, results, improvements, and documentation where appropriate

While both provide the same information, each planning form used a slightly different format. Each institutional goal, strategic goal, and departmental objective is hyperlinked in the 2011-2012 system. While each goal can be clicked to determine the relationship to the institutional and strategic goals, it is also possible to present the goals **and objectives downward by examining each of the institutional and strategic goals. In each case, all division and** departmental goals linked to a particular institutional or strategic goal will be presented in a table showing the goal type, number, name, effective dates, and provider (see Tables 3.1.1-1 and 3.1.1-2).

Table 3.1.1-2 LSU Eunice Institutional Goals

Number	Institutional Goal
1	Students complete associate degree or certificate programs prepared to enter the work force.
2	Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
3	Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
4	Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.
5	Students receive support and assistance in reaching academic, personal, career, and employment goals.
6	Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
7	Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.
8	Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
9	Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.

Table 3.1.1-2 LSU Eunice Strategic Goals

Number	Strategic Goal
1.1	Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in Fall 2009 to 3,400 by Fall 2014.
2.2	Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 5.
2.4	Increase the graduation rate (defined and reported in the National Center of Education Statistics [NCES] Graduation Rate Survey [GRS]) baseline year rate for two-year institutions (Fall 2005 Cohort) from 8% to 15% by 2014-15 (Fall 2010 cohort).
2.5	Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in AY 2008-2009 to 279 in AY 2013-14. Students may only be counted once per award level.

Each subsection of CS 3.3.1 will be broken down according to the LSU Eunice Organization Chart.

CS 3.3.1.1 will include all areas under the Vice Chancellor for Academic Affairs.

CS 3.3.1.2 will include

- All areas under the Vice Chancellor for Business Affairs
- Public Relations
- Athletics
- Institutional Development
- Information Technology
- Institutional Effectiveness

CS 3.3.1.3 will include all areas under the Vice Chancellor for Student Affairs and Enrollment Services.

CS 3.3.1.4 does not apply.

CS 3.3.1.5 will include the service portion of Continuing Education under the Vice Chancellor for Academic Affairs.

For reference, the planning documents from 2009-2010 through 2011-2012 are contained in this document.

- 2009-2010 Institutional Effectiveness Documents (124 pages)
- **2010-2011 Institutional Effectiveness Documents (150 pages)**
- 2011-2012 Institutional Effectiveness Documents (420 pages)

Sources (In Order of Appearance)

Planning and Evaluation Model
LSU Eunice Catalog 2012-2013 (Page 8)
Outcome Assessment Forms
Planning and Evaluation Cycle
LSU Eunice Strategic Plan 2011-2016
2009-2010 Summary Report
6-27-12 Administrative Council Meeting on Institutional Effectiveness
Chancellor's Cabinet Meeting July 11, 2012
2010-2011 Summary Report
7-26-12 Administrative Council Meeting on Institutional Effectiveness
Chancellor's Cabinet Minutes August 22, 2012
2011-2012 Summary Report
11-27-12 Administrative Council Meeting on Institutional Effectiveness
Chancellor's Cabinet Meeting December 5, 2012
CA Planning and Evaluation Forms
IE Sample 2009-2010
AA 2011-2012 Vision Example
AA 2011-2012 Mission Example
AA 2011-2012 Goal Example
AA 2011-2012 objective 1.1 example
Students complete associate degree or certificate programs prepared to enter the work force.
Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.
Students receive support and assistance in reaching academic, personal, career, and employment goals.
Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.
Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.
Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

- Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 5
- Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate for Two-Year institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).
- Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 279 in academic year 2013-14. Students may only be counted once per award level.
- LSU Eunice Organizational Chart
- LSU Eunice 2009-2010 IE Documents
- LSU Eunice 2010-2011 IE Documents
- LSU Eunice 2011-2012 IE Documents

3.3.1.1

Institutional Effectiveness: Educational programs

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

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

As mentioned in CS 3.3.1 and using the LSU Eunice Organization Chart, this standard will cover all units under the Vice Chancellor for Academic Affairs. Section I reviews planning, outcomes, assessment, improvements made, and evidence related to academic programs. Section II examines and provides evidence of Program Appraisals based on centrality, demand, quality, and cost. Section III shows evidence of planning and assessment related to the University's general education objectives.

SECTION I: PLANNING AND ASSESSMENT OF SELECTED ACADEMIC PROGRAMS

LSU Eunice uses a Planning and Evaluation Model to identify expected outcomes, including student learning outcomes, for educational programs, within its mission; to systematically assess achievement of those outcomes; and to effect improvement based on analysis of those outcomes following the Planning and Evaluation Cycle. The tables below comprise a summary of planning efforts across educational programs from 2009-2010 through 2011-2012 and represent a small sample of the multitude of outcomes for each academic division. While not meant to be exhaustive, each summary includes what specifically was assessed (with analysis if appropriate) and what improvement resulted. Where possible, relevant passages in the linked documentation are highlighted to emphasize student learning outcomes and the efforts to assess all students regardless whether a course is face-to-face, online, or at a remote site. Further selected information is presented below each table. For 2011-2012, links to planning goals are provided in order to connect them to the institutional and strategic goals. Objectives in each goal are linked to specific text within the table.

Academic Affairs

Table 3.3.1.1-1 summarizes the information from the Office of the Vice Chancellor for Academic Affairs.

Table 3.3.1.1-1
Planning Efforts Related to Academic Affairs

Area	2009-2010	2010-2011	2011-2012
Academic Affairs (vision and mission)	Assessment: Indirect assessment of faculty satisfaction with curriculum development, academic success, and academic advising; and of student satisfaction with instructional effectiveness Analyses: Faculty Survey Graduating Student Survey Improvement: Monitor student satisfaction with academic advising Prepare General education outcomes Prepare to implement Louisiana Transfer Degrees to increase graduation rates	Assessment: Indirect assessment of faculty satisfaction with curriculum development, academic success, and academic advising; and of student satisfaction with instructional effectiveness Analyses: Faculty Survey Graduating Student Survey Improvement: Work with faculty on academic advising Merge two degree programs into one in Business Technology Continue work with general education Implement and distribute information on Louisiana Transfer Degrees (arts and sciences)	Planning Goals 3 and 4 Assessment: Indirect assessment of faculty satisfaction with curriculum development, academic success, and academic advising; of student satisfaction with instruction; and retention Analyses: Faculty Survey Graduating Student Survey Improvement: Continue to work with faculty on academic advising Update Curriculum Development Manual with faculty input Begin focusing on retention of first time full time associate degree students per the LA GRAD Act

Faculty Understand and Participate in Curriculum Development: As indirectly measured by the faculty survey, this objective was met in the 2009-2010 academic year. A faculty committee began studying and revising general education outcomes and merging two departments. In the 2010-2011 academic year, the outcome was again met as measured by the faculty survey; general education discussions continued. Lastly, in the 2011-2012 academic year, the objective was again met in updating the Curriculum Development Manual.

Planning documents from 2009-2010 demonstrate

- Indirect assessment of faculty satisfaction
- General education outcomes were discussed on March 8, 2010

Planning documents from 2010-2011 demonstrate

- Indirect assessment of faculty satisfaction with curriculum development
- General education discussions continuing along with many materials being handed out at the September 21, 2010, meeting
- The recommendation to the Courses and Curriculum Committee on May 4, 2011, to merge two academic departments

Planning documents from 2011-2012 that demonstrate

- Goal 3 with the relationship to institutional and strategic goals and objective 3.1 on curriculum development.
- Indirect assessment of faculty satisfaction with curriculum development
- Evidence of new Curriculum Development Manual

Foster Academic Success Through Instructional Effectiveness: Even though the retention benchmarks in objectives were met in each of the 2009-2010, 2010-2011, and 2011-2012 academic years, strategies were implemented each year to further increase retention. In 2009-2010, the Louisiana Transfer Degrees were being put in place. In 2010-2011, the LaGRAD Act was being implemented in Louisiana and efforts were made to communicate the value of an Associate of Arts and the Associate of Science Louisiana Transfer Degrees to students. Lastly, in 2011-2012, efforts were made to increase the retention of first-time-in-college full-time Associate Degree students who were the primary focus of the LaGRAD Act. At the same time, the executive team negotiated with the Board of Regents to include in the LaGRAD Act retention numbers those transfer students who were not seeking degrees.

Planning documents from 2009-2010 demonstrate

- Indirect assessment of student satisfaction with instruction
- Louisiana Transfer Degrees being implemented

Planning documents from 2010-2011 demonstrate

- Indirect assessment of student satisfaction with instruction
- Curriculum "white sheets" were developed for Louisiana Transfer Degree Arts and Louisiana Transfer Degree Sciences and distributed to students

Planning documents from 2011-2012 demonstrate

- Goal 4, relationship to institutional and strategic goals: objective 4.1 dealing with indirect assessment of student satisfaction with instructional programs, and objective 4.2 on retention and the indirect assessment of student satisfaction with instruction
- Attempts at increasing first-time full-time Associate Degree seeking students
- LaGRAD Act targets presented in December 2012 (see section 1-a-i-b).

Division of Health Sciences and Business Technology

The vision and mission for the Division of Health Sciences and Business Technology support the mission of LSU Eunice by offering the following degrees, certificates, technical competency areas, and technical diplomas in the following.

- Associate of Science in Nursing
- Associate of Science in Radiologic Technology
- Associate of Science in Respiratory Care
- Associate of Applied Science in Computer Information Technology
- Associate of Applied Science in Fire and Emergency Services
- Associate of Applied Science in Management
- Certificate of Applied Science in several fields of study ranging from Arson Investigation to Diagnostic Medical Sonography
- Certificate of Technical Studies in several fields of study ranging from Accounting and Financial Management to Total Quality Management
- several non-degree technical competency areas and technical diplomas ranging from Accounting Controls and Supervision to Quality Environmental Health and Safety Leadership (2012-2013 Catalog, pp. 56-97).

Table 3.3.1.1-2 summarizes planning efforts from 2009-2010 through 2011-2012. Again, the samples below are meant to provide evidence of planning and are not exhaustive. The samples detail the assessment of student learning outcomes where appropriate, the results of the assessment, whether or not the outcome was met, and a plan for improvement or changes.

Table 3.3.1.1-2
Planning Efforts for Health Sciences and Business Technology

Area	2009-2010	2010-2011	2011-2012
AS – Nursing	Assessment: Direct: Pass rate on NCLEX-RN exam Indirect: Employment of graduates Employer satisfaction with graduates Retention and graduation Analyses: Data from the NCLEX-RN exam Surveys sent to graduates	Assessment: Direct: Pass rate on NCLEX-RN exam Overall pass rate on SLO for eight domains related to Client Needs Indirect: Employment of graduates Employer satisfaction with graduates Retention and graduation Analyses: Data from the NCLEX-RN exam Surveys sent to graduates	Planning Goal 2 Assessment: Direct: Overall pass rate on NCLEX-RN exam Overall pass rate on SLO for eight domains related to client needs Indirect: Employment of graduates Employer satisfaction with graduates Retention and graduation Analyses: Data from the NCLEX-RN exam

(mission)	Surveys sent to employers Count of students retained Improvement: Remediate students who **score less than 850** Use Zoomerang for **employer surveys** Begin using the HESI exam **to assist in remediation**	Surveys sent to employers Count of students retained Improvement: Remediate students who **score less than 850** Use Zoomerang for **employer surveys** Use the HESI exam to **assist in remediation**	Surveys sent to graduates Surveys sent to employers Count of students retained Improvement: Psychosocial Integrity **Domain implemented a** three-**week mental**-health **nursing clinical rotation** with associated patient **care planning** Remediate students who **score less than 850** Use Zoomerang for **employer surveys** Continue using the HESI **exam to assist in** remediation
AS – Radiologic Technology (vision and mission)	Assessment: Direct: Demonstrate the **knowledge and skills of an** entry- **level radiographer** Pass rate on the American **Registry of Radiologic Technologists (ARRT) exam** Specific student learning **outcomes on the ARRT are** A: Radiation Protection B: Equipment Operation and Quality Control C: Image Production and Evaluation D: Radiographic Procedures E: Patient Care and Education Indirect: Employment rates Retention of students Analyses: ARRT exam results by SLO Employer surveys Count of students retained Improvement: Pass rate 97%-no action taken Results shared with **advisory committee and clinical coordinators**	Assessment: Direct: Demonstrate the **knowledge and skills of an** entry- **level radiographer** Pass rate on the ARRT exam Specific student learning **outcomes on the ARRT are** A: Radiation Protection B: Equipment Operation and Quality Control C: Image Production and Evaluation D: Radiographic Procedures E: Patient Care and Education Indirect: Employment rates Retention of students Analyses: ARRT exam results by SLO Employer surveys Count of students retained Improvement: Pass rate 97%-no action taken Results shared with **advisory committee and clinical coordinators**	Planning Goal 3 Assessment: Direct: Demonstrate the **knowledge and skills of an** entry- **level radiographer** Pass rate on the ARRT exam Specific student learning **outcomes on the ARRT are** A: Radiation Protection B: Equipment Operation and Quality Control C: Image Production and Evaluation D: Radiographic Procedures E: Patient Care and Education Indirect: Employment rates Retention of students Analyses: ARRT exam results by SLO Employer surveys Count of students retained Improvement: Pass rate 97%-no action taken Results shared with **advisory committee and clinical coordinators**
AS – Respiratory Care (vision and	No data due to the program's being restructured from a certificate program to a registry program	Assessment: Direct: Students will pass **the NBRC exam for CRT** Indirect: Employment Employer satisfaction Analyses: Exit interviews Employer surveys	Planning Goal 4 Assessment: **Direct: Students will pass the** NBRC **exam for CRT** Indirect: Student employment Employer satisfaction Retention Analyses: Data from NBRC Exam Student surveys

mission)		Improvement: Examine results from NBRC **exam to adjust curriculum** Assist students in **attending job fairs** Communication with **hospitals increased**	Employer surveys Improvement: Revise curriculum as **necessary based on NBRC** Additional communication **with hospitals** Increase assessment to **assist in pinpointing** remediation
AAS – Computer Information Technology (vision and mission)	Assessment: Direct: SLOs on proficient **use of computer software** Analyses: Unit assessment test and **time sheets** Use of MS Excel to work **realistic application** problems Comprehensive final exam Improvement: Use tutorial supplied by publisher Additional problems on payroll Begin using a pre- and post-test No CIT due to faculty retirement	Assessment: Direct: SLOs on knowledge **base and application of course material** Analyses: Projects, presentations, **final exams,** demonstrations, case **studies, production** assignments Use of MS Excel to work **realistic application** problems Comprehensive final exam Improvement: Continue using tutorial **supplied by publisher** Continue using pre- and post- **testing**	Planning Goal 6 and Goal 8 Assessment: Direct: SLOs on knowledge **base and application of** course material Analyses: Projects, presentations, final exams, demonstrations, and case studies Use of MS Word to work realistic application problems Comprehensive final exam Improvement: Provide additional **assessments on basic** concepts Increase research activities **on operating systems case** studies Encourage all students to participate in all activities
AAS – Fire & Emergency Services (vision and mission)	Assessment: Direct: SLOs on technical knowledge and skills by course Indirect: Graduate employment Analyses: Course activities, tests, and **case studies** Employment surveys Improvement: Increase in- and out-of-**class assignments** Increase communication Provide a research topic Provide visits by those **working in the field** Work with fire departments	Assessment: Direct: SLOs on technical knowledge and skills by course Indirect: Graduate employment Analyses: Course activities, tests, and **case studies** Employment surveys Improvement: **Monitor student progress** Examine difficult questions Revise research questions E-mail and phone those **who have not responded to employment survey**	Planning Goal 5 Assessment: Direct: SLOs in technical knowledge and skills by course Indirect: Graduate employment Analyses: Course activities, tests, and **case studies** Employment surveys Improvement: Monitor student progress **and/or remediate if** necessary No changes related to employment
	Assessment: Direct: SLOs on technical knowledge and skills by course	Assessment: Direct: SLOs on technical knowledge and skills by course	Planning Goal 7 Assessment: Direct: SLOs on technical knowledge, understanding, and application of skills by

			course
AAS – Management

(vision and mission) | Analyses:
Pre- and post-tests, case studies, team presentations, exams

Improvement:
Examine unethical decisions
Provide additional activities
Expand essay exams and team presentations | Analyses:
Pre- and post-tests, case studies, research exercises, team presentations, exams

Improvement:
Expand case studies
Use of Internet for research
Pre- and post-test
Add more course examples and activities | Analyses:
Class assignments
Comprehensive exams
Term projects

Improvement:
Expand homework to include online research
Add applications and concepts to exams
Create more in-class assignments |
| Certificate of Applied Science in Diagnostic Medical Sonography

(vision and mission) | Letter of intent to reactivate

Assessment:
Direct: Successful passing of national registry exams SPI, AB, and OB/GYN tasks
Indirect: Employer survey on knowledge and performance of students

Analyses:
Employer surveys
American Registry of DMS
Abdomen/small parts exam
Obstetrics/Gynecology exam

Improvement:
Contact employers by email
Add DMS 1025 | Assessment:
Direct: Successful passing of national registry exams SPI, AB, and OB/GYN tasks
Indirect: Employer survey on knowledge and performance of students

Analyses:
Employer surveys
American Registry of DMS
Abdomen/small parts exam
Obstetrics/Gynecology exam

Improvement:
Contact employers by email
Continue DMS 1025 | Planning Goal 1

Assessment:
Direct: Successful passing of national registry exams (see DMS Statistics)
SPI, AB, and OB/GYN tasks
Indirect: Employer survey on knowledge and performance of students
Retention of students

Analyses:
Employer surveys
American Registry of DMS
Abdomen/small parts exam
Obstetrics/Gynecology exam

Improvement:
Contact those surveyed by phone to increase return rate
Continue offering DMS 1025 to help students with the registry exam
Monitor student retention |

Nursing: The Nursing department strives to prepare graduates who are eligible to take the NCLEX licensing exam and, after passing it, to practice as entry-level registered nurses. The exam directly assesses overall competency and also student learning in several domains as detailed in Table 3.3.1.1-2. The program also indirectly assesses retention, graduation, and employer satisfaction with graduates.

Documents from 2009-2010 and 2010-2011 demonstrate

- The direct assessment of overall performance of students and student learning in multiple domains using NCLEX-RN. Both samples and the entire NCLEX-RN reports for spring 2010 are provided.
- Indirect assessment of employer satisfaction with graduates' performance
- Indirect assessment of retention and graduation
- Improvement plans to remediate students
- Please note that Nursing reporting typically runs one year behind due to the delay in obtaining employer surveys and NCLEX results.

Documents from 2011-2012 demonstrate Goal 2 with the relationship to institutional and strategic goals: objective 2.1 details the direct assessment of specific competencies, the overall success rate, and the multiple domains contained in the NCLEX-RN exam for the spring 2011 graduating class (the most recent year with complete data). Objective 2.1 also indirectly assesses employer satisfaction with graduates. Objective 2.2 deals with the indirect assessment of retention and graduation, and objective 2.3 with indirect assessment of employment.

Computer Information Technology (CIT): The Computer Information Technology Program seeks to provide students with the skills, knowledge, and discipline necessary to be successful in computer technology and information systems

careers. With the retirement of the CIT instructor in spring 2009 and the subsequent hiring of a new instructor in fall 2009, documents for OIS (BIT) were developed during the 2009-2010 planning cycle, focusing on the use of computer software. In 2010-2011, planning documents focused on the direct assessment of student learning about data storage and manipulation, operating systems, document formatting, and resource management. For the 2011-2012 planning cycle, student learning was again emphasized, as were objectives related to the use of computer software and formatting. A mission statement was also developed during the 2011-2012 planning cycle.

Documents from 2009-2010 and 2010-2011 demonstrate

- Student learning outcomes and direct assessment of learning on topics specific to certain courses
- Improvements based on improving student learning.

Documents from 2011-2012 that demonstrate

- Goal 6 with the relationship to institutional and strategic goals, and objective 6.1 on student learning outcomes and direct assessment of learning
- Goal 8 with the relationship to institutional and strategic goals, and objective 8.1 on student learning outcomes and the direct assessment of professional competency in Office Information Systems students.

Fire and Emergency Services (offered face-to-face and online): The applied science degree program in fire and emergency services is designed to offer college preparation in Fire and Emergency Services at the professional level consistent with national standards. Consistent with the aim and goals of the program, student learning outcomes in programmatic courses include analysis and knowledge of third-party certifications, case study essay questions, and pre- and post-testing. The 2009-2010 through 2011-2012 Institutional Effectiveness paperwork describes student learning outcomes, assessment for several courses, and whether the outcomes were met in face-to-face, online, and accelerated sections. Regardless of course delivery method, all students were assessed with the same methods.

Documents from 2009-2010 and 2010-2011 demonstrate

- Relationship of Fire Science goals and objectives to the institutional and strategic goals
- Direct measurement of student learning outcomes
- Whether the courses were face-to-face, online, or eight-week accelerated.

Documents from 2011-2012 demonstrate

- Goal 5, the relationship to institutional and strategic goals, and objective 5.1 detailing specific technical competencies, student learning outcomes, and the direct assessment at the course level. Objective 5.2 is also included with indirect measures related to graduates' employment.

Division of Liberal Arts

The mission of Liberal Arts supports the mission of LSU Eunice by offering degrees in the following areas:

- Associate of General Studies (mission)
- Associate of Science in Care and Development of Young Children (mission)
- Associate of Science in Criminal Justice (mission)
- Associate of Arts Louisiana Transfer in Arts, Humanities, Social Sciences, Business, and Mass Communication (2012-2013 Catalog, pp. 97-108).

Table 3.3.1.1-3 presents a summary of the planning efforts for the division from 2009-2010 through 2011-2012, with narratives for Criminal Justice and Care and Development of Young Children following.

Table 3.3.1.1-3
Planning Efforts for the Division of Liberal Arts

Area	2009-2010	2010-2011	2011-2012
			Planning Goal 5 and Goal 8
	Assessment: Direct: Pilot-test an exit exam given to students when they apply for graduation Indirect: GPA at time of graduation of 2.0 or higher	Assessment; Direct: Exit exam given to students when they apply for graduation Indirect: GPA at time of graduation of 2.0 or higher Courses shall be	Assessment: Direct: Exit exam given to face-to- face and online students when they apply for graduation Indirect: GPA at time of graduation of 2.0 or higher

		transferable	Courses shall be transferable Retention of CJ students
AS – Criminal Justice (mission)	Analyses: Exit exam results Degree Checkout Forms Improvement: Pilot exit exam taken by **three students**--need to revise exam Set more realistic GPA benchmark	Analyses: Exit exam results Degree Checkout Forms Improvement: Further test exit exam by **graduating students** Further SLO revision in Fall 2010 and Spring 2011 is necessary Contact four-year institutions	Analyses: Exit exam results Degree check out forms Institutional data on retention Improvement: Revise exit exam--**discussion through emails** sent and received **suggests that low levels of success indicate students are not taking it seriously because it does not impact grades** Norm exam Four-year institutions **accept 1000 and 2000 level courses in CJ**
AS – Care and Development of Young Children (mission)	Assessment: No data collected	Assessment: No data collected Improvement: Plan to use Praxis or **practicum evaluations for exit exam purposes**	Planning Goal 6 Assessment: Direct: Demonstrate knowledge **in the field** **Indirect:** Retention of students Analyses: Practicum supervisor with rubric Institutional data on retention Improvement: Practicum rubric tested with success--continue to monitor Monitor students with **aggressive advising**
Associate of General Studies	Assessment: **Indirect: Retention of students** Analysis: Count of returning students Improvement: Examine need for this **statistic due to transfer** rate	Assessment: Indirect: Retention of students Analysis: Count of returning students Improvement: Examine need for this **statistic due to transfer** rate	Planning Goal 8 Assessment: Indirect: Retention of students Analysis: Count of returning students Improvement: Training faculty on advising **including first visit to graduation and the benefit of having a AGS degree**
	Did not exist	Assessment: Offer Spanish and French to conform with degree requirements Analyses:	Planning Goal 10 Assessment: Offer Spanish and French **to conform with degree** requirements Offer Mass Communication (MC)

AA/LT		Course offerings to **determine best fit** Sections offered based on **student enrollment** Improvement: Hire a full-time faculty **member to teach Spanish** and French	Analyses: Student enrollment in **Spanish and French** Student enrollment in MC Improvement: Need to fine-tune language offerings Seek input from Courses **and Curriculum committee** on MC

Criminal Justice (offered both online and face-to-**face): The Associate of Science in Criminal Justice degree program,** in online and traditional formats, is designed for the student who wishes to prepare for a career in the criminal justice system and for the practitioner who wants to upgrade his or her skills and knowledge.

The 2009-2010 documents indicate that student learning outcomes and a pilot test were being developed and tested. In 2010-**2011, the assessment was given to four students when they applied for graduation. In 2011**-2012, the exam was given to students who were graduating, and there was a very low success rate.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- The development of an exit assessment **tested in 2009**-2010
- Revision of SLOs in fall 2010 and spring 2011
- CJ faculty using e-**mail to discuss the exit exam on** September 8, 2011 with a response on September 8, 2011.

Planning documents from 2011-**2012 demonstrate**

- Goal 5 **with relationships to institutional and strategic goals and** objective 5.1 stating that the assessment was given to 11 online and face-to-face students with poor results
- Faculty continue to discuss ways of revising and increasing success on the test. E-mails sent and received on September 8, 2011. It should be noted that the test does not count toward any grade or affect graduation.
- Goal 8 **with relationships to institutional and strategic goals and** objective 8.6 on retention of criminal justice students.

Care and Development of Young Children: This major prepares students for employment in the early childhood education field with an option to transfer to a senior college to complete a baccalaureate degree. In this example, the faculty used the 2009-**2011 planning years to develop a methodology for assessing outcomes. In 2011**-2012, data on knowledge of child development, early childhood practices, professionalism, relationships, guidance, and professional development were collected on students through observation in a practicum.

Planning documents from 2009-2011 demonstrate that no assessment took place, but that the Praxis or practicum results were going to be used to assess student learning.

Planning documents from 2011-2012 demonstrate

- Goal 6 **with relationships to institutional and strategic goals and** objective 6.1 indicating that a direct assessment took place along with samples of the rubric
- Goal 8 **with relationships to institutional and strategic goals and** objective 8.5 on retention.

Division of Sciences and Mathematics

The vision and mission of the Division of Sciences and Mathematics show that the division exists to develop students' intellectual and science literacy by providing a quality education experience. It offers the Louisiana Transfer Degree in Natural Sciences (2012-2013 Catalog, pp. 108-111). Table 3.3.1.1-4 illustrates the planning efforts from 2009-2010 through 2011-2012.

Table 3.3.1.1-4
Planning Efforts for the Division of Sciences and Mathematics

Area	2009-2010	2010-2011	2011-2012
AS/LT Natural Sciences (vision and mission)	The AS/LT degree did not exist; however planning took place in existing subject areas. Assessment: Indirect for developmental mathematics using grades General education math and biology are discussed in Table 3.3.1.1-12 below Analysis: Grades of students at the completion of the course Improvement: Development SLOs for both developmental math courses and begin assessing in 2010-2011 Additional tutoring through Smarthinking and MyMathLab now available	Assessment: Direct: CAAP Science Exam Direct assessment of general education courses are discussed in Table 3.3.1.1-12 below Developmental education mathematics SLOs are assessed Analyses: Compare results of CAAP to national average Questions on the final exam for general and developmental education Improvement: Create SLOs in transfer courses Continue giving CAAP Add Kahn Academy for students in mathematics Questions are examined on the general and developmental education math finals	Planning Goal 1 and Goal 2 Assessment: Direct: SLOs embedded into science courses CAAP Science Exam Analyses: SLO results based on natural science courses Compare results of CAAP to national average Improvement: Expand SLO testing to other natural science courses Continue giving CAAP

Even though the Associate of Science Louisiana Transfer did not exist in 2009-2010, planning did take place with **other courses offered by the Division of Sciences and Mathematics. The planning documents from** 2009-2010 demonstrate

- **Indirect assessment of developmental mathematics from the Division of Sciences and Mathematics and the** Office of Developmental Education using grades.
- Indirect assessment of general education courses is discussed in Table 3.3.1.1-12.

Planning documents from 2010-2011 demonstrate

- 2010-2011 was the first year of the Associate of Science Louisiana Transfer Degree
- Direct assessment using student learning outcomes and indirect using grades were used to assess **developmental education students. The Division of Sciences and Mathematics and the** Office of Developmental Education report on developmental mathematics collaboratively.
- Direct assessment of general education mathematics based on student learning outcomes and CAAP. The item analysis **indicates a total of eight questions were used for the assessment.**
- Direct assessment of SLOs in general education biology **were piloted in a few face-to-face sections. Indirect** assessment of general education biology using grades.

Planning documents from 2011-2012 demonstrate

- Goal 1 **for the Associate of Science Louisiana Transfer with its relationships to institutional and strategic goals and** objective 1.1 **piloting several assessments of SLOs in four natural science courses.**
- **The Division of Sciences and Mathematics General Education** Goal 2 with the relationship to institutional and strategic goals and Objective 2.1 with the direct assessment of general education mathematics based on student learning outcomes and CAAP. Included is an item analysis indicating that the assessment was increased to 27-questions.
- **The Division of Sciences and Mathematics General Education** Objective 2.2 and the direct assessment of general education biology based on student learning outcomes.

Continuing Education

The Office of Continuing Education offers programming that responds to the needs of LSU Eunice's constituencies in the geographic area. As a result, the Office of Continuing Education is responsible for academic offerings in the evening and at remote sites as shown in Table 3.3.1.1-5. Public and community service are covered in Comprehensive Standard 3.3.1.5.

Table 3.3.1.1-5
Planning Efforts for the Office of Continuing Education

Area	2009-2010	2010-2011	2011-2012
Continuing Education (vision and mission) Related to educational programs only	Assessment: Indirect: Offer students attending remote sites at LSU Alexandria (LSUA) and the Learning Center for Rapides Parish (LCRP) the proper mix of classes Schedule sections after hours at LSU Eunice Analyses: Continually check course lists from semester to semester Course lists and number of students enrolled Improvement: Add rooms at LSUA to prevent overload of class sections Continue to monitor course offerings so the same courses are not offered repeatedly Offer compressed video courses when possible	Assessment: Indirect: Offer the students attending remote sites at LSUA the proper mix of classes Schedule sections after hours at LSU Eunice Assist academic divisions with assessments for SLOs Analyses: Continually check course lists from semester to semester Course lists and number of students enrolled Improvement: Monitor course enrollments at LSUA Continuous planning with LSUA Continue to monitor course offerings so the same courses are not offered repeatedly Offer compressed video courses when possible Discontinue the degree offering at the LCRP	Planning Goal 2 Assessment: Indirect: Offer the students attending remote sites at LSUA the proper mix of classes Schedule sections after hours at LSU Eunice Assist academic divisions with assessments for SLOs Analyses: Continually check course lists from semester to semester Course lists and number of students enrolled Improvement: Cease operations at LCRP; course enrollments so low that most were canceled Monitor course enrollments at LSUA Continue planning with LSUA Continue to monitor course offerings so the same courses are not offered repeatedly Offer compressed video courses when possible

Planning in the Office of Continuing Education serves to coordinate off-campus and evening course offerings with the academic divisions at LSU Eunice. Student opinions are informally surveyed to ascertain which courses should be offered at the remote sites. In objectives 1 and 3 for 2009-2010, the Director noted that there were many closed and overloaded classes at the LSU Alexandria site where developmental and general education courses are offered to students who do not meet LSUA's admissions criteria. Additional planning in 2010-2011 yielded more sections as indicated in objective 3. Finally, in 2011-2012, a coordinator was moved to the LSU Alexandria site in order to assist with administration. At the same time, the Director noted that there was a need to vary the classes and maintain the degree program at the Learning Center for Rapides Parish (LCRP) in 2009-2010. However, as noted in 2010-2011, course enrollments were decreasing and no students had graduated from the program since its implementation in 2007. As a result, the Director recommended terminating the degree program at the LCRP in 2010-2011. This was acknowledged by SACSCOC in a January 3, 2012, letter (additional information is presented in CS 3.12.1). In 2011-2012, course offerings at the LCRP were minimal.

Survey of students in spring 2008 show

- All students in Cenla (LCRP and LSU Alexandria).
- LSU Alexandria only.

Planning documents from 2009-2010 demonstrate

- The course situation at LSU Alexandria

- Maintaining courses at the LCRP.

Planning documents from 2010-2011 demonstrate

- An increased number of courses offered at LSU Alexandria
- The recommendation to terminate the degree program at the LCRP
- **SLO assessment is the responsibility of each divisional office.**

Planning documents from 2011-**2012 demonstrate** Goal 2 with the relationship to institutional and strategic goals, objective 2.1 **on evening courses,** objective 2.2 **on course offerings in extension programs, and** objective 2.3 on the responsibility for student learning outcomes resting with the academic divisions.

Registrar/Director of Admissions

The Office of the Registrar seeks to fulfill the mission of the institution by providing timely services and accurate services. Due to the retirement in December 2010 and the subsequent replacement of the Registrar in July 2011, planning documents were not completed for two years. The current Registrar, however, completed planning documents for 2011-2012 shown in Table 3.3.1.1-6.

Table 3.3.1.1-6
Planning Efforts for the Office of Registrar/Admissions

Area	2009-2010	2010-2011	2011-2012
Registrar/Director of Admissions (vision and mission)	Assessment: None	Assessment: None	Planning Goal 1 and Goal 2 Assessment: Indirect: Decrease lag time in communicating with new students Use electronic **communication such as** Facebook **and** Twitter Decrease time for **transcripts to be entered.** Analyses: Staff reducing time to **communicate (decreased by 2-4 days)** Number of Facebook and **Twitter communications** Computerize transcript **reading and entry** Improvement: Need to check email Monitor electronic communications Transcript project canceled **due to lack of resources**

Among other initiatives, the new Registrar sought to increase office efficiency and decrease the lag time in communicating with students through the Office of Admissions. The Registrar streamlined the admissions process by mailing the initial letter and shifting all other communication to University e-mail. While no specific assessment of the streamlined process took place during the 2011-2012 academic year, the office staff believes that the lag time has been decreased by one to two days for initial letters and three to four days for other communication with students.

Planning documents from 2011-2012 demonstrate

- Goal 1 **with the relationship to the institutional and strategic goals:** objective 1.1 dealing with improved communications
- Goal 2 **with the relationship to the institutional and strategic goals:** objective 2.1 on the addition of a Facebook page, and objective 2.2 on the addition of a Twitter account.

Grants

The Office of Grants strives to enhance academic programs through promotion of successful grant acquisition and management. Due to an oversight, the Office did not complete planning documents for the 2009-2010 or 2010-2011 planning years. However, as Table 3.3.1.1-7 indicates, almost half a million dollars was managed in 2009-2010 and nearly one-third of a million dollars was managed in 2010-2011. The Director did complete planning documents in 2011-2012 as Table 3.3.1.1-7 indicates.

Table 3.3.1.1-7
Planning Efforts for the Office of Grants

Area	2009-2010	2010-2011	2011-2012
Grants (vision and mission)	Assessment: None Office of Grants handled just over $449,116 during 2009-2010 (highlighted yellow)	Assessment; None Office of Grant handled just over $320,022 during 2010-2011 (highlighted green)	Planning Goal 1 and Goal 2 Assessment: Indirect: Website Grant training Communications on available grants Submission of grants Provide Perkins Grants to eligible programs (highlighted grey) Grant expenditures will conform to donors guidelines Over $476,366 during 2011-2012 Analyses: Use of grant website Number of communications sent Number submitted Perkins funds being disbursed No audit findings Improvement: Offer face-to-face grant training Increase visibility of Board of Regents grants Update web space with Perkins information Continue to review expenditures

In 2011-2012, the Director sought to better communicate with the faculty about grant opportunities for them, including types of grants, workshops, grant development skills, and communication of deadlines and formats.

Planning documents from 2011-2012 demonstrate

- Goal 1, the relationship to institutional and strategic goals: objective 1.1 dealing with grant training with sample e-mails, objective 1.2 dealing with grant submissions, and objective 1.3 dealing with Perkins CTE Grants
- Goal 2, the relationship to institutional and strategic goals: objective 2.1 dealing with grant guidelines, and objective 2.2 dealing with adherence to grant guidelines.

Library

According to its mission statement, the Arnold LeDoux Library supports the academic, research, and service programs of Louisiana State University Eunice by providing access to resources in print, multi-media, and electronic formats. The Library provides needed services to all students whether on campus, at remote sites, or at a distance, 24 hours a day, seven days a week. Planning efforts from 2009 through 2012 show that electronic print and streamlining operations have been priorities as shown in Table 3.3.1.1-8.

Table 3.3.1.1-8
Planning Efforts for the Library

Area	2009-2010	2010-2011	2011-2012
Library (vision and mission)	Assessment: Indirect: Improve campus literacy Improve web access Improve communication with early admissions students by survey Analyses: Host several literacy events Add e-book collections Survey early admissions students Improvement: Informal results have opened community dialog E-book collections added – monitor use by students Seek grant for "ask Earl"	Assessment: Indirect: Host literacy event such as NEA's Big Read Add digital resources Train faculty Analyses: Hosting literacy event Usage of digital resources Count of those in attendance Improvement: Reach out to supporters of Library Big Read Weed serials not being used Increase training, especially for faculty teaching online	Planning Goal 1, Goal 2, Goal 3, Goal 5, Goal 6, Goal 7, and Goal 8 Assessment: Indirect: Renovate GovDocs area Host literacy events Host noonday lectures Expand online reference documents and purge physical documents not being utilized Analyses: Completed physical work-- commons area open to students Attendance at literacy event Attendance at noon day events Usage of online reference documents Statistics on student usage of online versus physical reference documents Improvement: Resource challenges in hiring a systems librarian and funding LOUIS Track student usage Formally evaluate public events Instruction of students and faculty in use of online reference documents

In 2009-2010, the focus was on meeting the library needs of all students whether online, at a remote site, or on the LSU Eunice campus. The Director sought to increase the effectiveness of the library's website as a point of entry and to expand e-book collections. In 2010-2011, the expansion of e-book collections and online reference materials continued, according to utilization reports. In addition, better ways to assist and communicate with early admissions students were also examined through a survey to participating students. The Library also added a digital collection of over 600 reference books and training in using that collection, and it "weeded" physical resources, serials, and journals no longer being used. In 2011-2012, the weeding process continued based on usage data on what physical and electronic resources are being used by students. User training continues to be a challenge. Lastly, the Library has been involved in faculty training in information literacy. Learning outcomes for student training sessions are currently being developed.

Planning documents for 2009-2010 demonstrate

- The effort to increase online accessibility for all students, whether instruction is face-to-face, at remote sites, or online
- Improved effectiveness of library website
- The use of student utilization reports to inform decision making
- The use of a survey to better communicate with early-admissions students.

Planning documents for 2010-2011 demonstrate

- The implementation of the online digital reference collection benefiting on-campus, off-campus, and online

students.

- The weeding of physical resources no longer used as a result of the online reference collections being acquired.

Planning documents for 2011-**2012 demonstrate**

- Goal 2 with the relationship to institutional and strategic goals and objective 2.1 dealing with the renovation of the GovDocs area.
- Goal 5 with the relationship to institutional and strategic goals and objective 5.1 dealing the local literacy program.
- Goal 1 and Goal 3 dealing with resource challenges, the relationship to institutional and strategic goals: objective 1.1 dealing with hiring a systems librarian, and objective 3.1 dealing with funding for LOUIS.
- Goal 7, relationship to institutional and strategic goals, and objective 7.1 dealing with digital references usage data to inform decision making, acknowledging that challenges remain. Utilization of electronic resources is emphasized as additional courses are placed online.
- Goal 8, relationship to institutional and strategic goals, and objective 8.1 dealing with weeding of resources.

Developmental Education

The Office of Developmental Education and Pathways to Success collect and report data in several metrics related to developmental education. The Director uses both direct and indirect measures of student learning following the standards set down by the National Center for Developmental Education. Table 3.3.1.1-9 summaries efforts of the past three years including the adoption of student learning outcomes. Complete details from the 2010-2011 academic year are detailed in Pathways to Success: 2010-2011 Year End Report, a 27-page report on the specific efforts related to the development and assessment of student learning outcomes.

Table 3.3.1.1-9
Planning Efforts for the Office of Developmental Education

Area	2009-2010	2010-2011	2011-2012
Developmental Education (vision and mission)	Assessment: Indirect: Academic standing Success in developmental education courses Student retention Offer workshops to developmental education faculty Analyses: Student GPA Student grades Count of returning students Collect data on students' academic, nonacademic, and personal reasons for withdrawing from courses Improvement: Develop and assess SLOs while maintaining indirect measures Continually work with faculty members on discipline issues Continually discuss and alter the reading course Meeting with faculty July 6, 2010 on SLOs	Assessment: Direct: Student learning in all developmental courses based on SLOs Indirect: Success in developmental education courses Program completion Student retention Analyses: SLOs in all developmental courses for all sites and modes of delivery Student GPA Student grades Count of returning students Improvement: Adjust SLOs or assessment as necessary--meet with faculty Continually discuss and alter the reading course (January 27, 2011 and July 13, 2011) Continue collecting data on students' academic, nonacademic, and personal reasons for withdrawing from courses	Planning Goal 1 and Goal 3 Assessment: Direct: Student learning in all developmental courses at all locations (UNIV 1005, UNIV 0008, ENGL 0001, MATH 0001, and MATH 0002) based on SLOs Indirect: Success rates in developmental education courses Program completion Student retention (fall to fall and fall to spring) Analyses: SLOs in all developmental courses for all sites and modes of delivery Student GPA Student grades Count of returning students Improvement: Adjust assessment and teaching methodology as necessary--meet with faculty Continually discuss and alter the reading course Continually engage students who do not see their advisor or are absent during the first week of class Emphasize that students should schedule their courses around their personal life at orientation Begin discussions on modular developmental mathematics

The progression from general objectives and indirect measures in 2009-2010 to student learning outcomes and direct measures in 2010-2011 demonstrates an increased focus on student learning. Pre- and post-testing using ACT's ASSET was used in 2010-2011 and student learning outcomes questions on the final exam in 2011-2012. The entire student population was tested and the results presented in 2011-2012. In addition, samples have been included of several meetings that discussed results and adjusted course material and student learning outcome questions.

Planning documents from 2009-2010 demonstrate

- An indirect assessment of student learning using grades
- Meeting minutes from July 6, 2010, developing student learning outcomes.

Planning documents from 2010-2011 demonstrate

- The revision of the UNIV 0008 syllabus from January 27, 2011
- Direct assessment using ACT's ASSET to determine if students were ready for college-level reading upon completing the course (July 13, 2011 updated on September 1, 2011).

Planning documents from 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals: objective 1.1 on developmental English composition, objective 1.2 on pre-algebra, objective 1.3 on introductory algebra, objective 1.4 on the introduction/orientation, and objective 1.5 on college reading. In all cases the results are broken down by site and mode of instruction.
- Goal 3 with the relationship to institutional and strategic goals: objective 3.1 dealing with program completion, objective 3.2 dealing with fall-to-spring retention, and objective 3.3 dealing with fall-to-fall retention.

Academic Assistance Programs

Planning documents were completed for 2009-2010 and 2010-2011 by a director who retired in February 2012. An interim Director was then hired while a search was conducted for a full-time replacement. The current Director began in November 2012 and developed goals and objectives for 2011-2012 with the understanding that the Department of Education may alter the information required in the reports (see Table 3.3.1.1-10).

Table 3.3.1.1-10
Planning Efforts for the Office of Academic Assistance Programs

Area	2009-2010	2010-2011	2011-2012
Academic Assistance Programs (vision and mission)	Assessment: Indirect: Identify and serve students Provide academic assistance and counseling so students will maintain a GPA in good standing and be retained Analyses: Count of students enrolled Use OIT reports to identify students Counseling logs on number of students and hours Improvement: Attempt to identify and eliminate nonacademic issues Obtain computers for tutoring using MyMathLab and myLSUE Select courses appropriately for program students Fill transfer advisor position	Assessment (copied from 2009- 2010): Indirect: Identify and serve students Provide academic assistance and counseling so students will maintain a GPA in good standing and be retained Analyses: Count of students enrolled Use OIT reports to identify students Counseling logs on number of students and hours Improvement: Attempt to identify and eliminate nonacademic issues Obtain computers for tutoring using MyMathLab and myLSUE Select courses appropriately for program students Fill transfer advisor position	Planning Goal 1, Goal 2, and Goal 3, and Goal 4 Assessment: Indirect: Identify and serve students Provide academic assistance and counseling so students will maintain a GPA in good standing and be retained Analyses: Count of students enrolled Use OIT reports to identify students Counseling logs on number of students and hours Improvement: New director will track students through the National Clearinghouse Review files to determine what services have been supplied Verify that existing reports are meeting desired standards for DOE Increase communication with students and faculty Seek partnership with faculty in gate-keeper courses

The new Director has laid the foundation for improvement by taking several actions in the "improvement plan/changes made" section. The Director expects to formalize her planning with the Department of Education and update goals and objectives based on that planning during the 2012-2013 planning cycle.

Planning documents from 2009-2010 and 2010-2011 demonstrate that planning did take place during the two planning cycles even though the 2009-2010 plan was repeated in 2010-2011.

Planning documents from 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals: objective 1.1 on persistence of students, and objective 1.2 on academic standing

- Goal 2 with the relationship to institutional and strategic goals and objective 2.1 on student selection
- Goal 3 with the relationship to institutional and strategic goals and objective 3.1 on providing academic support
- Goal 4 with the relationship to institutional and strategic goals: objective 4.1 on academic counseling, objective 4.2 on financial aid and career counseling, objective 4.3 on transfer degree counseling, and objective 4.4 on accommodated services.

Career Services

The Office of Career Services exists to assist students and alumni with career planning as detailed in Table 3.3.1.1-11.

Table 3.3.1.1-11
Planning Efforts for the Office of Career Services

Area	2009-2010	2010-2011	2011-2012
Career Services (vision and mission)	Assessment: Indirect: Participation in services by both undecided majors and students who have declared a major Student satisfaction with services Register and upload resumes College Career Network Participation in employment services Analyses: Count of students ACT SOS on satisfaction Improvement: Monitor progress Host a fashion show Host a career fair	Assessment: Indirect: Participation in services by both undecided majors and students who have declared a major Student satisfaction with services Register and upload resumes College Career Network Participation in employment services Analyses: Count of students ACT SOS on satisfaction Improvement: Monitor progress Continue to host a fashion show Continue hosting a career fair Encourage students to use career services	Planning Goal 1, Goal 2, Goal 3 and Goal 4 Assessment: Indirect: Participation in services by both undecided majors and students who have declared a major Student satisfaction with services Register and upload resumes College Career Network Participation in employment services Analyses: Count of students ACT SOS on satisfaction Improvement: Monitor progress Continue to host a fashion show Continue hosting a career fair and develop partnerships with employers attending 4.1 Encourage students to use career services Develop SLOs dealing with resume writing

Planning documents indicate a 21-22% utilization of the Kuder College and Career Planning System for the 2009-2010, 2010-2011, and 2011-2012 planning years. At the same time, student utilization of the Career College Network for uploading student resumes also increased, from 6 to 11%. Indirect data was collected as a measurement of student satisfaction in each of the three years using the ACT Student Opinion Survey. The Office of Career Services also implemented the Dress for Success fashion show and intends to develop a new outcome that will specifically address resume writing in the 2012-2013 planning year.

Planning documents from 2009-2010 demonstrate

- Student satisfaction with Career Services through the use of an indirect measurement
- Data indicating a 23% utilization of Career Services
- Data indicating that 6% of students uploaded their resumes with the College Career Network
- The first Dress for Success Fashion Show was held.

Planning documents from 2010-2011 demonstrate

- Student satisfaction with Career Services through the use of an ACT Student Opinion Survey.

- Data indicating a 24% utilization of Career Services.
- Data indicating that 11% of the students uploaded their resumes with the College Career Network.
- The Dress for Success fashion show was continued.

Planning documents from 2011-2012 demonstrate

- Goal 1, relationships to institutional and strategic goals, objective 1.1 indicating a 21% utilization of Career Services and student satisfaction with Career Services through the use of the ACT Student Opinion Survey.
- Goal 2, relationships to institutional and strategic goals, objective 2.1 indicating that 14% of the students uploaded their resumes with the College Career Network, and the development of a new objective on resume writing.
- Goal 3 with relationships to institutional and strategic goals, and objective 3.1 on providing job placement services for students.
- Goal 4 with relationships to institutional and strategic goals, and objective 4.1 on employer satisfaction.

SECTION II: ACADEMIC PROGRAM APPRAISAL

In an ongoing effort to increase institutional effectiveness and maintain academic excellence, LSU Eunice periodically conducts program appraisals on all academic programs based on several criteria established in the Program Appraisal Guidelines.

1. Centrality is the first criterion to determine if the program is essential the University.
2. Demand is considered in order to determine that a potential exists to attract a reasonable number of capable students, enrolling them, and having them either transfer to a four-year institution or graduate from the University.
3. Quality as determined by accreditation, reputation of the faculty, and regard for the program in terms of how well known it is by similar programs at other institutions.
4. Cost is the final criterion to ensure that resources are used efficiently and effectively to benefit the citizens of Louisiana.

Examples of recent Program Appraisals from across the University:

- Health Science and Business Technology - Nursing
- Health Science and Business Technology - Radiologic Technology
- Health Science and Business Technology - Respiratory Care
- Health Science and Business Technology - Business
- Health Science and Business Technology - Computer Information Technology
- Health Science and Business Technology - Fire and Emergency Services
- Liberal Arts - Criminal Justice
- Liberal Arts - Education
- Liberal Arts - Psychology
- Liberal Arts - General Studies
- Sciences and Mathematics - Chemical and Physical Sciences, Biological and Agricultural Sciences (beginning on page 5), Mathematics (beginning on page 9), Associate of Science LT Degree (beginning on page 12)
- Developmental Education - Pathways to Success

SECTION III: GENERAL EDUCATION

Although LSU Eunice does not have a separate general education program, it does have a comprehensive set of general education competencies, assessment of which is embedded into various degree programs (see Table 3.3.1.1-12). Each goal, along with planning documentation from 2009-2010, 2010-2011, and 2011-2012, is presented in Table 3.3.1.1-12.

Table 3.3.1.1-12
Planning Efforts for General Education

Area	2009-2010	2010-2011	2011-2012
General Education Outcome 1: Artistic,	None	Assessment: ART 1440: Direct using SLOs HIST 1003/2057: Direct using SLOs FREN 1001/1002: Direct using SLOs Analyses:	Assessment: ART 1440: Direct using SLOs HIST 1003/2055/2065: Direct using SLOs Analyses:

Cultural, and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.		ART 1440: Pre- and post-test HIST 1003/2057: Final exam with SLO questions FREN 1001/1002: Written tests Improvement: ART 1440: Continue to monitor HIST 1003/2057: Examine questions to determine if some might be vague FREN 1001/1002: Examine tests for differences	ART 1440: Pre- and post-tests HIST 1003/2055/2065: Final exam with SLO questions Improvements: ART 1440: Add student activities to integrate the written word HIST 1003/2055/2065: Check for bias in questions Review instructions in book review
General Education Outcome 2: Computational and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions	Assessment: CAAP: Direct for math DEVELOPMENTAL: Indirect using grades for GE after completing developmental education courses Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions DEVELOPMENTAL: Indirect using grades for GE after completing developmental education courses Improvement: CAAP: Students need to be aware of the importance of test MATH 1014 being discontinued in favor of MATH 1021 which is transferrable Faculty examining pedagogy DEVELOPMENTAL: Develop direct measures of student learning to properly assess outcomes	Assessment: CAAP: Direct for math MATH 1021: Pilot test assessment of SLOs developed by the math faculty on final exam with face- to-face sections DEVELOPMENTAL: Direct using CAAP's Content Analysis Report for bottom 25% of those tested Indirect using grades for GE after completing developmental education courses Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions MATH 1021: SLO data compiled for face-to-face sections in spring 2011 DEVELOPMENTAL: CAAP for bottom 25% and grades in MATH 1021 after completion of MATH 0002 Improvement: CAAP: Students met objective MATH 1021: Change textbooks Expand assessment of SLOs to all sections including online and off- campus Examine pedagogy Review of equations Use Kahn Academy Use MyMathLab Provide tutoring DEVELOPMENTAL Continue examining questions on finals and pedagogy in courses	Assessment: CAAP: Direct for math MATH 1021: SLOs developed by the math faculty assessed on final exam DEVELOPMENTAL: Direct using CAAP's Content Analysis Report for bottom 25% of those tested Indirect using grades for GE after completing developmental education courses Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions MATH 1021: SLO data compiled for academic year reported by site and mode of instruction DEVELOPMENTAL: CAAP for bottom 25% and grades in MATH 1021 after completion of MATH 0002 Improvement: CAAP: Students met objective, but concern about math SLOs MATH 1021: Faculty examining pedagogy Continue using the review of equations, Kahn Academy, and MyMathLab DEVELOPMENTAL: Continue examining pedagogy in MATH 1021; offer MATH 1015 (applied algebra) for non science majors
	Written Assessment: CAAP: Direct for writing ENGL 1001/1002: Indirect using grades FSCI 1002: written essay	Written Assessment: CAAP: Direct for writing ENGL 1001/2002: Direct using SLOs for two sections (ENGL	Written Assessment: CAAP: Direct for writing ENGL 1002: Direct using SLOs ISDS 2800: Direct using

	DEVELOPMENTAL: **Indirect using** grades for GE after completing developmental education courses	1001 and ENGL 1002) Indirect using grades BADM 1001: Direct on written research reports DEVELOPMENTAL: **Direct using CAAP** Content Area Report for bottom 25% of those tested Indirect using grades for GE after completing developmental education courses	the preparation of business documents RC 2014: Direct using clinical observation SLO DEVELOPMENTAL: Direct using CAAP Content Area Report for bottom 25% of those tested Indirect using grades for GE after completing developmental education courses
	Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions; ENGL 1001/1002: Indirect compared frequency of A, B, Cs over total *n* DEVELOPMENTAL: Grades in first GE course after completing developmental education	Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions ENGL 1001/1002: SLOs based on portfolios and indirect using frequency of A, B, Cs over total *n* BADM 1001: SLOs on material in field of study DEVELOPMENTAL: CAAP Content Area Report for the bottom 25% of those tested and grades in first GE course after completing developmental education	Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions ENGL 1002: SLOs using graded portfolio ISDS 2800: SLO based on preparation of the documents RC 2014: Direct clinical observation on record keeping and written communication DEVELOPMENTAL: CAAP Content Area Report for the bottom 25% of those tested and grades in first GE course after completing developmental education
General Education Outcome 3: Communication Skills: Engage in effective interpersonal, oral, and written communication.	Improvement: CAAP: Build student awareness to do better on test ENGL 1001/1002: Collaboration and trend analysis for poor performance in spring semesters FSCI 1002: Expand research to include visit and interview of emergency service personnel DEVELOPMENTAL: Objective met for developmental education standards; develop student learning outcomes and assessment to directly assess student learning	Improvement: CAAP: Encourage faculty and students to take test seriously ENGL 1001/1002: Tutoring, use peer reviews, add a cause effect paper, and grammar BADM 1001: Objective met no changes DEVELOPMENTAL: Faculty and students admitting they are not taking CAAP seriously; discussion take place with CAAP being given during mid-semester	Improvement: CAAP: Students appear to be weakest in rhetorical; instruction adjusted to assist students ENGL 1002: Focus on grammar and logic ISDS 2800: Add real word applications RC 2014: Continue to critique students and remediate if needed DEVELOPMENTAL: Increase ENGL 0001 content on grammar and monitor performance on CAAP
	Oral Assessment: CMST 1061: Indirect using success rates NURSING: Indirect overall communication skills ECON 2030: Direct on individual or team presentations	Oral Assessment: CMST 1061: Indirect using success rates BADM 1001: Direct using individual and team presentations NURSING: Indirect of oral and written Analyses:	Oral Assessment: CMST 1061/2010/1060: Indirect using success rates RADT 1093: Direct using clinical observation based on SLOs (see item 3) NURS 2501: Direct using therapeutic communication based on SLOs in clinical evaluation CSC 1011: Direct

	Analyses: CMST 1061: Frequency of A, B, C's over total *n* NURSING: Employer and graduate surveys ECON 2030: SLOs of related to field of study Improvement: CMST 1061: Monitor or consider decreasing benchmark NURSING: 0 surveys returned: increase return rate ECON 2030: Expand case studies and use internet research	CMST 1061: Frequency of A, B, C's over total *n* BADM 2001: SLOs on material related to field of study NURSING: Employer and graduate surveys Improvement: CMST 1061: Develop SLOs to assess student learning BADM 2001: Add research and presentations NURSING: Develop e-mail survey	using presentation on trends in computer industry Analyses: Frequency of A, B, C's over total *n* RADT 1093: Rating scale based on direct observation NURS 2501: Monitor and remediate students as necessary CSC 1011: SLOs related to presentation on trends in computer industry Improvement: SLOs and assessment being designed and piloted RADT 1093: Discuss with clinical faculty as needed CSC 1011: Add discussion and debate
General Education Outcome 4: Informational Literacy: Locate, evaluate, and effectively use information from diverse sources.	Assessment: FOSC 2200: Direct using internet search for Podcast Analysis: FOSC 2200: SLOs related to field of study Improvement: FOSC 2200: Provide topic to students for research	Assessment ENGL 1002: Direct using SLO on library research tools FOSC 2200: Direct on computer systems including internet Analyses: ENGL 1002: SLOs on graded portfolio FOSC 2200: SLOs on material related to field; pre- and post- test Improvement: ENGL 1002: Discuss with faculty and develop library research tools FOSC 2200: Review questions used in pre- and post-test	Assessment: ENGL 1002: Direct using SLO on library research tools LIBRARY: Digital services workshop offered to faculty For students, SLOs on library instruction are being developed based on ACRL standards Analyses: ENGL 1002: SLOs on graded portfolio LIBRARY: Indirect using survey For students, no data to analyze Improvement: ENGL 1002: Schedule time in library LIBRARY: Offer additional workshops; maintain efforts since digital content is new Offer training sessions with students
	Assessment: CAAP Direct using Critical Thinking (CT) FOSC 2239: Direct by processing crime scene FSCI 2830: Direct by integrating and responding in a crisis management and disaster recovery event DEVELOPMENTAL:	Assessment: CAAP: Direct using CT BADM 2001: Direct of CT, application, analysis, synthesis to support beliefs and opinions NURSING: Indirect of CT using surveys RC 2025: Direct using RC theories, concepts, and practice	Assessment: CAAP: Direct using CT 9.5 DMS 1092: Direct observation of student in clinical setting based on SLOs from the field of study BUSINESS: Multiple courses, direct using material in the field based on SLOs

| General Education Outcome 5: Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines. | Indirect using grades in first GE social science course after completing developmental reading

Analyses:
CAAP CT: Compare LSU Eunice data to national data for similar institutions
FOSC 2239: SLOs related to crime scene
FSCI 2830: SLOs related to crisis management and disaster recovery
DEVELOPMENTAL: Grades in GE social science courses after the completion of developmental reading

Improvement:
CAAP CT: Encourage students to prepare for test and take it seriously
FOSC 2239: Change scenario and location
FSCI 2830: Improve content of case study
DEVELOPMENTAL: Objective met for developmental education standards; develop student learning outcomes and assessment to directly assess student learning | DEVELOPMENTAL: Indirect using grades in first GE social science course after completing developmental reading

Analyses:
CAAP: Compare LSU Eunice data to national data for similar institutions
BADM 2001: SLOs on material related to field of study
NURSING: Employer surveys
RC 2025: SLOs related to material in the field
DEVELOPMENTAL: Grades in GE social science courses after the completion of developmental reading

Improvement:
CAAP: Encourage students to prepare for test and take it seriously
BADM 2001: Objective met, no changes
NURSING: Monitor survey results
RC 2025: Add case scenarios in diagnostic procedures and troubleshooting equipment
DEVELOPMENTAL: Redesign reading course (which is underway) | NURS 2401: Direct using clinical observation managing patient care
DEVELOPMENTAL: Direct using CAAP CT exam for bottom 25% of those taking test
Indirect using grades in first GE social science course after completing developmental reading

Analyses:
CAAP: Compare LSU Eunice data to national data for similar institutions
DMS 1092: Clinical evaluation (see items IV, VII, VIII, and X on the DMS Criteria for Competency in link above)
BUSINESS: pre- and post-tests, essays, and discuss board assignments
NURS 2401: Direct observation based on SLOs (see clinical evaluation)
DEVELOPMENTAL: CAAP CT upon graduation; grades in GE social science courses after the completion of developmental reading

Improvement:
CAAP: Focus on skills need to think critically
Find a method to test additional students
DMS 1092: Remediate students as needed on CT and clinical skill if needed
BUSINESS: Expand to internet research on current economic news
NURS 2401: Continue to monitor and remediate student as needed
DEVELOPMENTAL: Monitor redesigned reading course |
|---|---|---|---|
| | Assessment:
BIOL 1001: Indirect using grades | Assessment:
CAAP: Direct for Science (9 students)
BIOL 1001: Pilot test direct assessment of SLOs on two sections in fall and spring
Indirect: Final grades of students
ZOOL 1011: Pilot tested SLOs on direct assessment in all sections
BIOL 2160: Pilot tested SLOs on direct assessment in all sections (Course name blacked out | Assessment:
CAAP: Direct for Science (4 students)
BIOL 1001: Direct assessment SLOs being pilot tested on a sample of face-to-face students
NATURAL SCIENCES: SLOs in other science courses being piloted in 2011-2012 |

General Education Outcome 6: Natural Sciences: Apply the knowledge of natural science to explore and analyze natural phenomenon.	Analysis: BIOL 1001: Use of end-of-semester grade reports Improvement; BIOL 1001: Share information with faculty Develop SLOs and assessment	in link is editing mistake: author forgot to change course name when writing report) Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions BIOL 1001: SLO data collected for a fall and spring section; results of pre- and post-test ZOOL 1011: SLOs assessed on final exam BIOL 2160: SLOs assessed on final exam Improvement: CAAP: Maintain testing BIOL 1001: Expand the number of sections being piloted in fall 2011 Continue to identify questions to include in assessment Determine specific content areas where students have difficulty BIOL 1001: Revise SLOs and questions; begin assessing all sections ZOOL 1011: Discontinue use of pre-test due to logistical issues; continue to benchmark BIOL 2160: Continue benchmarking; point out SLOs to students prior to beginning section	Analyses: CAAP: Compare LSU Eunice data to national data for similar institutions BIOL 1001: SLO data compiled by semester Improvement: CAAP: Continue to give exam benchmark BIOL 1001 Assess all students enrolled in BIOL 1001 beginning fall 2013 Pilot-test physical science

Sources (In Order of Appearance)

- LSU Eunice Organizational Chart
- Planning and Evaluation Model
- LSU Eunice Catalog 2012-2013 (Page 8)
- Planning and Evaluation Cycle
- Academic Affairs Vision
- Academic Affairs Mission
- 2009-2010 IE Academic Affairs Curriculum Development
- 2009-2010 Academic Affairs IE Retention
- 2010-2011 IE Academic Affairs Curriculum Development
- 2010-2011 Academic Affairs IE Retention
- AA Curriculum Development 5-4-11 Merger of CIT and OIS
- AA Curriculum Development 3-8-2010 GE Committee Minutes
- Louisiana Transfer Arts
- Louisiana Transfer Science
- To ensure that faculty understand and participate in curriculum development.
- To foster academic success through institutional effectiveness.
- Curriculum Development

- Instructional Program Satisfaction
- One Year Retention
- AA GE 9-21-2010 Committee Minutes
- Curriculum Development Manual Fall 2012
- AA Revised GRAD Act Targets for years 456
- Health Sciences and Business Technology Vision
- Health Sciences and Business Technology Mission
- LSU Eunice Catalog 2012-2013 (Page 56)
- Nursing Mission
- Nursing 2009-2010 IE Paperwork
- Nursing 2010-2011 IE Paperwork
- Nursing Overall Pass Rate Spring 2010
- Nursing Domains Spring 2010
- Nursing NCLEX Entire Report 2009-2010
- Maintain an effective nursing program
- Nursing Professional Competency
- Nursing Employment
- Nursing Retention
- Radiologic Technology Vision
- Radiologic Technology Mission
- RADT 2009-2010 IE Paperwork
- RADT ARRT Results for 2010
- RADT 2010-2011 IE Paperwork
- RADT ARRT Results for 2011
- Maintain an effective radiologic technology program
- Radiologic Technology Professional Competency
- Radiologic Technology Employment
- Radiologic Technology Retention
- Respiratory Care Vision
- Respiratory Care Mission
- RC 2010-2011 IE Paperwork
- Maintain an effective program in respiratory care.
- Respiratory Care Professional Competency
- Respiratory Care Employment
- Respiratory Care Retention
- Computer Information Technology Vision
- Computer Information Technology Mission
- CIT 2009-2010 IE Documents
- CIT 2010-2011 IE Documents
- Maintain an effective computer information technology (CIT) program.
- Maintain an effective Office Information System (OIS) program
- CIT Professional Competency
- OIS Professional Competency
- Fire Science Vision
- Fire and Emergency Services Mission
- Fire Science 2009-2010 IE Paperwork
- Fire Science 2010-2011 IE Paperwork
- Maintain an effective fire science program
- Fire and Emergency Services - Professional Competency
- Fire and Emergency Services Employment
- Management Vision
- Management Mission
- MGMT 2009-2010 IE Paperwork
- MGMT 2010-2011 IE Paperwork
- Maintain an effective management program
- Management Professional Competency

- Diagnostic Medical Sonography Vision
- Diagnostic Medical Sonography Mission
- DMS Letter of Intent to Reactivate
- DMS 2009-2010 IE Paperwork
- DMS SPI Future Physics
- DMS AB Current ABD
- DMS OB Current OB GYN
- DMS 2010-2011 IE Paperwork
- DMS Statistics Spring 2010
- Maintain an effective Diagnostic Medical Sonography Program
- DMS Professional Competency
- DMS Employment
- DMS Retention
- Liberal Arts Mission
- General Education Mission
- Care and Development of Young Children Mission
- Criminal Justice Mission
- LSU Eunice Catalog 2012-2013 (Page 97)
- CJ 2009-2010 IE Paperwork
- CJ Exit Exam SLO Results Sp 2010
- CJ 2010-2011 IE Paperwork
- CJ SLOs Revised FA 2010
- CJ 4-19-11 Revised
- Maintain an effective criminal justice program.
- Retention of Liberal Arts Majors
- Criminal Justice Professional Competency
- Criminal Justice Transfer Opportunities GPA
- Criminal Justice Transfer Opportunities
- Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.
- CJ 9-8-11 Exit Exam First Email
- CJ 9-8-11 Exit Exam Second Email
- CDYC 2009-2011 IE Paperwork
- Maintain an effective Care and Development of Young Children program.
- Care and Development of Young Children Professional Competence
- Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children
- AGS IE Paperwork 2009-2010
- AGS IE Paperwork 2010-2011
- Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.
- AALT 2010-2011 IE Paperwork
- Louisiana Transfer degrees
- Louisiana Transfer Degree: Increase opportunity for students
- Sciences Vision
- Sciences Mission
- LSU Eunice Catalog 2012-2013 (Page 108)
- Sciences 2009-2010 IE Paperwork
- Sciences 2010-2011 IE Paperwork
- DE 2010-2011 IE Paperwork
- Sciences math 1021 spring 2011 item analysis
- Associate of Science Louisiana Transfer
- General Education: Competency in sciences and mathematics
- Competency in Biology (or other science)
- NS BIOL 1001 Summary SP 2011
- Maintain an effective Associate of Science Louisiana Transfer Program
- Competency in Mathematics
- Continuing Education Vision

- Continuing Education Mission
- CE 2009-2010 IE Planning
- CE 2010-2011 IE Planning
- CE 1-3-12 Letter from Belle Wheelan-cease offering degree at LCRP
- The Office of Continuing Education will administer off-campus University programs and assist the Divisions by scheduling and administering extension and electronic course options that are responsive to unique student needs off-campus and after-hours.
- Credit Offerings: Extension Programs and Special Services
- Credit Offerings-Evening Courses
- Student Learning Outcomes in Coursework
- CE Cenla Course Survey Sp 2008
- CE LSUA Survey for Enrollment Intentions
- Registrar and Admissions Vision
- Registrar and Admissions Mission
- Improve Efficiency for Applicants in the Admissions Process
- The Office of the Registrar will Increase Student Availability to Information through Social Media
- Email Communication with Applicants
- Facebook Account
- Twitter Account
- Grants and Development Vision
- Grants and Development Mission
- Grants Since 2007
- LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
- LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
- Grant Training
- Grant Submissions
- Perkins CTE Grant
- Grant Guidelines
- Adherence to Grant Guidelines
- Library Vision
- Library Mission
- Library 2009-2010 IE Documents
- Library Ask Earl HS Survey 2009
- Library 2010-2011 IE Documents
- Hire new systems librarian
- In relation to current library space, space utilization with future adaptations and needed upgrades, continue to upgrade and transform specific library physical spaces into more useful and accessible venues
- Secure institutional funding for annual LOUIS membership funding.
- continue to offer literacy programs and literacy and library leadership for St. Landry Parish
- expand and enhance use of "e-book" collections and resources
- offer additional library community programs / programming that attracts on-campus students
- As pertains to space planning and utilization, weed serials collection
- Administrative Services-Commons
- External and Community Services-Big Read
- Community and External Services-Noon Day Lectures
- Instruction and IT Services-Reference Collection
- Instruction and IT Services-Serials and Journals
- Administrative Services-Systems Librarian
- Administrative Services-LOUIS
- Pathways to Success 2010-2011 Year End Report
- Developmental Education Vision
- Developmental Education Mission
- DE 2009-2010 IE Paperwork
- meeting minutes July 6 2010 UNIV meeting agenda
- DE 1-27-11 proposed UNIV 0008 syllabus

DE 7-13-11 Spring 2011 UNIV 0008 SLO

In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.

In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.

Orientation to University Studies (UNIV 1005)

College Reading (UNIV 0008)

Developmental English (ENGL 0001)

Developmental Math (MATH 0001)

Developmental Math (MATH 0002)

Program Completion

Fall to Fall Retention

Fall to Spring Retention

Academic Assistance Programs Vision

Academic Assistance Programs Mission

AAP 2009-2010 IE Paperwork

AAP 2010-2011 IE Paperwork

To increase retention and graduation rates for project participants

To select and enroll students who demonstrate academic need and who are eligible to participate in the project.

To provide participants with academic support through tutorials, computer-assisted instruction and supplemental instruction.

To provide those services which promote a positive institutional environment in which participants can be successful.

Student Selection-Identification

Academic Support

Counseling-Academic

Academic Standing

Persistence

Counseling-Financial Aid and Career

Counseling-Transfer

Counseling-Accommodated Services

Career Services Vision

Career Services Mission Statement

Career Services 2009-2010 IE Paperwork

Career Services 2010-2011 IE Paperwork

To assist students in declaring a major and exploring job opportunities.

To assist students in sharpening their job search skills.

To assist students in obtaining part-time/full-time employment.

To develop partner relationships with employers and monitor employer satisfaction.

Career Decision Making and Experiential Education

Job Search-Resume Approval

Employment Services-Placement

Employment Services-Employer Satisfaction

Program Appraisal - Nursing

Program Appraisal - Radiologic Technology

Program Appraisal - Respiratory Care

Program Appraisal - Business

Program Appraisal - Computer Information Technology

Program Appraisal - Fire and Emergency Services

Program Appraisal - Criminal Justice

Program Appraisal - Education

Program Appraisal - Psychology

Program Appraisal - General Studies

Program Appraisal - Sciences

Program Appraisal - Pathways to Success

- Course Completion
- DMS-Oral Communication
- External and Community Services - Area and Regional Library Leadership
- FES-Communication
- FES-Critical Thinking
- GE English 1001 Fa 2010- Sp 2011
- GE English 1001 Fa 2010- Sp 2011
- GE Sciences FA 2010 BIOL1001
- GE Sciences SP 2011 BIOL1001
- Honors Program Mission
- LSU Eunice Planning and Evaluation Cycle
- LSU Eunice Planning and Evaluation Model
- Nursing NCLEX Entire Report 2009-2010
- OIS-Critical Thinking
- program appraisal guidelines
- RADT-Critical Thinking
- RC-Critical Thinking

3.3.1.2

Institutional Effectiveness: Administrative support services

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

3.3.1.2 administrative support service.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

As mentioned in CS 3.3.1, using the LSU Eunice Organization Chart, this section will include

- All areas under the Vice Chancellor for Business Affairs
- Public Affairs
- Athletics
- Institutional Development
- Information Technology
- Institutional Effectiveness

Louisiana State University Eunice, using the Planning and Evaluation Model, identifies expected outcomes for **administrative support services within its** mission, assesses achievement of those outcomes on a systematic basis, and effects program improvement based on analysis of those outcomes following the Planning and Evaluation Cycle.

Table 3.3.1.2-**1 is a summary of all planning efforts across Administrative Support Services from 2009**-2010 through 2011-**2012. Each summary includes what specifically was assessed, analyses if appropriate, and what improvement resulted. Additional information is presented below the table for each area as well. Some links below,** especially in 2011-2012, connect the goals and objectives in order to show relationships to the institutional and strategic goals.

Table 3.3.1.2-1
Summary of Planning Efforts Related to Administrative Support Services

Area	2009-2010	2010-2011	2011-2012
Public Affairs (vision and mission)	Assessment: Increase the number of **press releases and uniform** use of logo Analyses: Press releases = 41 Improvement: Set up Google Alerts	Assessment: Increase the number of **press releases and uniform** use of logo Analyses: Press releases = 52 **Improvement:** Implemented use of Google and Yahoo News Alerts	Planning Goal 1 and Goal 2 Assessment: Increase the number of press releases and uniform use of logo Analyses: Press releases = 68 Improvement: Use of social media such as Facebook increased Web page stories from 4 to 19
Athletics (vision and mission)	none	none	Planning Goal 1 and Goal 2 Assessment: Student learning using GPAs Performance on the field of play Analyses: Student GPAs Percentage of games won Improvement: Discuss student recruiting

Institutional Development (vision and mission)	none	none	Planning Goal 1 and Goal 2 Assessment: Development of OLLI and Foundation Board directive to minimize costs on annual report Analyses: OLLI membership Costs related to annual report Improvement: Offer course on civic engagement OLLI implemented Annual report online
Information Technology (vision and mission)	Assessment: Indirect: Student, faculty, and staff satisfaction with equipment and support Analyses: Faculty Survey Staff Survey ACT Student Opinion Survey (ACT SOS) Improvement: Upgrade security Create Gmail accounts	Assessment: Indirect: Student, faculty, and staff satisfaction with equipment and support Analyses: Faculty Survey Staff Survey ACT SOS Improvement: Upgrade security Review unsatisfactory comments	Planning Goal 2 and Goal 3 Assessment: Indirect: Faculty and staff satisfaction with equipment Faculty, staff, and student support Student financial aid Analyses: Faculty Survey Staff Survey ACT SOS Improvement: For faculty/staff, upgrade VLANs Upgrade computers to Windows 7 For students, upgrade financial aid website and batch processing
Institutional Research and Effectiveness (vision and mission)	Assessment: Reduce length of time for unresolved calls Post semester data Post course evaluations for all courses Analyses: Length of time calls unresolved Course evaluations completed Improvement: Purchase Outlook plug-in to assist with monitoring the time calls remain open	Assessment: Reduce length of time for unresolved calls Post semester data Post course evaluations for all courses Analyses: Time calls left unresolved determined by Outlook Course evaluations completed Improvement: Outlook plug-in implemented in e- mail system	Planning Goal 1 and Goal 2 Assessment: Reduce length of time for unresolved calls Post semester data Post course evaluations for all courses Analyses: Time calls left unresolved determined by Outlook Improvement: Difficulty with Outlook plug-in due to system wide upgrades; will implement in 2012-13
Business Office (vision and mission)			

			Planning Goal 1
Physical Plant	Assessment: Indirect: Student, faculty, and staff satisfaction with the Physical Plant Analyses: Faculty Survey Staff Survey ACT SOS Improvement: none	Assessment: Indirect: Student, faculty, and staff satisfaction with the Physical Plant Analyses: Faculty Survey Staff Survey ACT SOS Improvement: none	Assessment: Indirect: Student, faculty, and staff satisfaction with the Physical Plant Analyses: Faculty Survey Staff Survey ACT SOS Improvement: Track and complete 3,400 work orders Change outdoor lights to LED
			Planning Goal 1
Human Resources	Assessment: Communications to faculty and staff on benefits No findings by auditors Analyses: 30 emails sent Auditor's results Improvement: none E-mail documentation below	Assessment: Communications to faculty and staff on benefits No findings by auditors Analyses: 30 emails sent No audit performed Improvement: none	Assessment: Communications to faculty and staff on benefits No findings by auditors Analyses: 40 emails sent No audit performed Improvement: New Civil Service evaluation procedures implemented Ethics training implemented
			Planning Goal 1 and Goal 2
Accounting	Assessment: Indirect: Faculty satisfaction with budget planning in Budget Review Committee (BRC) Analyses: Faculty Survey BRC Meeting minutes Total expenditures compared to revenues in unrestricted budget Improvement: Weekly budget statements issued to all departments Quarterly reports Discussion in cabinet on resources Documentation of BRC meetings below	Assessment: Indirect: Faculty satisfaction with budget planning in BRC Analyses: Faculty Survey BRC Meeting minutes Total expenditures compared to revenues in unrestricted budget Improvement: Same as 2009-2010, with periodic meetings by the Business Office staff in third and fourth quarters.	Assessment: Indirect: Faculty satisfaction with budget planning and preparation in BRC Analyses: Faculty Survey BRC Meeting minutes Total expenditures compared to revenues in unrestricted budget Improvement: Same as 2009-2010, with periodic meetings by the Business Office staff in third and fourth quarters.
			Planning Goal 1
	Assessment: Indirect: Faculty and student satisfaction with the Bookstore	Assessment: Indirect: Faculty and student satisfaction with the Bookstore	Assessment: Indirect: Faculty and student satisfaction with the Bookstore

Bookstore	Analyses: Faculty Survey ACT SOS Improvement: Online book orders **accepted; books shipped** to students	Analyses: Faculty Survey ACT SOS Improvement: Several books changed to **loose leaf to reduce costs to** students	Analyses: Faculty Survey ACT SOS Improvement: Nursing student text bundled Books being **purchased** without students coming to campus **More** calculators available for rental
Cafeteria	Assessment: **Indirect: Student, faculty, and staff satisfaction with the Cafeteria** Analyses: Faculty Survey Staff Survey ACT SOS Improvements: Additional checkout line **added based on student** requests	Assessment: **Indirect: Student, faculty, and staff satisfaction with** the Cafeteria Analyses: Faculty Survey Staff Survey ACT SOS Improvements: Ice cream freezer added **based on student requests**	Planning Goal 1 Assessment: Indirect: Student, faculty, and staff satisfaction with the Cafeteria Analyses: Faculty Survey Staff Survey ACT SOS Improvements: Menu sent out via email Seafood dishes added
Purchasing	Assessment: Departments within budget Purchases made in timely fashion No findings by auditors Analyses: Budget analysis Concerns voiced about timeliness Auditor's findings Improvement: none	Assessment: Departments within budget Purchases made in timely fashion No findings by auditors Analyses: Budget analysis Concerns voiced about timeliness Auditor's findings Improvement: none	Planning Goal 1 Assessment: Departments within budget **Purchases made in** timely fashion No findings by auditors Analyses: Budget analysis Concerns voiced about timeliness Auditor's findings Improvement: Participation in eProcurement System Implemented LaCarte Card system

Public Relations

During the three-year period, the Office of Public Relations has had two primary goals. The first dealt with increasing LSU Eunice's visibility in the region to enrollment, recruitment, and fund-raising. The second is to maintain a constant image across campus with the use of the proper logo. The first goal shows an increase in distribution of press releases from 41 in 2009-2010 to 52 in 2010-2011. More importantly, it demonstrates a move to electronic resources such as Google Alerts, Yahoo News Alerts, and the dramatic expansion of Facebook as a means of communication. The office has also struggled with getting departments to adopt the logo approved in 2009.

Planning documentation from 2009-2010 and 2010-2011 demonstrate

- Ongoing efforts to continue press releases
- Improvements in moving to electronic formats (example of a Google Alert from 2013)
- Ongoing encouragement to use the new logo.

Planning documentation from 2011-2012 demonstrate

- The vision
- The mission
- Goal 1 with the relationship to institutional and strategic goals and objective 1.1 discussing the improvement in communicating with students and the increase in the use of Facebook to communicate with students
- Goal 2 with the relationship to institutional and strategic goals and objective 2.1 discussing the issues with the use of the new logo.

Athletics

The athletic department developed institutional effectiveness paperwork for the first time in 2011-2012. The primary goals dealt with defining student success. In the classroom: an overall grade point average of 2.8. Student athletes at LSU Eunice typically earn a GPA of 2.8, which is much higher than the required 2.0. On the field of play: a 67% winning record for each team--men's baseball, women's softball, and women's basketball--based on existing resources and past history.

Planning documentation for 2011-2012 demonstrate

- The vision
- The mission.
- Goal 1 with the relationship to the institutional and strategic goals along with objective 1.1 discussing grade point averages. The grade point averages of the teams are provided.
- Goal 2 with the relationship to the institutional and strategic goals along with objective 2.1 discussing each team's winning percentage.

Institutional Development

The Office of Institutional Development established institutional effectiveness paperwork for the first time in 2011-2012. The goals were to establish an honors course that fostered civic engagement and community service for students in the Honors Program. Institutional Development also sought to establish a chapter of the Osher Lifelong Learning Institute at LSU Eunice. Lastly, the department also sought to control costs for the foundation's board by distributing online an annual report for the LSUE Foundation.

Planning documents from 2011-2012 demonstrate

- The vision
- The mission
- Goal 1 with the relationship to institutional and strategic goals and objective 1.1 discussing the course opportunity for students.
- Goal 2 with the relationship to institutional and strategic goals: objective 2.1 discussing the progress of the Osher Lifelong Learning Institute Chapter at LSU Eunice; objective 2.2 discussing the board directive to control printing costs of the annual report for the LSUE Foundation.

Information Technology

The Office of Information Technology (OIT) is responsible for campus computing and its security. Each year, institutional effectiveness focuses on faculty, staff, and student satisfaction. Faculty and staff satisfaction with computing hardware and support services is surveyed each spring semester. Student satisfaction with computing is examined by the ACT Student Opinion Survey. OIT often sets the benchmark quite high as demonstrated in 2009-2010 where only two of the five objectives were met. This was repeated in 2010-2011. However, in 2011-2012, all five objectives were met. Despite both equipment and support being better than satisfactory for faculty, staff, and students, however, OIT worked with the Office of Financial Aid to improve the user-friendliness of myLSUE's student screen. In addition, batch awarding of financial aid was implemented in January 2012 in order to speed up the process for waiting students.

Planning documents from 2009-2010 demonstrate

- Indirect assessment of faculty satisfaction with computing hardware and support using the Faculty Survey
- Indirect assessment of staff satisfaction with computing hardware and support using the Staff Survey
- Indirect assessment of student satisfaction with computing hardware and support using ACT's Student Opinion Survey
- Updating student email to Gmail accounts.

Planning documents from 2010-2011 demonstrate

- Indirect assessment of faculty satisfaction of computing hardware and support using the Faculty Survey

- Indirect assessment of staff satisfaction of computing hardware and support using the Staff Survey
- Indirect assessment of student satisfaction of computing hardware and support using ACT's Student Opinion Survey.

Planning documents from 2011-2012 demonstrate

- The vision
- The mission
- Goal 2 with the relationships to institutional and strategic goals along with objectives 2.1, 2.2, 2.3, and 2.4 on faculty satisfaction of computing hardware and support along with staff satisfaction of computing hardware and support. All four objectives were indirectly assessed through LSU Eunice's Faculty and Staff Survey given each spring.
- Goal 3 with the relationships to institutional and strategic goals along with objective 3.1 about maintaining student satisfaction with computing services as indirectly assessed by the ACT Student Opinion Survey. Objective 3.2 discusses the initiatives to improve and redesign the student's myLSUE financial aid web page to make it more user-friendly and to implement the use of batch-awarding financial aid.

Institutional Research and Effectiveness

The Office of Institutional Research strives to provide the information to support operations management, decision making, advocacy, and overall planning for LSU Eunice. Toward this end, in 2009-2010 the Office sought to reduce the length of time that requests were left open and unresolved. It also sought to post enrollment data within two days of the census date and to post online student course evaluations just after the final date to withdraw. In 2010-2011 and 2011-2012, posting census data within two days and opening course evaluations for students were repeated; both objectives were met. However, tracking the time of calls and the calls left unresolved was problematic since the plug-ins were installed in 2009-2010 and implemented in 2010-2011. Due to system-wide upgrades and the move to the new facility, the Outlook plug-ins did not work properly in 2011-2012. Updated software has been purchased and is currently installed.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- The objective to post data within two days of the census date
- The objective to have course evaluations available for students the day after the last day to withdraw
- The objective to track the time requests are left open; the Outlook plug-in was installed in 2010-2011 in order to improve service.

Planning documents from 2011-2012 demonstrate

- The vision
- The mission
- Goal 1 with the relationship to institutional and strategic goals and objective 1.1 discussing opening the course evaluation software for students to evaluate their courses.
- Goal 2 with the relationship to institutional and strategic goals, objective 2.1 discussing the posting of census data within two days, and objective 2.2 discussing the issues in obtaining data in order for the direct assessment of the length of time data requests are left open.

Business Affairs

The Office of Business Affairs' purpose is to provide the financial resources and services necessary to support the functions of the institution. The Office implements planning, management, and control to ensure compliance with various requirements.

The Physical Plant provides a properly maintained and safe environment for all constituencies.

Planning documents from 2009-2010 through 2011-2012 demonstrate

- Vision and mission for 2009-2010
- Vision and mission for 2010-2011 (no changes from 2009-2010)
- Vision and mission for 2011-2012 in the new Compliance Assist planning system

The Office of Business Affairs separates its planning documents by area to ensure effectiveness. Each will be taken in turn below.

Physical Plant

The Physical Plant is charged with providing clean and well maintained facilities and grounds. Each year, Physical Plant personnel indirectly survey the faculty using the Faculty Survey, staff using the Staff Survey, and students

using the ACT Student Opinion Survey. During the 2009-2010, 2010-2011, and 2011-2012 planning years, the objective for each constituency was met. In 2011-2012, over 3,000 work orders were completed. In addition, improvements in outdoor lighting were noted.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of faculty satisfaction with the Physical Plant based on the Faculty Survey
- Indirect assessment of staff satisfaction with the Physical Plant based on the Staff Survey
- Indirect assessment of student satisfaction with the Physical Plant based on the ACT Student Opinion Survey.

Planning documents from 2011-2012 that demonstrate

- Goal 1 with relationships to institutional and strategic goals: objective 1.1 discussing the indirect assessment of faculty satisfaction with the Physical Plant based on the Faculty Survey, objective 1.2 discussing the indirect assessment of staff satisfaction based on the Staff Survey, and objective 1.3 discussing the indirect assessment of student satisfaction based on the ACT Student Opinion Survey
- Data on the number of work orders completed
- Sample work order
- Improvements in outdoor lighting.

Human Resources

Human Resources maintains personnel records, maintains confidentiality, and meets the legal requirements set down by the state and the LSU Board of Supervisors. One routine objective is to keep faculty and staff abreast of the latest policies through 30 e-mails in both 2009-2010 and 2010-2011. Additionally, 40 e-mails were sent in 2011-2012. Several new polices were also implemented in 2011-2012, such as the new evaluation system for all civil service personnel and required ethics training for all employees. Human Resources also maintains an objective of no findings during audits. During 2009-2010, a Department of Civil Service audit found no violations. (No Human Resources audits were conducted in 2010-2011 or 2011-2012.)

Planning documents from 2009-2010 and 2010-2011 demonstrate

- E-mails were sent to all faculty and staff from the Human Resources Office
  - September 23, 2009
  - January 19, 2010
  - December 1, 2010
  - December 1, 2010
  - July 12, 2011
- Improvements made in 2010-2011 by implementing a new online human resource system
- No findings by the auditors (December 9, 2009).

Planning documents from 2011-2012 demonstrate

- Goal 1 with relationships to institutional and strategic goals, objective 1.1 discussing correspondences to all faculty and staff, and objective 1.2 discussing that no Human Resource audits took place in the planning year
- A new Civil Service evaluation system was implemented
- Ethics training for all employees was required.

Accounting

The area of Accounting provides preparation and control of the University budget. In terms of planning, two standing objectives ensure that faculty are involved in planning through the Budget Review Committee. The Committee meets at least four times annually with meeting minutes being distributed to the entire campus. Faculty satisfaction with the budget planning process is measured using the Faculty Survey given each spring semester.

Accounting is also responsible for budget control to ensure that expenditures in the unrestricted budget do not exceed revenues. This is accomplished by monthly budget statements e-mailed to department heads, quarterly reports submitted to the LSU System Office, and weekly meetings of the cabinet to monitor fiscal resources. Due to decreases in state funding, the Business Affairs staff also met periodically in the third and fourth quarters in 2010-2011 and 2011-2012 to monitor resources.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- The Budget Review Committee met
  - October 21, 2009 minutes
  - January 8, 2010 minutes
  - March 9, 2010 minutes

- April 13, 2010 minutes
- September 20, 2010 minutes
- November 8, 2010 minutes
- March 2, 2011 minutes
- April 11, 2011 minutes
-
- Faculty satisfaction indirectly assessed based on the Faculty Survey
- Budget statements e-mailed to the departments
  - Business Administration October 2009 Summary
  - Liberal Arts April 2011 Summary
  - Developmental Education November 2012 Summary.

Planning documents from 2011-2012 demonstrate

- Goal 2 with the relationships to the institutional and strategic goals, objective 2.1 indirectly assessing faculty satisfaction with the budget planning process, objective 2.2 with meeting minutes of the Budget Review Committee, and objective 2.3 discussing the monitoring of unrestricted funds.

Bookstore

The Bookstore is an auxiliary enterprise operated by Business Affairs to support the academic mission of the institution. In each of the three years documented, the Bookstore indirectly surveyed faculty and students to determine their level of satisfaction. While the benchmarks were met, the Bookstore responded to student requests in 2009-2010 by allowing students to purchase books online for the first time. In 2010-2011, the Bookstore changed several books to loose leaf to reduce student costs. In 2011-2012, the Bookstore began bundling nursing books and notifying the students of the price by email. In addition, the Bookstore also allowed students at remote locations to purchase books using financial aid by authorizing the purchase in writing. Additionally, in response to student requests, more calculators were made available to students to rent.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of student satisfaction with the Bookstore based on ACT's Student Opinion Survey
- Indirect assessment of faculty satisfaction with the bookstore based on the Faculty Survey
- Improvement for students to purchase books online in 2009-2010 (The Bookstore website appeared in 2013.)
- Improvement for students to purchase loose-leaf books to save money in 2010-2011

Planning documents from 2011-2012 demonstrate

- Goal 1 with relationships to institutional and strategic goals, objective 2.1 discussing the indirect assessment of faculty satisfaction with the Bookstore based on the Faculty Survey, and objective 2.2 discussing indirect assessment of student satisfaction with the Bookstore based on ACT's Student Opinion Survey. This included multiple improvements even though the objective was met.
  - Nursing texts bundled and the prices e-mailed
  - Students to purchase books without going to campus.
  - Students to rent calculators.

Cafeteria

The Cafeteria is operated as an auxiliary enterprise to offer a quality dining experience to all constituencies. For all planning years, the faculty, staff, and students are indirectly surveyed using the Faculty Survey, Staff Survey, and ACT Student Opinion Survey. Several improvements were made in each of the three years based on input from students, faculty, or staff. For example, an additional checkout line was added in 2009-2010 as a result of student requests. In 2010-2011, an ice cream freezer was added as a result of student requests. Lastly, seafood dishes were added by student request, and menus were sent out campus-wide each week as a result of faculty and staff requests.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of faculty satisfaction with the Cafeteria based on the Faculty Survey
- Indirect assessment of staff satisfaction with the Cafeteria based on the Staff Survey
- Indirect assessment of student satisfaction with the Cafeteria based on the ACT Student Opinion Survey
- Improvement made in 2009-2010 as a result of student requests was an additional checkout line
- Improvement made in 2010-2011 as a result of student requests was an ice cream freezer.

Planning documents from 2011-2012 demonstrate

- Goal 1 with relationships to the institutional and strategic goals: objective 2.1 discussing the indirect assessment of faculty satisfaction with the Cafeteria based on the Faculty Survey, objective 2.2 discussing the

indirect assessment of staff satisfaction based on the Staff Survey, and objective 2.3 discussing the indirect assessment of student satisfaction based on the ACT Student Opinion Survey
- Objectives 2.1 and 2.2 also discuss the menu being sent out to the campus as improvement made in response to faculty and staff requests
- Objective 2.3 showing the addition of seafood dishes as an improvement made in response to student requests.

Purchasing

Purchasing uses the number of inquiries about the timeliness of orders and the annual state audit to determine the effectiveness of its operation. In none of the three years were any inquiries made about the timeliness of orders, nor findings made relative to purchases. Purchasing also monitors the budgets of individual departments as purchases are made to determine if the department has exceeded the stated budget. Regardless of the level of complaints or findings by the state, Purchasing took part in a new eProcurement system to improve the procurement and accounts-payable processes in 2011-2012. In addition, the Purchasing department began implementing the LaCarte Card procedures so those who travel will not have to use their own credit cards.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Purchasing relies on concerns voiced about timeliness from the campus community and that no complaints were filed
- No departments exceeded their budgets without permission
- Purchasing relies on state audits to evaluate and alter purchasing services.

Planning documents from 2011-2012 demonstrate

- Goal 1 with relationships to institutional and strategic goals: objective 1.1 discussing relying on inquiries and monitoring budgets, objective 1.2 discussing relying on state audits to evaluate purchasing services.
- E-mails on participation in the eProcurement system used to improve purchasing and accounts payable.
- Development and distribution of procedures on the LaCarte Card.

Sources (In Order of Appearance)

- LSU Eunice Organizational Chart
- LSU Eunice Planning and Evaluation Model
- LSU Eunice Catalog 2012-2013 (Page 8)
- LSU Eunice Planning and Evaluation Cycle
- Public Affairs Vision
- Public Affairs Mission
- Public Relations 2009-2010 IE Paperwork
- Public Relations 2010-2011 IE Paperwork
- Increase campus visibility to strengthen enrollment, recruitment and fund-raising efforts.
- Oversee all internal and external communication/marketing collateral to maintain a consistent image that accurately portrays opportunities for the various constituencies.
- Visibility
- Visibility-Logo
- Athletic Department Vision
- Athletic Department Mission
- To support academic achievement and progress of student athletes
- To be successful on the field of play.
- Student Learning and GPA
- Maintain a winning percentage
- Institutional Development Vision
- Institutional Development Mission
- To develop two Honors Program courses that will enhance research capabilities and opportunities; foster civic learning and community service; and include opportunities for student volunteerism, civic engagement and interaction with public officials.
- Promote the LSU Eunice campus to the community-at-large
- Lifelong Learning for Adult learners 50+
- Annual Report to Donors and Annual Giving Campaign
- Develop HNRS 2400

- Information Technology Vision
- Information Technology Mission
- IT 2009-2010 IE Documentation
- IT 2010-2011 IE Documentation
- Provide Faculty and Staff with the technology and support required to produce successful students.
- Provide students with access to the technology they need to be successful in meeting their academic goals.
- User Services-Faculty Technology
- User Services-Staff Technology
- User Services-Faculty Support
- User Services-Staff Support
- User Services-Students
- User Services-Improvements
- Institutional Research and Effectiveness Vision
- Institutional Research and Effectiveness Mission
- IR 2009-2010 IE Paperwork
- IR 2010-2011 IE Paperwork
- Make course evaluations available online in a consistent, efficient manner.
- Provide the campus at large with access to timely reporting information.
- Reduce Open Time of Service Requests
- Overall Data Gathering and Reporting
- Data-Course Evaluation
- Business Affairs Vision
- Business Affairs Mission
- Physical Plant 2009-2010 IE Paperwork
- Physical Plant 2010-2011 IE Paperwork
- To provide clean and well maintained facilities and grounds.
- Building and Grounds-Student Satisfaction
- Building and Grounds-Faculty Satisfaction
- Building and Grounds-Staff
- HR 2009-2010 IE Planning Documents
- HR 2010-2011 IE Planning Documents
- To provide a reliable personnel record system which respects confidentiality and meets legal requirements, and to provide information on a comprehensive benefits package.
- Correspondences-Human Resources
- Human Resources-Audit
- BO Budget Planning and Control 2009-2010
- BO Budget Planning and Control 2010-2011
- To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
- To plan a budget to meet the needs of the departments based on their goals and objectives.
- Budget Review-Faculty
- Budget Preparation
- Budget Review Committee
- Budget Control
- Bookstore 2009-2010 IE Paperwork
- Bookstore 2010-2011 IE Paperwork
- To operate as an auxiliary enterprise to support the academic mission of LSU Eunice by providing educational books and supplies, and other merchandise.
- Bookstore-Faculty Satisfaction
- Bookstore-Student Satisfaction
- Bookstore Nursing Example
- Bookstore Phone Order Example
- Bookstore Calculator Rental
- Cafeteria 2009-2010 IE Planning Documents
- Cafeteria 2010-2011 IE Planning Documents
- To provide a high quality dining experience for students, faculty, and staff.

- Food Service-Student Satisfaction
- Food Service-Faculty Satisfaction
- Food Service-Staff Satisfaction
- Purchasing 2009-2010 IE Paperwork
- Purchasing 2010-2011 IE Paperwork
- To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.
- Purchasing-Timing and Budget
- Purchasing-Audit
- Public Relations Google Alert Example
- BO Vision and Mission 2009-2010
- BO Vision and Mission 2010-2011
- HR 9-23-09 email
- HR 1-19-10 email
- HR 12-1-10 email
- HR 12-1-10 2nd email
- HR 7-12-11 email
- HR 2009-2010 Civil Service audit
- Accounting Budget Review Committee Minutes--October 21 2009
- Accounting Budget Review Committee Minutes--January 8 2010
- Accounting Budget Review Committee Minutes--March 9 2010
- Accounting Budget Review Committee Minutes--April 13 2010
- Accounting Budget Review Committee Minutes--September 20 2010
- Accounting Budget Review Committee Minutes--November 8 2010
- Accounting Budget Review Committee Minutes--March 2 2011
- Accounting Budget Review Committee Minutes--April 11 2011
- Accounting Business Administration Summary October 2009
- Accounting Liberal Arts Summary April 2011
- Accounting Developmental Education Summary November 2012
- Bookstore Website in 2013
- Bookstore MATH 1021 Loose Leaf Example

3.3.1.3

Institutional Effectiveness: Academic and student support services

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

3.3.1.3 academic and student support services.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Using the Planning and Evaluation Model, LSU Eunice identifies expected outcomes for academic and student support services within its mission, assesses achievement of those outcomes on a systematic basis, and effects program improvement based on analysis of those outcomes following the Planning and Evaluation Cycle. The cycle continues using the results to maintain, modify, or replace the goals and outcomes to achieve the desired end. Those results are used for annual planning in each area. The process is outlined in the University's Planning and Effectiveness template which requires each area/unit to include its annual goals for the year.

As mentioned in CS 3.3.1, using the Organization Chart, this section includes all units under the Vice Chancellor for Student Affairs and Enrollment Services:

- Campus Security
- Financial Aid
- High School Relations
- Institutional Liaison
- Student Activities
- Student Development Services

Table 3.3.1.3-1 below summarizes planning efforts across the University from 2009-2010 through 2011-2012. Each summary includes what was assessed, analyses and results, and a plan for improvement, if necessary. For the first time in the 2011-2012 planning cycle, Compliance Assist software was used by all areas to link goals in order to indicate their relationship to institutional and strategic goals.

Table 3.3.1.3-1
Summary of Planning Efforts Related to Academic and Student Support Services

Area	2009-2010	2010-**2011**	2011-**2012**
Student Affairs and Enrollment Services (Vision and Mission)	Assessment: Inform students of campus resources and services that support their transition into college; provide an overview of academic programs and services to parents. Analyses: Number of student orientation participants Orientation surveys ACT Student Opinion Survey (ACT SOS) Improvement: Need to identify other student leaders willing to support orientation.	Assessment: Inform students of campus resources and services that support their transition into college; provide an overview of academic programs and services to parents. Analyses: Number of student orientation participants Orientation surveys ACT SOS Improvement: Encourage student volunteer leader involvement at orientation	Planning Goal 1 and Goal 2 Assessment: Inform students of campus resources and services that support their transition into college; provide an overview of academic programs and services to parents. Analyses: Completion of orientation and registration Feedback from orientation surveys ACT SOS Improvement: Continue to expand involvement of student volunteer leaders at orientation.
	Assessment: Provide emergency response training to campus; patrol and	Assessment: Provide emergency response training to campus; patrol and	Planning Goal 1 and Goal 2 Assessment: Provide emergency response training to campus; patrol and

Campus Security	monitor campus; campus parking Analyses: **Completion of training** **Shift reports** ACT SOS Improvement: Set a regular training schedule between June and August	monitor campus; campus parking Analyses: **Completion of training** **Shift reports** ACT SOS Improvement: Monitor training and continue to recruit emergency responder volunteers	monitor campus; campus parking Analyses: Completion of training Shift reports ACT SOS Improvement: Monitor training and continue to **recruit emergency responder volunteers**
Financial Aid	Assessment: Provide financial aid **information to students and parents; provide federal state** and university resources **including scholarships** Analyses: **Number of presentations made** Number of applicants and **recipients** ACT SOS Improvement: Re-assess number of off-**campus presentations**	Assessment: **Number of presentations made** Number of applicants and **recipients** ACT student survey Analyses: Number of presentations made Number of applicants and recipients ACT SOS Improvement: Collaborate with the Office of **Information Technology to** move from manual to electronic processing of FAFSA applications	Planning Goal 1 and Goal 2 Assessment: Provide financial aid information **including the application process; provide federal, state and University resources including scholarships** Analyses: Number of presentations made Number of applicants and recipients ACT SOS Improvement: Begin implementation of electronic **processing of FAFSA applications and awarding**
High School Relations	*In 2009-2010 High School Relations and Institutional Liaison had Assessment Plan shown as Recruiting Assessment: Use of software for recruiting; **collaborate with area employers and agencies; assist TOPS eligible students;** identify minority students; **inform students of campus resources** Analyses: Intelliworks training and use Number of prospects Enrollment data ACT SOS TOPS enrollment Minority enrollment Bengal Day survey Improvement: Increase number of adult **recruiting sites**	*In 2010-2011 High School Relations and Institutional Liaison had Assessment Plan shown as Recruiting Assessment: Use of software for recruiting; **collaborate with area employers and agencies; assist TOPS eligible students;** identify minority students; **inform students of campus resources** Analyses: Intelliworks training and use Number of prospects Enrollment data ACT SOS TOPS enrollment Minority enrollment Bengal Day survey Improvement: Use Intelliworks to increase **recruiting efforts; increase** adult recruiting sites	Planning Goal 1 Assessment: Use of software for recruiting and collaborate with area employers and agencies Analyses: Intelliworks training and use Number of prospects Enrollment data ACT SOS Improvement: Continue to review and update **recruitment materials**
	*In 2009-2010 High School Relations and Institutional Liaison had Assessment Plan shown as Recruiting Assessment:	*In 2010-2011 High School Relations and Institutional Liaison had Assessment Plan shown as Recruiting Assessment:	Planning Goal 1 and Goal 2 Assessment:

Institutional Liaison	Use of software for recruiting; collaborate with area employers and agencies; assist TOPS eligible students; identify minority students; inform students of campus resources Analyses: Intelliworks training and use Number of prospects Enrollment data ACT SOS TOPS enrollment Minority enrollment Bengal Day survey Improvement: Increase number of adult recruiting sites	Use of software for recruiting; collaborate with area employers and agencies; assist TOPS eligible students; identify minority students; inform students of campus resources Analyses: Intelliworks training and use Number of prospects Enrollment data ACT SOS TOPS enrollment Minority enrollment Bengal Day survey Improvement: Use Intelliworks to increase recruiting efforts; increase adult recruiting sites	Assist TOPS eligible students; identify minority students; inform students of campus resources Analyses: TOPS enrollment Minority enrollment Bengal Day survey ACT SOS Improvement: Continue to collaborate with the Honors Program and consider moving the luncheon to the Fall semester.
Student Activities	Assessment: Expand leadership opportunities for students; develop a Student Activities Board; provide broad array of activities for students Analyses: Student leadership in Campus Activities Board programs Number and types of programs offered to students ACT SOS Improvement: Monitor development of Campus Activities Board	Assessment: Expand leadership opportunities for students; continue developing Student Activities Board; provide broad array of activities for students Analyses: Student leadership in Campus Activities Board programs Number and types of activities offered to students ACT SOS Improvement: Continue to monitor development of student activities and student leadership	Planning Goal 1 and Goal 2 Assessment: Expand leadership opportunities for students; continue developing Student Activities Board; provide broad array of activities for students Analyses: Student leadership in Campus Activities Board programs Number and types of student activities ACT SOS Improvement: Expand options for student leader training
Student Development Services	Assessment: Increase awareness of counseling services; identify counseling needs; track student immunizations; improve health clinic services Analyses: Number of students referred for counseling ACT SOS Submitted immunization records Improvement: No action needed; continue to review	Assessment: Increase awareness of counseling services; identify counseling needs; track student immunizations; improve health clinic services Analyses: Number of students referred for counseling ACT SOS Submitted immunization records Improvement: Collaborate with Financial Aid to assist students in looking at options for financial management.	Planning Goal 1, Goal 2, and Goal 3 Assessment: Increase awareness of counseling services; identify counseling needs; track student immunizations; improve health clinic services Analyses: Number of students referred for counseling ACT SOS Submitted immunization records Improvement: The new electronic processing of aid appears to have reduced the reports of financial stress especially among students in the health sciences. Monitoring will continue.

In addition, units within the Academic Affairs area also provide direct academic and student support services. Those units include

- **Academic Assistance Programs** (see Table 3.3.1.1-10)
- **Developmental Education** (see Table 3.3.1.1-9)
- **Library** (see Table 3.3.1.1-8)
- **Office of Information Technology** (see Table 3.3.1.2-1)

A summary of assessment activities for the Student Affairs and Enrollment Services is described below.

Student Affairs and Enrollment Services

The Office of Student Affairs and Enrollment Services' purpose is to provide information about the University to prospective students and community members, guide students on procedures needed to register, provide support for individual development, and follow up on student concerns as needed. All unit efforts are intended to promote the institution's efforts to enroll, matriculate, and graduate students.

Planning documents from 2009-2010 through 2010-2011 demonstrate

- Vision and mission for 2009-2010 with no changes in 2010-2011.
- Indirect assessment of student satisfaction with counseling, financial aid, health services, recruiting, security/parking, student activities, and orientation using the ACT SOS.

Planning documents from 2011-2012, based on the University's organizational chart, are now separated by units to monitor effectiveness.

- Vision and mission for 2011-2012
- Goal 1 with the relationship to institutional and strategic goals; objective 1.1 informs students of campus resources that support their transition into college.
- Goal 2 with the relationship to institutional and strategic goals; objective 2.1 provides an overview of academic programs and service to parents.
- Indirect assessment of student satisfaction with recruitment information, orientation, financial aid, safety/security, counseling, and student activities on the ACT SOS.

Campus Security

The Campus Security office is charged with providing security personnel able to respond to emergencies that involve a possible threat to life and/or property. Guards monitor and secure facilities, manage and enforce parking and traffic regulations, assist departments with coordination of activities that require crowd control, and act as a source of information for visitors to the campus.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of student satisfaction with campus safety/security using ACT SOS.

Planning documents from 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals; objective 1.1 on emergency response training requirements.
- Goal 2 with the relationship to institutional and strategic goals; objective 2.1 on campus safety requiring officer shift reports to document responses to incidents, complaints, monitoring of facilities, and assistance with campus events.
- Indirect assessment of student satisfaction with campus safety/security on the ACT SOS.

Financial Aid

The Office of Financial Aid provides information on federal, state and institutional aid available, in order to support student educational and career goals. The office processes FAFSA applications and makes every effort to provide students with the optimum aid based on eligibility.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of student satisfaction with financial aid services using ACT SOS.

Planning documents from 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals, with objective 1.1 providing community

members with financial aid information.

- Goal 2 with the relationship to institutional and strategic goals, with objective 2.1 providing financial aid resources to help meet student needs according to federal, state, and university regulations.
- Indirect assessment of student satisfaction with financial aid services on the ACT SOS.

High School Relations

The High School Relations unit coordinates the recruitment, planning, tracking, and follow-up of prospective students. This unit works in conjunction with the Institutional Liaison unit and other administrative and academic areas to provide information and assistance to potential students, parents, and members of the larger community.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of student satisfaction with pre-college information using the ACT SOS.

Planning documents from 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals, with objective 1.1 on continued use of the Intelliworks software system for recruitment.
- Indirect assessment of student satisfaction on the ACT SOS.

Institutional Liaison

The Institutional Liaison unit's primary role is the coordination of annual recruitment activities in collaboration with High School Relations. In addition, this unit works to develop and maintain collaborations with community external agencies and targeted student populations such as high school TOPS/high achievement students and minority students.

Planning documents for 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of student satisfaction with racial harmony using the ACT SOS.

Planning documents for 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals, objective 1.1 to identify and communicate with TOPS eligible students in our service area, objective 1.2 to identify college-bound minority students in the LSU Eunice service area.
- Goal 2 with the relationship to institutional and strategic goals, and objective 2.1 to host Bengal Days.
- Indirect assessment of student satisfaction on the ACT SOS.

Student Activities

The purpose of the Office of Student Activities is to encourage student leadership in planning and coordinating extracurricular programs intended to meet the educational, recreational, social, cultural, and personal development needs of students. This unit is also charged with providing general administrative management of all campus student organizations. The student-run Campus Activities Board (CAB) acts as the primary advisory and planning group for student activities. It collaborates with the Student Government Association and other active student organizations to promote student leadership, involvement, and service both on and off campus.

Planning documents from 2009-2010 and 2010-2011 demonstrate

- Indirect assessment of student satisfaction with extracurricular activities using ACT SOS.
- Creation of the Campus Activities Board.

Planning documents from 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals, objective 1.1, and objective 1.2 on expansion of student leadership opportunities and ongoing development of a Campus Activities Board for student activities.
- Goal 2 with the relationship to institutional and strategic goals, along with objective 2.1 providing a broad array of programs and activities for students.
- Indirect assessment of student satisfaction with extracurricular activities on the ACT SOS.

Student Development Services
The Student Development Services unit provides student counseling/referral services; coordinates major events including Commencement, District Rally, and Honors Convocation activities; and administers the Veterans Affairs program.

Planning documents for 2009-2010 and 2010-**2011 demonstrate**

- Indirect assessment of student satisfaction with counseling services using ACT SOS.

Planning documents for 2011-2012 demonstrate

- Goal 1 with the relationship to institutional and strategic goals, objective 1.1 relating to increased awareness of counseling services, and objective 1.2 relating to identifying counseling support needs.
- Goal 2 with the relationship to institutional and strategic goals, with objective 2.1 relating to tracking immunizations
- Indirect assessment of student satisfaction with counseling services on the ACT SOS.

Sources (In Order of Appearance)

- LSU Eunice Planning and Evaluation Model
- LSU Eunice Planning and Evaluation Cycle
- LSU Eunice Organizational Chart
- Student Affairs Vision
- Student Affairs Mission
- Student Affairs 2009-2010 IE Paperwork
- Student Affairs 2010-2011 IE Paperwork
- Provide opportunities for new students to acquaint themselves with university requirements, personnel and services.
- Provide Parents/Family an opportunity to acquaint themselves with university requirements, personnel and services.
- Student Orientation
- Parent Orientation
- Campus Security 2009-2010 IE Paperwork
- Campus Security 2010-2011 IE Paperwork
- Provide regular training in emergency response procedures to campus personnel
- Provide for the safety and security of all members of the university community
- Emergency Response Training
- Campus Safety
- Parking
- Financial Aid 2009-2010 IE Paperwork
- Financial Aid 2010-2011 IE Paperwork
- Provide information on the availability of financial aid resources to students and parents
- Provide financial resources for eligible students in support of their educational/career goals.
- Financial Information
- Financial Aid Application
- Financial Aid Resources
- Scholarships
- Recruiting 2009-2010 IE Paperwork
- Recruiting 2010-2011 IE Paperwork
- Expand marketing strategies and our capacity to interact with and respond to prospective students
- Intelliworks
- Recruiting Adult Students
- Maintain or increase the current level of TOPS recipients and minority students on campus
- Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
- TOPS
- Recruiting minority students
- Bengal Days
- Student Activities 2009-2010 IE Paperwork
- Student Activities 2010-2011 IE Paperwork
- Expand the involvement of student organization leaders on campus

- Provide student activities that promote peer engagement and retention
- Student Government Association
- Campus Activity Board
- Student Activities
- Student Development 2009-2010
- Student Development 2010-2011
- Provide counseling services to students
- Track student immunization records to assure that all new students meet health requirements.
- Provide students with health information and access basic health care on campus.
- Increase Awareness of Counseling Services
- Identify Counseling Needs
- Student Immunizations
- Health Clinic
- Student Affairs Division IE 2009-2010
- Student Affairs Division IE 2010-2011
- Mission 0910
- Mission 1011
- ACT survey orientation
- Emergency Response Procedures
- NIGHT SHIFT REPORT 18 SEPT 2011
- ACT survey campus security
- Financial Aid
- ACT survey financial aid
- Intelliworks CRM
- ACT survey recruiting
- ACT survey race
- CAB Constitution
- CAB officers
- ACT survey activities
- ACT survey counseling
- ACT survey veterans
- Bengal Village
- Council of Student Organizations
- High School Relations 2011-2012 IE Paperwork
- SmartThinking

3.3.1.4

Institutional Effectiveness: Research

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

3.3.1.4 research within its mission, if appropriate.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☒ Not Applicable

Narrative

3.3.1.5

Institutional Effectiveness: Community/Public Service

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

3.3.1.5 community/public service within its mission, if appropriate.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Louisiana State University Eunice, using its institutional Planning and Evaluation Model, identifies expected outcomes for community and public service within its mission, assesses achievement of those outcomes on a systematic basis, and effects program improvement based on analysis of those outcomes following the Planning and Evaluation Cycle.

Community Service as Institutional Mission

Community/public service is clearly identified as part of the institutional mission, as stated in the official mission statement in the LSU Eunice 2012-13 Catalog, which declares the University's commitment to "create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area." Implicit in that statement of mission and the Continuing Education Department's response through its programming is a definition of community service as the range of activities and programs not strictly related to the certificate and degree-granting mission of the University that nonetheless enhance the quality of life in the community. Such activities and programs broadly include workforce and economic development, the promotion of lifelong learning, health and wellness, youth enrichment, and cultural enrichment.

The Director of Continuing Education, reporting to the Vice-Chancellor for Academic Affairs, leads his staff in the conduct of community service and outreach activities. To aid in the identification of expected outcomes for community and public service, the Continuing Education Office positions its resources with other campus units to respond to area needs through participation in a variety of local civic organizations and work force initiatives. Community involvement results in abundant opportunities for community service, exemplified by the following.

- Several LSU Eunice faculty and staff serve on the City of Eunice Economic Development Committee, an organization established by the City Council to work in concert with the Chamber of Commerce and the Mayor's Office to identify needs as well as opportunities for meeting area needs. The University's service with the municipal body provides reciprocal benefits to both community and University as each entity represents the collaborative needs and interests of the other.
- A collaboration with Louisiana State University's grant-funded Osher Leisure Learning Institute (OLLI), leading to the establishment of the Cajun Prairie Chapter of LSU's OLLI in the Fall 2012, provides community service responsive to needs for a leisure learning program serving the ages 50+ in a community whose civic leaders seek to attract retirees as an economic development strategy. OLLI programming includes informative lectures, Cajun language and cultural preservation activities, and leisure learning courses for mature adults and seniors.
- The LeDoux Library applied for, and was granted, status as an IRS-approved e-File Provider to provide community service tax preparation for the general public.
- Local health care providers collaborated with the Department of Continuing Education and the Division of Allied Health to sponsor free Alzheimers and dementia screening on the Alzheimer Foundation of America's National Memory Day in November 2012. The community organizer's expression of gratitude expresses a recognized sentiment in the community that values and recognizes LSU Eunice's contribution to the local quality of life.
- The Office of Continuing Education harnesses the campus's capacity to tap faculty/staff resources and expertise to design and deliver customized workforce training. For example, in each of the past three years the University has offered onsite the Peninsula Gaming Institute, a seven-week long onsite seminar series for mid-level management training at Evangeline Downs, a local gaming establishment and one of the most significant economic forces in the Parish.
- Programs of community service also benefit school-aged youth. The annual summer enrichment program, Bengal Camp, for example, provides an interesting array of recreational learning courses for grades PK-8. University faculty and staff have key roles in developing the program and even teaching classes.

Outcomes and Assessment for Community Service

Assessment of expected outcomes for community/public service is documented in the University's Institutional Effectiveness plan spelled out in the Planning and Effectiveness Manual. Responsibility for planning and assessing

community/public service, as related to that statement of institutional mission, resides in the Office of Continuing Education.

On an annual basis, the Office reviews and updates goals and objectives, defines quantitative measures, gathers/analyzes data, and makes decisions and recommendations for program improvement based on that process. The summaries presented to the Academic Council for Institutional Effectiveness Planning years 2009-2010, 2010-2011, and 2011-2012 provide examples of what kinds of community/public service data is gathered, how the data is assessed, and how the annual assessment of the data guides decision making that results in program improvement.

A fuller view of the assessment/planning process is shown in the complete planning documents for planning years 2009-2010, 2010-2011, and 2011-2012. Not only do the three sets of planning documents illustrate the process, but they also show how assessment and planning evolves over time as goals and objectives are periodically revised to address the ever-changing needs for community service. For example, in 2011-12, the quantitative analysis of participation in programs was changed from a specified headcount (i.e., "a minimum of 75 learners") to a less specific "optimum number" determined by averaging participation in the activity in the three preceding years and comparing the three-year average to participation in the current year. That change in assessment allows planners to account for year to year variables in programming that occasionally results in year to year fluctuation.

Sources (In Order of Appearance)

- LSU Eunice Planning and Evaluation Model
- LSU Eunice Planning and Evaluation Cycle
- LSU Eunice Catalog 2012-2013 (Page 8)
- LSU Eunice Organizational Chart
- Econ Dev Meeting
- Econ Dev Agenda
- OLLI Coffee Announcement
- OLLI Flyer FA 2012
- Community Service Tax Preparation 2012
- National Memory Day
- Memory Day
- Peninsula Gaming Institute Outline Spring 12
- Bengal Camp 2011 Registration
- Planning and Assessment Manual
- Outcomes Admin Report 09-10
- Outcomes Report 10-11
- Outcomes Report 11-12
- 09-10
- Outcomes 10-11 Continuing Education
- The Office of Continuing Education will provide non-credit learning experiences that meet the needs of a wide variety of community learners.
- 3.3.1.5 Planning
- 3.4.2
- Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.
- Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
- Coffee
- Outcomes Goals
- Peninsula Gaming Institute Outline Spring 12
- TY

3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. *(***Note**: *This requirement is not addressed by the institution in its Compliance Certification.)*

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

3.4.1

Educational Programs: All: Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The Louisiana Constitution of 1974, in Article VIII, Section 5-D-1, vests in the Louisiana Board of Regents for Higher Education the responsibility to approve, disapprove, or modify all existing and proposed degree programs in Louisiana's public colleges and universities. The means by which this constitutional mandate is exercised are detailed in the Board of Regents' Policies and Procedures for academic programs.

All academic programs and courses, regardless of their mode or location of delivery, are initiated by the faculty and approved through the University administration in compliance with Courses and Curricula and Academic Affairs policies. Faculty responsibilities and prerogatives in this area are clearly stated in Part 2, Chapter 1-2.2, Section b of the Bylaws and Regulations of the Board of Supervisors: "the faculty . . . shall establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to the authority of the Board," and in PS 3: Responsibilities and Concerns of University Personnel (lines 1 - 15).
In addition the Curriculum Development Manual further defines the process by which programs and curricula are established and reviewed. The process begins with the program or division faculty, with the roles of faculty members, administration, and the governing and coordinating boards clearly delineated. This information is also available to faculty in the Employee Handbook as well.

Changes in Existing Programs

No changes other than simple editorial changes may be made below the level of the Board of Supervisors in any course or curriculum without appropriate approval by all faculty and administrative offices concerned. Divisions must adhere to course and curricular descriptions as approved until the descriptions are formally changed and may not, for example, adjust the contact time, the credit hours, or the subject matter of any course or curriculum without prior approval.

Approval routing for other types of changes within programs begins with a proposal initiated by the faculty and reviewed and approved by the faculty in the specific program or division and the curriculum committee of the program or division. The proposed changes or deletions of a course are processed on the standardized Form B by the division head and sent to the Office of Academic Affairs. New course offerings are submitted on Form A. The Division office then forwards the proposal to the campus Courses and Curricula Committee, which reviews the proposal and returns the request with a recommendation to the Office of Academic Affairs. After approval by the Vice Chancellor of Academic Affairs, the proposal is sent to the Chancellor for final review and approval. Course changes and minor curricular revisions receive final approval from the Chancellor. The approval by the administration ensures that the academic programs are consistent with the University mission and that the necessary resources and structures are in place to ensure the quality of the programs.

New or Major Changes within Programs

New academic programs or substantive changes in existing programs must be submitted to the LSU System Vice President for Academic Affairs, who presents the request to the academic heads from all LSU System campuses. The final recommendation is next sent to the President of the LSU System for review and approval. The President, in turn, submits the request to the Academic and Student Affairs and Achievement and Distinction Committee of the LSU Board of Supervisors and then to the entire Board. Normally, this committee is referred all matters concerning the long-term academic goals of each campus; implementation strategies; analysis of campus enterprise-wide resources and mission objectives; student achievement issues; the review and approval of academic programs, centers, and institutes to advance the mission of the institution; faculty recruitment and development issues; issues of academic accountability; and the development of incentives for a competitive academic environment. Upon approval by the Board of Supervisors, the new academic program is submitted to the Board of Regents Division of Academic and Student Affairs for evaluation and final approval. At each level in the review process, the need for the new program and the program quality are carefully scrutinized.

Modifications and cancellations of existing curricula may not be considered officially implemented until the resulting changes appear in the Catalog. It should be noted that as much as two years may elapse between the time a division initiates action to drop a curriculum and the time the Catalog reflects the change.

Although there is periodic review of existing academic programs by the Board of Regents, LSU Eunice conducts its own review of courses and curricula as an on-going process. Periodically, faculty members examine academic offerings in their respective academic divisions using the criteria of centrality, demand and potential demand, quality, and cost. Faculty are expected to update course syllabi annually to reflect any changes in content or methodology. Updated syllabi are reviewed and filed on the divisional level. Each year, courses not offered during the preceding two-year period are reviewed, and, unless there is a demonstrable need to retain the course, the course is eliminated from the course inventory.

Additional Evidence

Program Review Guidelines.
Example of a program review from developmental education.
Example of a program review from sciences.
Courses and Curriculum report to Faculty Council.
Courses and Curricula Committee minutes (examples from Division of Science & Mathematics, Liberal Arts, Health Sciences & Business Technology)

Sources (In Order of Appearance)

- Article VIII - 5 Board of Regents
- C&C and ACADEMIC POLICY
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 20)
- NO03
- Curriculum Development Manual Fall 2012 (Page 5)
- LSU Eunice 2012 Employee Handbook (Page 45)
- New C & C form B
- New C & C form A
- BoR New Prog
- Program Appraisal Guidelines
- Pathways to Success Program Review
- Sciences Program Review
- Courses and Curriculum Report to Faculty Council
- BoS Academic Regulations
- CURRICULUM APPROVAL PROCESS
- BOARD REGENTS ACADEMIC POLICY & PROCEDURE
  - BoR New Academic Program Policy
  - BoR New Program Proposal Guidelines
- COURSES & CURRICULUM COMMITTE MINUTES
  - C&C Minutes 3-9-2010
  - C&C Minutes 4-24-2012
  - C&C Minutes 5-10-2012
  - C&C Minutes 5-4-2010
- CURRICULUM FORMS
  - C&C DOCUMENTS
- STUDENT SURVEYS
  - NURSING
    - NSG GRAD SP 11
    - NSG STUDENT SP 11
    - NSG STUDENT SP12
    - SURVEY NSG GRAD EMPLOYERS

3.4.2

Educational Programs: All: Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The Office of Continuing Education, headed by the Director of Continuing Education, ensures that LSU Eunice provides a variety of non-credit learning opportunities and structured programs that are consistent with the institution's mission statement. The following statement in the Catalog expresses the University's commitment to continuing education and community outreach:

[The University will] "create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area."

The office positions its resources to respond to area needs because of the staff's organization and participation in a variety of local public and civic organizations and work force initiatives. The Director and Assistant to the Director, for example, both serve on the City of Eunice Economic Development Committee, a volunteer organization that works in concert with the Chamber of Commerce and the Mayor's Office to identify needs as well as opportunities for meeting area needs. In addition, the staff takes part in, contributes to, and/or solicits feedback from other civic and public service boards, committees, and agencies, such as the following:

- Community Board of Advisors for Eunice High School's Career and Technical Education (CTE) Department
- The *Retire St. Landry* initiative
- Louisiana State University's Osher Lifelong Learning Institute (OLLI)
- Area civic organizations, such as Kiwanis and Rotary
- Membership on educational advisory boards, such as the Learning Center for Rapides Parish Instructional Advisory Board and the Louisiana Department of Education Region IV Career and Technical Education Supervisors' group.

The non-credit continuing/adult education and community services that respond to area needs are administered in three categories:

1. *Bengal Work* courses that provide workforce training, skills, and certification
2. *Bengal You* courses that provide leisure learning and personal enrichment for adults
3. *Bengal Youth* courses that provide supplemental learning and enrichment activities for school-aged youth

Non-credit courses for workforce training, skills, and certification are scheduled throughout the year and can be customized to the specific training needs of employers.
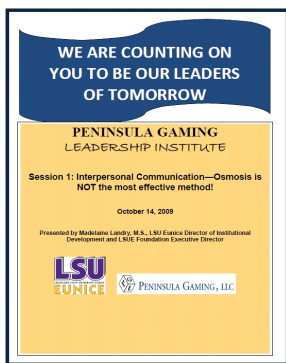
The Peninsula Gaming Institute leadership development course, for example, is a mid-management training program LSU Eunice faculty and Continuing Education staff designed for employees at a local race track/casino at the request of the race track's Human Resources Office. Offered annually at the client's facility for the past three years, trainees attend weekly two and a half hour sessions for seven weeks to earn a certificate of completion. This certificate of completion is required for promotion within the organization.

Additional examples of non-credit workforce skills/certification available and/or offered through Continuing Education include the following *Bengal Work* offerings:

- National Restaurant Association ServeSafe Food Safety Certification
- Red Cross CPR Certification for allied health clinical trainees
- Notary Public State Exam Preparation
- ICD-10 In-service for medical billing and coding practitioners
- State Board of Private Investigators Exam Preparation
- Grants writing

Leisure learning activities for adults are announced each semester by the Office of Continuing Education on the office's website and published in a catalog each semester. Topics for courses are driven by community interest through the use of a course proposal form that allows prospective course designers and teachers the opportunity to submit ideas for courses. Examples of recent leisure learning topics include digital photography, recreational dance, aquatic exercise, genealogy study, and memoir writing. The Continuing Education catalog and website also includes information for linking to high-quality, third-party online enrichment and skills courses for which adults can register.

Supplemental learning and enrichment activities for youth are mainly scheduled in the summer. The Office of Continuing Education and the Athletic Department offer a varied schedule of age-appropriate activities including annual sports camps, the Summer Enrichment Program, and the annual Word Up youth writing camp. The University also provides ACT Test Prep workshops for high school students multiple times throughout the year, coinciding with the national test dates for ACT administration.

3.4.3

Educational Programs: All: Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

In keeping with its mission to provide programs and services normally associated with an open admission, comprehensive junior college including certificate programs, associate degrees, transfer curricula, and continuing education programs, LSU Eunice practices an open admission policy. Admission policies are published in the 2012-2013 Catalog. All graduates of a state-approved high school and individuals holding the GED are eligible for admission to the University. 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 Board of Regents Academic Affairs Policy 2.18.

The Catalog states that students who have graduated from a high school not approved by the State Department of Education or who do not have a GED can be admitted under the Ability to Benefit provision. Such students must be at least seventeen years of age, and these students may choose to take the COMPASS test for placement into the appropriate level of English composition and mathematics. Those who do not take the COMPASS test are placed in developmental English composition and mathematics. Applicants who have not graduated from high school must be at least twenty-one years of age and must present satisfactory evidence of their ability to benefit from collegiate work.   Specific policies and procedures for admission and requirements for freshmen, transfer students, international students, former students, adult special students, "home-schooled" applicants, and early admission students are also cited in the Catalog.

Establishing and maintaining institution-wide criteria for admission are the responsibilities of the Registrar/Director of Admissions. The director annually reviews the admission policies prior to publication of the new campus catalog. The Office of Admissions Procedures Manual is available on the LSU Eunice local area network.

The Office of Admissions is responsible for a large amount of student information data entry that requires following policies and procedures 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.

Developmental Studies

Admission policies concerning students who must take developmental courses are published in the University Catalog:

> Louisiana State University 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 and MATH 0002), 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. (2012-2013 Catalog)

In addition, all developmental students, according to the Catalog, have the opportunity to test out of the lowest level developmental mathematics course (MATH 0001) and test into the second developmental mathematics course (MATH 0002) at each orientation using ACT's ASSET or COMPASS Assessment. Students also have the opportunity to take all COMPASS assessments (writing and mathematics) at the Developmental Education Assessment Day just prior to each semester. Standard "cut scores" established by ACT along with the Board of Regents Academic Affairs Policy 2.18 are used to place students in appropriate entry level courses.

Selective Admission

Selective admission criteria exist only in the Division of Health Sciences and Business Technology. PS 40: Nursing and Allied Health Programs Selection Committee Membership and Responsibility Guidelines states that responsibility for administering the selective admission policy rests with the Division Head, who acts upon the recommendations of the Division of Health Sciences and Business Technology Selection Committee. This committee is composed of the

division head, program directors, registrar, faculty from other divisions, faculty from nursing, the high school relations specialist, and students from the nursing and allied health 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, and Certificate of Applied Science in Diagnostic Medical Sonography are detailed in the 2012-2013 University Catalog:

Associate of Science in Nursing Degree

The University 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 **Division of Health Sciences and Business Technology 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 Nursing Program. (2012-2013 Catalog)

Sample Degree Audit: Associate of Science in Nursing Degree

Associate of Science in Respiratory Care Degree

The University 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 Division of Health Sciences and Business Technology Selection Committee to the Division Head. 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. (2012-2013 Catalog)

Sample Degree Audit: Associate of Science in Respiratory Care Degree

Associate of Science in Radiologic Technology Degree

The University 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 Division of Health Sciences and Business Technology 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. (2012-2013 Catalog)

Sample Degree Audit: Associate of Science in Radiologic Technology Degree

Certificate of Applied Science in Diagnostic Medical Sonography

The University 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 Certificate Program of Applied Science in Diagnostic Medical Sonography (DMS) is on a selective basis. Selection recommendations are made by the **Division of Nursing & Allied Health Selection Committee to the Division Head. 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. (2012-2013 Catalog)

Brochures

Admissions policies are also published in program brochures, which are available in print and on the LSU Eunice website. The following are just a few examples:

- Associate of Applied Science Degree in Computer Information Technology
- Associate of Arts Louisiana Transfer Degree Brochure
- Associate of Science Degree in the Care and Development of Young Children Brochure
- Associate of Science in Criminal Justice Degree Brochure
- Associate of Science in Nursing Degree Brochure

According to the 2012 ACT Student Opinion Survey for two-year campuses, 75.1% of respondents rated LSU Eunice's registration and enrollment services as satisfactory or very satisfactory, which is above the state and national average. Additionally, 74.4% of students rated the accuracy of pre-enrollment information as satisfactory or very satisfactory.

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 8)
- LSU Eunice Catalog 2012-2013 (Page 19)
- Academic Affairs Policy 2.18
- LSU Eunice Catalog 2012-2013 (Page 23)
- Admissions Office Procedures Manual Table of Contents
- Sample Data Change Request
- LSU Eunice Catalog 2012-2013 (Page 11)
- LSU Eunice Catalog 2012-2013 (Page 22)
- Developmental Education Assessment Day
- NO40
- LSU Eunice Catalog 2012-2013 (Page 57)
- Associate of Science Degree in Nursing Audit
- LSU Eunice Catalog 2012-2013 (Page 71)
- Associate of Science in Respiratory Care Audit
- LSU Eunice Catalog 2012-2013 (Page 66)
- Associate of Science Degree in Radiologic Technology Degree Audit
- LSU Eunice Catalog 2012-2013 (Page 80)
- Associate of Applied Science in Computer Information Technology Degree Brochure
- Associate of Arts Louisiana Transfer Degree Brochure
- Associate of Science in the Care and Development of Young Children Brochure
- Criminal Justice Associate Degree Brochure
- Degree of Associate of Science in Nursing Brochure
- ACT SOS Pre-Enrollment
- ACT SOS 2012 (Page 22)

3.4.4

Educational Programs: All: Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "Collaborative Academic Arrangement.")

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Consistent with LSU Eunice's stated mission to "work closely with four-year colleges in the area to . . . increase matriculation opportunities," as well as the University's commitment to "encourage traditional and nontraditional populations to take advantage of educational opportunities" by accepting legitimate, validated credit that enables students to take advantage of prior learning to complete their educational goals, LSU Eunice publishes and follows clear policies for evaluating, awarding, and accepting credit.

Accepting Credit for Transfer

The details of acceptance of credit from other collegiate institutions are published and explained in the LSU Eunice Catalog and conform to standards and assumptions of the American Association of Collegiate Registrars and Admission Officers (AACRAO) as published in AACRAO's *The Transfer Credit Practice of Designated Educational Institutions.* Preliminary evaluation of credits from other institutions is made by the Admissions Office in consultation with the appropriate division head. The Registrar/Director of Admissions, reporting to the Vice-Chancellor for Academic Affairs, supervises the process and is charged to develop and administer instructions and policies for the process that are communicated to faculty and staff charged with advising transfer applicants.

Credit earned in regionally accredited colleges and universities, as documented by an official transcript from the university a student previously attended, is initially posted by the Registrar's Office on the transfer student's unofficial academic transcript made available to the student as well as the student's faculty adviser in myLSUE. The sample myLSUE transcript shows how the transfer credit appears to the student and to the adviser. Any credit accepted for transfer is reviewed by the student's division with reference to its applicability toward a particular degree, whereupon the credit is listed on the official degree audit as transfer courses are deemed appropriate to satisfy degree requirements. The degree audit enables faculty advisers to guide students in course selection to complete degree requirements.

The Transfer Credit Practice of Designated Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers, is used by the Registrar's Office to evaluate credits from schools not regionally accredited.

To clarify and codify acceptance of credits among institutions statewide, the Louisiana Board of Regents publishes online a statewide student transfer guide and general education Articulation Matrix showing the transferability and equivalence of general education courses statewide. This guide is also available to students and faculty on the LSU Eunice website as an advising resource. Specific course evaluation indices also exist with both the University of Louisiana Lafayette and McNeese State University, two regional universities outside of the LSU System to which LSU Eunice students frequently transfer. These agreements are reviewed annually and revised as appropriate.

Accepting Credit by Examination and Advanced Placement

LSU Eunice accepts credit by examination and credit for advanced placement through four methods, published and explained with policies and instructions to students in the Catalog. Those four methods of advanced standing/score placement include the following:

- Departmental exams (comprehensive end of course exams administered by the respective Division Offices)
- ACT scores for advanced standing in freshman English and mathematics
- Advanced Placement Exam (AP) scores
- College Level Examination Program (CLEP) scores

In addition to publishing advanced standing and credit by examination information in the *Catalog*, the Academic Affairs Office publishes announcements for advanced standing test events each semester, and the Registrar's Office distributes forms to students and advisers with instructions for advanced standing credit requests based on ACT scores.

The Catalog also explains that credit earned by departmental or institutional examinations from other accredited colleges and universities and listed on the official transcript is recognized in the same way that residence credit earned in those institutions is accepted; at the same time, credit is not awarded for experiential learning except as validated in appropriate advanced standing examinations.

Accepting Credit for Training and Professional Certificates

Consistent with the University's stated mission "to expand its relationship with local business and industry to identify area workforce needs," the Catalog explains policies and procedures for accepting credit for training and certification as those policies apply to military training, Licensed Practical Nurse training, and professional fire service training.

Credit for Military Service
As explained in the Catalog section Acceptance of Credit from Other Institutions, credit for military service is normally granted in accordance with the recommendations of the American Council of Education (ACE) when such credit is determined to be applicable to degree requirements. Instructions for application of credit for military service are further explained there, noting that upon receipt of the student's ACE transcript, the Registrar's Office will forward a copy to the appropriate academic division heads for evaluation and awarding of credit. Degree credit is posted on the student's LSU Eunice transcript at a fee of $10 per credit hour.

Credit for Licensed Practical Nurse Training
Through the Licensed Practical Nurse Advanced Track (LAT) of the Associate of Science in Nursing (ASN) Degree program, LPN's are given the opportunity to receive 14 hours of credit for the first and second semesters of clinical nursing courses. Instructions and procedures are explained in the Catalog.

Credit for Fire Service Professional Training
The Catalog expresses the Fire Science program's commitment to comply with the highest standards of national training through the department's alliance with leading professional organizations such as the U.S. Fire Administration (USFA), the Fire and Emergency Services Higher Education Consortium (FESHE), and the International Association of Fire Chiefs (IAFC). Through its relationship with these organizations and articulation agreements with fire training academies whose standards comply with national, industry-based standards, the department approves the acceptance of degree credit for specific fire training certifications that represent professional knowledge and competency equal to the learning outcomes of comparable departmental course(s).

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 20)
- Transfer Credit Policies (AACRAO)
- Registrar's Memo
- Sample myLSUE Transcript
- Degree Audit
- Board of Regents Articulation Matrix
- UL Lafayette Articulation Index
- McNeese Articulation Index
- LSU Eunice Catalog 2012-2013 (Page 42)
- Departmental Exam
- ACT Adv. Placement Request
- AP Score Table
- CLEP Scores
- Adv. Standing Announcement
- ACE Guide
- LSU Eunice Catalog 2012-2013 (Page 62)
- LSU Eunice Catalog 2012-2013 (Page 75)
- FES Agreements
- Academic Transcript Posting Transfer Credit

3.4.5

Educational Programs: All: Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The LSU Board of Supervisors Bylaws and Regulations 2008 Part II, Chapter I, Section 1-2.2.b grants the authority and responsibility to the faculty at Louisiana State University Eunice to "generally determine educational policy, subject to the authority of the Board. Except as otherwise stated, each faculty shall establish its own educational policies."

At LSU Eunice, academic policies adhere to the principles of good educational practice. PS 55: Policy Statements states that all academic policies are reviewed by the Academic Council annually. Any newly proposed policy is acted on by the Faculty Senate (and one of its standing committees, the Academic Policy Committee), the Academic Council, the Administrative Council, and the Faculty Council, in accordance with the procedures and time tables set out in university policy.

- Sample Faculty Council meeting agenda
- Sample Faculty Council meeting minutes
- Sample Faculty Senate meeting minutes
- Sample Student Affairs staff meeting agenda

Minutes are available on the LSU Eunice local area network. Policies approved by the aforementioned bodies are then formally issued by the Chancellor's Office.

Documentation concerning policy review and changes is available in the Office of the Vice Chancellor of Academic Affairs:

- Sample Policy Review Memo
- Sample Annual Policy Statement Review Process
- Sample Policy Review Campus Email
- Sample Policy Review Campus Email (2)
- Sample Policy Change Memo
- Sample Policy Statement Revisions Memo

All policy statements are published and disseminated to appropriate administrative offices and are also available on the LSU Eunice local area network. Additional information on academic policies is available on the LSU Eunice website in the Employee Handbook (see bottom of page 26).

In order to ensure that University publications containing academic policies are up to date, the appropriate academic division reviews updates to the publication. Each year, a draft of the revised policies is placed on the local area network for a final review by the faculty council before the final draft.

Publication of Student Body Policies

LSU Eunice publishes academic policies pertaining to the student body in the Catalog, the Student Handbook, and the Academic Bulletin, all of which can be accessed by any interested party on the LSU Eunice website. Student policies are also published in program brochures, which are available in print and on the LSU Eunice website. The following are just a few examples:

- Associate of Arts Louisiana Transfer Degree Brochure
- Associate of Science in Care and Development of Young Children Degree Brochure
- Associate of Applied Science in Computer Information Technology Degree Brochure
- Associate of Science in Criminal Justice Degree Brochure
- Associate of Science in Nursing Degree Brochure

Notifications and reminders of student policies or policy changes are also published to students' individual myLSUE online accounts, myCourses (Moodle) pages, and student email accounts, as well as on the LSU Eunice welcome web

page and the LSU Eunice Facebook application.

Admissions Policies on University Websites

According to the LSU Eunice Website Design and Update Guidelines, units of university websites will each have a Content Manager and "The Web Content Group is responsible for overall site design, layout, and navigational structure. . . .The Web Content Group retains oversight authority for all content served via all LSU Eunice Websites. All university content must be hosted locally through the university or through a provider approved by The Web Content Group" (LSU Eunice Website Design and Update Guidelines).

- Sample Web Site: Radiologic Technology
- Sample Web Site: Developmental Education/Pathways to Success
- Sample Web Site: Office of Information Technology

According to the 2012 LSU Eunice Faculty Survey, the respondents agreed that academic policies relating to student rights and responsibilities were "clearly defined," with a rating of 4.26 on a scale of 1-5. The 2012 ACT Student Opinion Survey results show a high degree of satisfaction among students with the accuracy of pre-enrollment information (75.1% satisfaction), general admissions and entry procedures (4.04 out of 5), general registration procedures (4.05 out of 5), and college catalog and admissions publications (3.85 out of 5).

Sources (In Order of Appearance)

LSU Board of Supervisors Bylaws Part II, Chapter I, Section 1-2.2.b
NO55
3-18-11 Policy Statement Academic Council Meeting Agenda
Faculty Council Meeting Minutes--Policy Review
Faculty Senate Meeting Minutes--Policy Review
Student Affairs Staff Meeting Agenda--Policy Review
Faculty Senate Minutes
Policy Review Memo
Annual Policy Statement Review Process
Email for Campus to Review Policy Statements
Email for Campus to Review Policy Statements2
Policy Change Memo
Memo of Policy Statement Revisions
INDEX of LSU Eunice Policy Statements
Network Drive Image LSU Eunice
LSU Eunice 2012 Employee Handbook (Page 26)
LSU Eunice Catalog 2012-2013 (Page 38)
2011-2012 Student Handbook
2012 Summer and Fall Academic Bulletin
Associate of Arts Louisiana Transfer Degree Brochure
Associate of Science in the Care and Development of Young Children Brochure
Associate of Applied Science in Computer Information Technology Degree Brochure
Criminal Justice Associate Degree Brochure
Degree of Associate of Science in Nursing Brochure
Sample Student myLSUE Page
Sample myCourses Syllabus
Email reminder pathways students last day to withdraw
Tobacco Policy Notification on Main Web Page
Facebook App Showing Policy
Sample Web Guidelines
Radiologic Technology website
Pathways to Success Website
OIT Website
FS Student Rights
ACT SOS Pre-Enrollment Information
ACT SOS Entry Procedures
ACT SOS General Registration

3.4.6

Educational Programs: All: Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Louisiana State University Eunice maintains standards to ensure sound and acceptable practices for awarding credit for courses, regardless of format or mode of delivery. Institutional policy (PS 82: Definition of Credit Hour), standards, and faculty responsibilities regarding the awarding of credit are in accordance with LSU System policies as stated in the Board of Supervisors Bylaws and Regulations, Part II, Chapter 1, Section 1-2.2.b.; the standards (refer to Preface footnotes 1 & 2) of the Louisiana Board of Regents; and standards of accreditation agencies. 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 of "credit hour."

Definition of Credit Hour

LSU Eunice institutional policy PS 82 defines "credit hour" as the amount of work necessary to cover the required material in a course and to accomplish the intended student learning outcomes. As stated in the policy, the definition conforms to federal and national higher education standards. The expectation of contact time and time on task is the same regardless of the format of course delivery.

Credit Hour Unit

A semester hour of credit represents one hour of lecture or two hours of laboratory work (in certain courses, three, four, or eight hours) per week for a semester. The basis for the credit hour is the Carnegie unit, developed in 1906 as a measure of the amount of time a student has studied a subject. For example, a total of 120 hours in one subject—meeting 4 or 5 times a week for 50 minutes, for 36 to 40 weeks each year—earns the student one "unit" of credit. 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.

Professional (clinically based) programs at the University are managed specifically at the level of individual academic divisions. All professional program courses and determination of corresponding credit must meet the approval processes of the Courses and Curriculum Committee of the University as well as the outside accrediting agencies for each program.

The LSU Eunice curriculum approval process ensures that all new and modified courses meet standards of quality and best practices concerning content, student learning outcomes, instructional methods, and assignment requirements and standards of each course (Curriculum Development Manual). 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. However, it provides guidance on the "traditional" three-semester hour lecture class as well as other formats or modes of delivery. As stated in the policy, a traditional example used to determine course length has been three-semester hour classes meeting for not less than 36 clock hours of instruction. Class contact hours at Eunice meet or exceed this requirement.

Credit Hour Policy

The University ensures assignment of appropriate levels to courses through its curriculum process and credit hour policy. Course numbering, descriptions, and credit awarded are consistent with LSU Baton Rouge. 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 as stated in the LSU Eunice policy. Courses at LSU Eunice are consistent with the level of similar courses around the state as viewed in the Louisiana Public Higher Education General Education Articulation Matrix.

Faculty responsibility for the development and review of the curriculum is stated in the Employee Handbook, the Curriculum Development Manual, and PS 3: Responsibilities and Concerns of University Personnel. As stated in the Curriculum Development Manual, all additions, deletions, and modifications in courses and curricula including the use of distance education technology at Louisiana State University Eunice originate with divisional faculty.

According to policy, any curricular modification begins with the completion of a standardized form by the division head and forwarded to the Office of Academic Affairs, which transmits the form to the campus Courses and Curricula

Committee for review. 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 provides an adequate mechanism for quality control. The approval and review processes are outlined in Section III of the Curriculum Development Manual. These processes ensure that agreement between the curricular offerings and institutional purpose receives a major emphasis in both planning and review.

Advanced-Standing Program

The advanced-standing program is open to students possessing superior ability and academic preparation. Policies concerning advanced placement and/or credit for College Board Advanced Placement (AP) courses reside primarily at the departmental level. Students who earn acceptable scores on these examinations are placed in higher level courses and receive credit in courses by-passed. Credit by examination is limited to thirty semester hours. Credit is awarded only in areas which fall within LSU Eunice's regular curricular offerings and which are appropriately related to the student's educational goals. This credit cannot be used to reduce the minimum residence requirement for graduation.

Policies governing minimum required scores on the subject examinations of the College Level Examination Program of the College Entrance Examination Board (CLEP) are established by the appropriate academic departments. LSU Eunice allows credit on CLEP subject examinations in twenty-one areas. (University Catalog Section 7: Regulations)

Advanced College Program (ACP)

Through the Louisiana Board of Regents Early Start, LSU Eunice's Advanced College Program (ACP) and dual credit program provide opportunities for qualified high school juniors and seniors in participating high schools to earn dual high school and college credit in approved courses. Information about dual credit opportunities for high school students is available by contacting the Office of Continuing Education at (337) 550-1390.

Life-long Learner and Career Enhancement Students

Adults who wish to schedule part-time study, who have not been enrolled in high school during the past three calendar years or have not attended a university or college for the past year, and who do not plan to work toward a degree may be admitted as "Life-long Learners" or career enhancement students without submitting the usual scholastic credentials needed to determine admissibility to the University.

Adults who are enrolling in courses solely for personal enrichment or recreation are considered life-long learners. Students who are enrolling in courses to enrich their professional/career development are designated as career enhancement students. Life-long learners and career enhancement students may schedule as many as nine semester hours in a semester and may earn as many as twenty-four semester hours in these designations.

Students who decide that they wish to work toward a degree or who wish to continue their enrollment after having completed twenty-four semester hours as a life-long learner or career enhancement student must apply for regular admission to the University. Students wishing to extend their life-long learner or career enhancement designations must be granted special permission by the Vice Chancellor for Academic Affairs.

Acceptance of Credit from Other Collegiate Institutions

Evaluation of credits from other institutions is made by the Office of Admissions. These evaluations are not made in advance of receipt of applications and official transcripts from each college and university attended. In general, credit earned in colleges and universities accredited by regional accrediting associations is given full value.

For schools not regionally accredited, the University is guided in its decisions regarding the acceptance of credit by the recommendations of Transfer Credit Practices of Designated Educational Institutions published by the American Association of Collegiate Registrars and Admissions Officers. Credit earned in other non-accredited settings is not generally recognized. However, applicants who are admitted are given an opportunity, usually through advanced-standing examinations, to validate some or all of the credit previously earned. Credit which has been accepted for university credit is posted to the student's transcript.

Admission of International Students

International students with superior scholastic records and adequate English proficiency are considered for admission as freshmen and as transfer students. Factors considered in making the admission decision are grades earned; subjects taken; ability to carry a full course of study; scores on the college entrance examinations such as the American College Test, The Scholastic Aptitude Test of the College Entrance Examination Board, or the Prueba de Aptitud a Academica; appropriateness of proposed field of study in relation to the applicant's general ability; and letters of recommendation.

Applicants whose native language is not English are required to submit a score of 500 or better on the paper-based Test of English as a Foreign Language (TOEFL) or a score of 173 or better on the computer-based TOEFL or a score of 61 or better on the Internet-based TOEFL.

Accepting Credit for Experiential Learning

Credit is not awarded for experiential learning except as validated in appropriate advanced standing examinations.

Accepting Credit by Examination and Advanced Placement

Credit earned by departmental or institutional examinations from other accredited colleges and universities and listed on the official transcript is recognized in the same way that residence credit earned in those institutions is accepted. **Eligible high school and college students are permitted to sit for** examinations to receive advanced standing credit in a variety of courses.

Through the Licensed Practical Nurse Advanced Track (LAT) of the Associate of Science in Nursing (ASN) Degree program, LPN's **are given the opportunity to receive fourteen 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 LAT 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.

Accepting Credit for Training and Professional Certificates

Credit for military service is normally granted in accordance with the recommendations of the American Council of Education (ACE) **when such credit is determined to be applicable to degree requirements. Upon receipt of the** student's ACE transcript, the Registrar's Office will forward a copy to the appropriate academic division heads for **evaluation and awarding of credit. Credit which has been accepted for university credit is posted to the student's transcript.**

Course credit is awarded for selected professional certifications that are evaluated as foundational to the core curriculum for students entering the Fire Science Program.

Sources (In Order of Appearance)

- NO82
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 20)
- BOR COURSE CREDIT
- CHEA Credit Hour Definition
- Federal Definition of a Credit Hour
- ACADEMIC BULLETIN
- Curriculum Development Manual Fall 2012
- BoR Seat Time Policy
- LSU COURSE CREDIT POLICY
- MASTER ARTICULATION
- LSU Eunice 2012 Employee Handbook (Page 45)
- NO03
- Curriculum Development Manual Fall 2012 (Page 5)
- Curriculum Development Manual Fall 2012 (Page 9)
- LSU Eunice Catalog 2012-2013 (Page 42)
- LSU Eunice Catalog 2012-2013 (Page 44)
- LSU Eunice Catalog 2012-2013 (Page 38)
- LSU Eunice Catalog 2012-2013 (Page 25)
- DUAL ENROLLMT
- LIFE LONG LEARNING
- ENHANCEMENT EVENT
- LSU Eunice Catalog 2012-2013 (Page 21)
- ADVANCED PLACEMENT MEMO
- ACE MILITARY GUIDE
- LSU Eunice Catalog 2012-2013 (Page 20)
- FES CREDIT DOC

3.4.7

Educational Programs: All: Consortial relationships/contractual agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (*See the Commission policy "Collaborative Academic Arrangements."*)

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☑ Not Applicable

Narrative

Louisiana State University Eunice does not offer any courses, educational programs, or academic credit through consortia relationships or contractual agreements.

3.4.8

Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☒ Not Applicable

Narrative

Louisiana State University Eunice is compliant with this requirement insofar as the University does not convert non-credit coursework into credit.

3.4.9

Educational Programs: All: Academic support services
The institution provides appropriate academic support services.

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Consistent with its mission, LSU Eunice provides appropriate academic support services to students and faculty which are intended to promote learning and enhance personal and professional development.

The LSU Eunice student body profile from Fall 2011 included nearly 3,000 students:

- 49% were full-time; 51% were part-time
- 57% were from the immediate tri-parish service area; 43% were from the remaining 59 parishes and Texas
- 68% were female; 32% were male
- 34% were minorities, of which 30% were African-American
- 50% of students are Associate Degree seeking; 33% in transfer programs, certificate; 17% in technical, certificate, undecided, or other programs
- Average ACT score is 18.99
- 55% of students receive federal financial aid and an additional 20% receive aid from various state and institutional sources
- Average student is 23 years of age with the youngest being 15 and the oldest 80

LSU Eunice Faculty profile during Fall 2011 included the following:

- Total of 143 Faculty (77 full-time; 66 part-time)
- 17 Professors; 18 Associate Professors; 11 Assistant Professors; 31 Instructors
- Degrees: 31% Doctorates; 60% Masters; 5% Bachelors; 4% Associate
- 32 (42%) Faculty are tenured

LSU Eunice has the ability to serve the broad spectrum of academic support and professional career needs of traditional first time, transfer, adult, and distance students, as well as faculty, staff, and members of the larger community.

Programs and services that provide academic support include the following:

New Student Orientation
New students with less than twenty-four hours of college credit are required to attend an orientation session prior to the start of classes each semester. The orientation provides an introduction to university life, faculty, staff, and student leaders and includes an overview of general academic requirements, policies and procedures, student rights and responsibilities, and support services available. Volunteer student orientation leaders welcome new students and parents and act as role models and peer resources to help new students through their transition into the University. After a general session, students and parents are separated and placed on schedules that run parallel to each other. At the end of their sessions, students are divided into groups by academic division and are taken to meet with their division heads. Following this meeting, they are further divided by major and meet individually with assigned faculty for advising and scheduling of classes.

Prior to the formal orientation, students with ACT math sub-scores of 18 or below have the option of taking a free math assessment to determine their initial placement in MATH 0001 (Pre-Algebra) or MATH 0002 (Introduction to Algebra) using ACT's ASSET test. Information about the test is contained in the LSU Eunice bulletin.

During the course of the day long orientation, student leaders guide the new students through each process from check-in and distribution of information and materials to testing, campus tours, special information sessions (i.e. for veterans), financial aid, fee payment, textbook purchasing, and demonstrations on how to access their individual campus email and myLSUE information. The Student Government Association and Campus Activities Board members also set up displays to invite new students to become involved in various leadership, service, and social activities within the campus community. At the end of orientation, Pathway students complete a pencil-paper survey and non-Pathways students are sent an online survey that evaluates their satisfaction with the orientation experience along with requests for feedback on how the University can improve the program.

Academic Advising
Academic advising is vital to the University's efforts to enhance the student transition into coursework. All students

are assigned to qualified faculty in each of the academic divisions based on their choice of major. Faculty advisers guide students in the selection of courses needed to complete registration, plan a program of study, and confirm that requirements of both University and individual degree programs are met. At the end of each advising session, faculty include notes, recommendations, and any other pertinent information on each student's Adviser Worksheet.

More extensive faculty advising is made available to incoming transfer students who require careful evaluation of transcripts related to previous coursework completed before these students are allowed to register for classes. In addition, for students planning to transfer to bachelor's degree granting institutions after completing their required 60+ hours at LSU Eunice, faculty provide prescriptive advising based on criteria outlined in the Louisiana transfer degree program offerings. Students are asked to identify the institution they wish to attend so the faculty adviser is able to accurately guide decisions on course selection that would be acceptable for transfer as a junior to the named institution.

Testing
The University is a testing site for ACT testing services for individuals who require test scores for admission to a post-secondary institution. These standardized tests are given on the dates set for nationwide testing by ACT. In addition, LSU Eunice offers ACT Residual Testing, which is restricted to students planning to enroll only at this University. Even though LSU Eunice is an open admissions institution and does not require all students to have ACT or other standardized test scores, the results from these examinations are used for academic advising purposes. Students' test scores are considered for placement in general education courses that are in line with their ability and potential to be as successful in either developmental, regular, or honors coursework. The residual tests are only offered once prior to the start of each Fall, Spring, and Summer session.

Students also have the opportunity to test for placement in MATH 0001 (Pre-Algebra), MATH 0002 (Introduction to Algebra), or MATH 1021 (College Algebra). On this scheduled Developmental Education Assessment Day, students may also choose to take the writing assessment to determine their initial placement in ENGL 0001 (Developmental English Composition) or ENGL 1001, the first general education English composition course. Finally, students may also take the optional reading test on the same day if they choose.

Remediation Program
LSU Eunice offers a developmental program called Pathways to Success to help "high risk" students with an ACT composite score of 15 or below, or those with no ACT scores, prepare for their general education coursework. This mandatory one year program requires completion of developmental courses. An expanded orientation session, specialized staff support, an academic contract, and free tutorials in developmental math and English provide ample opportunity for academic success.

Student Support Services
LSU Eunice also provides support services and activities designed to increase student retention and graduation rates, increase the transfer rates from two-year to four-year institutions, and foster an institutional climate supportive of the success of traditional and non-traditional students. To this end, the Office of Academic Assistance Programs administers the federally funded TRIO programs, including accommodated services, tutorial services, and Upward Bound. The Upward Bound component will cease to exist as of December 2012.

This office identifies, selects, and serves up to 400 students from a pool of eligible students enrolled. All students are required to submit an application to receive services. Specific services include developing academic and needs assessments; identifying students who are members of under-represented groups such as students with disabilities and non-traditional students; creating focus groups to allow for group discussion of programs and services and various aspects of life at LSU Eunice; assigning faculty mentors to serve as role models to motivate students; implementing the Early Detection System to identify students who are not making satisfactory academic progress by mid-semester; offering peer and faculty tutorials and supplemental instruction; offering financial aid and housing assistance; providing exposure to cultural and educational events; offering self-help workshops and activities covering study skills, time management, test taking, and other areas that can benefit students; and providing a variety of services for students with disabilities. LSU Eunice also provides supplemental institutional funding to cover a portion of Student Support Services staff operating expenses, which allows tutorial services to be available to all students.

Career Counseling
The office of Career Services provides information and assistance in making career and vocational choices. Specific services include

- Career Decision Making - assists students in the selection of an academic major and/or career choice
- Kuder Career Assessment Program - gives students objective information about potential career options
- Experiential Education - assists students in exploring occupations and job opportunities
- Job Search - assists student in sharpening their job search skills
- Employment Services - assists students in finding full-time or part-time work

Career Services also helps students gain access to internships, cooperative education, and work study in their chosen

major. Referrals, employment services, and individual and group counseling sessions are provided throughout the year.

Library and Instructional Support
The LeDoux Library provides enhanced and expanded content access to a variety of information and learning resources as well as information technology services through its participation in LOUIS [LOUIS Brochure], the Louisiana Library Network. The network combines the resources of all of Louisiana's public and private higher education academic libraries, along with a centralized support staff to provide consortium members with such services as library automation, a union catalog, a digital library, and other noteworthy electronic resources, accommodating and enhancing both on campus and distance education learners and research practitioners.

The library staff provides access to information to meet the curricular and research needs of students and faculty. Library and information services for students, faculty, and the community also include

- library presentations at adjunct, new faculty, in-service and specific staff workshops;
- specific "digital" content workshops designed for faculty;
- information literacy, bibliographic instruction guides and workshops for students provided;
- 24/7, remote access to digital library content provided: digital books, reference works, journals and films and videos;
- media equipment available for use by faculty and students;
- reserve collection with online access capability;
- open access, Information Commons and Information Literacy classroom areas provided with library staff;
- programs and services like income tax preparation.

LSU Eunice students and faculty have access to other learning/instructional support services including computers and media and photo-duplication equipment. Support is also provided through instructional laboratories in the following subject areas: chemistry, physics, biology, microbiology, zoology, computer science, nursing, respiratory care, radiologic technology, sonography, and fire science.

For both on campus and distance students and faculty, digital assets or virtual library collection remains accessible 24/7 and is also available remotely. The library facility houses group meeting rooms, small group study rooms, photocopying machines, media viewing rooms, and an Information Commons area with over 38 networked computers, printers, scanner, and related information technology devices. The library's main lobby area serves as a gateway for displays and exhibits and provides computer access to the online catalogue and a plethora of electronic resources. The library's Louisiana Room facilitates noontime programs and performances, providing additional learning opportunities for personal enrichment of the campus and the local community. The library issues borrowers' cards to community members as well as high school early admissions and advanced placement students to accommodate their specific distance education needs. The physical library staffed with a professional librarian is open for 45 hours a week and serves distance learners on a 24/7 basis with access via direct email and Skype video capabilities.

Technology Support & Computer Labs
In addition to the support services provided to the library described above, specific services made available to the University community by the Office of Information Technology include the following:

The award-winning myLSUE Web-based portal provides "anytime—anywhere" access to traditional academic and support services for both faculty and students (myLSUE Information; LSU Eunice Catalog). Access to myLSUE is facilitated by any computer or mobile device with Internet capabilities.

The Office of Information Technology (OIT) also provides faculty with a wealth of "Technology in the Classroom" resources to enhance traditional methods of instruction. Notable among these resources are the following:

- A campus-wide wireless network allows faculty and student access to LSU Eunice online services as well as the Internet from anywhere on campus.
- Two compressed video classrooms and 22 multimedia enhanced classrooms allow faculty to easily use technology in the classroom. These media allow instructors to bring a wealth of materials into the classroom that would not be possible in traditional presentations.
- SMARTHINKING, an online tutorial in a number of disciplines, is available for faculty and students (SMARTHINKING Usage Report).
- The addition of touch screen and electronic tablet lecture podiums with AppleTv has increased the ease of technology use in the classroom.
- Camtasia Studio allows for lectures to be recorded and played back at any time. Faculty can post the lectures to myCourses, LSU Eunice's course management system.
- SchoolsApp Facebook Application: LSU Eunice's GetConnected social media presence.

In 2010, OIT implemented the SysAid helpdesk system. The system allows faculty, staff, and students to request

training or support via an email to helpdesk@lsue.edu. The system automatically creates a request from the email and notifies helpdesk administrators to assign the request to the appropriate personnel for service. Faculty, staff, and students can also call OIT at 337-550-1307 to make the same requests. The SysAid system tracks calls from open to completion alerting administrators, requestor, and service personnel throughout the process. The implementation of the SysAid system has helped to reduce the time it takes to take a call and complete the request.
Computer labs available to students, faculty, and staff throughout the campus. The on-campus student to computer ratio is about 11-to-1. The labs are maintained and updated regularly to support teaching and learning, broadly as well as specifically according to the needs of the individual discipline. All members of the University community have open access to any lab, except when classes or training sessions are being held. The Library and Student Union also have computer labs open during hours of operation. In addition, resident students are provided with 24-hour access to a computer lab at Bengal Village residential facility. For individuals or groups needing access to labs beyond the normal work day, faculty and/or students can submit requests to the Campus Security office for designated computer labs to be opened or remain open for extended periods as needed.

With the implementation of upgraded myCourses, myLSUE, and the new BOMGAR and SysAid systems, all students, including online students, have access to technology services and support irrespective of their course work delivery methods.

Student Academic Organizations
Most of the academic majors have affiliated student organizations which are sponsored by the academic departments. The faculty act as advisers to the student members in the specific discipline. Membership in these academic organizations is generally open to any student in the major, except for some instances where the organization membership requires minimum credit hours and/or a minimum grade point average.

The Honors program at LSU Eunice is the only program open to students who possess an ACT composite score of 25 or above in order to participate. Students can register for special classes which are usually much smaller than the usual class, thereby allowing faculty to give more personal attention to individual student interests and needs.

Personal Counseling
A licensed professional counselor in the Office of Student Affairs and Enrollment Services is available to any student wanting personal, confidential counseling and/or referral services. The counselor is also available for crisis response on behalf of students, faculty, and staff. The University also has an agreement with the Counseling Center of South Louisiana to provide more intensive or long term counseling support for students, faculty, or staff when indicated.

Health Clinic
Funding from an endowed professorship led to the development of the University's "walk-in" health clinic, which was designed to provide access to basic health care services for students. The clinic is open during limited hours two days a week and is staffed by a faculty registered nurse who provides care and/or makes referrals to local physicians. The nurse also collaborates with the Office of Student Affairs to coordinate the University's free flu vaccination program, which is open to the entire University on a first come, first served basis until vaccine inventories are exhausted.

Distance Learners
For distance students, the University provides opportunities to enroll in one of two current online degree programs offered through the Center for Adult Learning in Louisiana CALL program. Information on this program is disseminated via state and University websites, television and radio advertisements, billboards, state civil service newsletters, and word of mouth. In addition, LSU Eunice's CALL brochure provides contact and general information on program offerings and campus services. From the CALL site, potential students can submit an inquiry for information. The LSU Eunice CALL representative sends a response to the inquiry, which includes specific information on getting started with the online application process and provides information on tuition and fee costs and financial aid referral. Responses to other questions are addressed at that time and appropriate referrals for other services are made as needed. Once distance students submit their online admissions application, they receive the same enrollment notification letter from the Admission's office as all other students, except that they are exempt from having to attend an orientation session on campus. That notification includes contact information for their assigned academic adviser to assist with course registration and requirements; a username and password for their University email and myLSUE accounts; and any requests for transcripts, test scores, and other necessities to complete their admissions file. Following registration, students can immediately connect with their course instructor who provides course content/lecture information, tutorials, testing, and grade reports.

Services available to distance students also include Financial Aid information, with updates via student email and myLSUE accounts, and academic/tutorial support through the online SMARTHINKING tutorial service. The class tutorials are available to all students 24 hours a day, 7 days a week--including holidays--and cover a broad range of courses including Accounting, Computer & Technology, Economics, Math, Math in Spanish, Nursing, Writing, Reading, Science, and Spanish. Students are also provided information and access to the University library, which provides a broad range of electronic resources through LOUIS to meet distance and research needs.

Student needs and services are determined by feedback via ACT Student Opinion Surveys, surveys taken randomly through the 'Absent Professor' program, and informal surveys taken at various campus events throughout the year.

Programs and services for faculty and staff include:
Through PS 63: Educational Privileges for Full-time Nonacademic and Other Academic Employees, Educational Leave, and Sabbatical Leave, LSU Eunice provides faculty professional development opportunities through educational and sabbatical leaves. Besides sabbaticals and leaves, a plethora of in-house professional development and faculty training opportunities are available. Specific distance education, e-learning and online faculty training opportunities are also promoted for the LSU Eunice faculty. Additionally, continuing faculty development and training programs aimed at developing and improving online instruction like LERN is a cost effective method and an institutional plan for engaging LSU Eunice faculty in the escalating need for campus online instruction.

Faculty Professional Development Funds
To encourage and support faculty professional development, LSU Eunice has annually budgeted funds for reimbursement of expenses for faculty travel to professional meetings. The Faculty Professional Development Committee manages the disbursement of funds in accordance with published criteria. Also, provided for review are recent Faculty Development Committee meeting minutes with travel funds records that demonstrate faculty attendance and participation in recent professional meetings.

In addition to these designated professional development committee funds, University departments also have designated travel budgets and funds that enable specific faculty to engage in or travel to other professional development opportunities. Also, through the Undergraduate Research Summer Institute, URSI, students are able to collaborate with faculty members to work on research projects not usually made available until graduate school. Both the students and the faculty receive a stipend.

Endowed Professorships
As per LSU Eunice policy and guidelines, the Endowed Professorship program for faculty is another example of University commitment to quality instruction and fostering faculty excellence in professional projects and research. A distribution of recent professorship awards is provided for further review as per the minutes for past Endowed Professorship Selection Committee meetings.

Other Professional Development Funds
LSU Eunice also provides professional development opportunities to Career and Technical Education (CTE) faculty via the Carl D. Perkins Career and Technical Education Act of 2006 as articulated in Section 124(b)(3)(B) of the act (Perkins IV). The University is required to spend a portion of its annual allocation of Perkins funding on professional development. A review of professional development offered to LSU Eunice CTE faculty with Perkins funding in past years indicates that comprehensive professional development activities have been offered to CTE faculty members. The table below indicates content and numbers of faculty members in attendance.

Table 3.7.3 - 1 - CTE Faculty and Professional Development Training

Topic (content)	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Technology	2	0	1	3	3
Currency in Discipline	2	2	3	18	16
Design/redesign of Courses, Curriculum	1	1	3	2	3
Teaching/Learning Modes	0	3	4	5	2
Student Services	9	2	0	1	1

Media and Duplication Services
The faculty and students have access to appropriate media technology and equipment to support their courses and interests. Several classrooms located throughout the campus are equipped with TechPod Interactive podiums that allow faculty to use technology in the classroom. The mobile Smartcarts have computers that enable faculty to use presentation software to accompany their classroom activities. Students also use these carts. The lecture auditoriums in Manuel Hall and the Science Building have web access and large screen video projection equipment that have touch screen technology for faculty use during class lectures. The new Classroom Education building is equipped with TechPod Interactive podiums connected to ceiling mounted projectors in all classrooms for faculty use. The Classroom Education building also has two auditoriums that are capable of compressed video equipped with projectors, cameras, television monitors, and video recording equipment.

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 8)
- LSU Eunice Orientation Guide
- Spring 2013 Academic Bulletin (Page 7)
- Pathways Orientation survey
- Online Orientation Survey
- Advising Worksheet
- Louisiana Transfer Degree Guarantee
- ACT Testing
- ACT Residual Test at LSU Eunice
- Pathways to Success Contract
- Tutoring-math
- Tutoring-English
- Student Support Services
- Orientation
- Student Request for Disability Services
- St Supp Serv Assessment
- Testing Skills
- Career Services
- LOUIS Brochure
- Faculty Workshop 2010 Business and Technology
- Library In-service Meeting 2011 Documentation
- Library Staff Meeting Agenda Spring 2010
- Library Tax Preparation Services 2011-2012
- MyLSUE Awards (Page 2)
- Smart Thinking Usage Report
- Computer Labs
- Orient Organizations
- Honors Program
- Counseling Center
- Health Clinic
- Call Information
- Call brochure
- Call inquiry
- CALL Response
- Admissions Letter
- Financial Aid
- SmartThinking
- ACT Student Opinion Survey
- Absent Professor
- iChoose 10 Evaluation Form
- NO63
- In-house Faculty Training
- Faculty elearning Opportunity
- LERN
- LERN COI Project 2012
- Faculty Professional Development Criteria
- Professional Development Committee Minutes
- Professional Development Faculty Opportunity Workshop 2012
- URSI2010
- URSI Program Instructions
- NO62

3.4.10

Educational Programs: All: Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

At LSU Eunice, the faculty are given primary responsibility for the content, quality, and effectiveness of the curriculum to ensure the high quality of education and the academic excellence stated in its mission, regardless of the method of delivery.

This authority is granted by the LSU Board of Supervisors. According to the LSU Board of Supervisors Bylaws and Regulations Part II, Chapter I, Section 1-2.2.b, the faculty "shall establish curricula, fix standards of instructions, determine requirements for degrees, and generally determine educational policy, subject to the authority of the Board. Except as otherwise provided, each faculty shall establish its own educational policies."

Courses and Curricula

Educational policies regarding elements of courses and curricula are listed as one of the specific faculty responsibilities in P.S. 3: Responsibilities and Concerns of University Personnel: "Collectively, the faculty determines the educational policy of the University. Within the department and divisions, the faculty determines educational policy for its respective unit insofar as these policies do not conflict with the policies of other units."

Faculty responsibility for the development and review of the curricula is also addressed in the Faculty Senate Constitution, which is printed in the Employee Handbook. The Faculty Senate, an elected body representing the LSU Eunice faculty, states in its constitution that

> The Faculty Senate of Louisiana State University at Eunice, as a body whole or working through its committees, shall establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to approval of the LSU Board of Supervisors, as set forth in that Board's Bylaws and Regulations and shall attend to such other matters as are proper to the faculty. (Appendix B, Article 2c)

One of the committees of the Faculty Senate, the Courses and Curricula Committee, is specifically charged to act for the faculty to add, amend, delete courses and curricula, and to forward such to the Office of Academic Affairs for appropriate disposition. According to the Curriculum Development Manual,

> All additions, deletions, and modifications in courses and curricula at Louisiana State University at Eunice originate with divisional faculty. The request is processed on a standardized form by the division head to the Office of Academic Affairs. This office forwards the proposal to the Faculty Senate Courses and Curricula Committee, which reviews the program and returns the request with recommendations to the Vice Chancellor for Academic Affairs. (Section I)

Curriculum Process

The actual process for developing a curriculum begins with the individual faculty member who has an expertise in the field he or she teaches as evidenced by the qualifying degrees and experience on record. An on-campus process is then followed as specified in the Curriculum Development Manual, Section III and Section IV. New degree programs must also be approved by the LSU Board of Supervisors and the Louisiana Board of Regents.

Curriculum Approval Process Flowchart

- Sample Courses and Curricula -- Meeting Minutes
- Sample Courses and Curricula -- Report to Faculty Council
- Sample Courses and Curricula -- Request for New Course: Accounting 2105 (2003 Form)
- Sample Courses and Curricula -- Request for New Course: Math 1020 (2003 Form)

- **Sample Courses and Curricula** -- Course Change: Nursing 1130 (2003 Form)
- **Sample Courses and Curricula** -- **Course Change: Nursing 1235 (2003 Form)**
- **Sample Courses and Curricula** -- **Curriculum Change: Associate of Science in Nursing Degree (2003 Form)**
- **Sample Courses and Curricula** -- **Curriculum Change: Associate of Applied Science in CIT Degree (2003 Form)**
- **Sample Courses and Curricula** -- **Curriculum Change: Associate of Arts in Early Childhood Education Degree (2003 Form)**

New Forms Require the Signature of the SACS Liaison to Comply with the Policy on Substantive Change

- **Sample Courses and Curricula** -- Request for a New Course: Math 1015 (2012 Form)
- **Sample Courses and Curricula** -- **Course Change: Fire Science 2152 (2012 Form)**
- **Sample Courses and Curricula** -- Curriculum Change: Associate of Applied Science in Fire and Emergency Services (2012 Form)

Program Review

Academic program reviews provide the basis for sound, comparative evaluation of all Louisiana State University Eunice academic offerings. Program Appraisal Guidelines set forth the criteria used to review programs: centrality, demand and potential demand, quality, and cost. Each criterion is defined and described by a number of specific factors that provide data and guidance in the reallocation of resources. Program appraisals ensure the quality and effectiveness of instructors (see Part I, Section C.2.c.7 of Program Appraisal Guidelines).

- Sample Program Review -- Art
- Sample Program Review -- Business and Technology
- Sample Program Review -- Communication Studies
- Sample Program Review -- Computer Information Technology (BIT)
- Sample Program Review -- Criminal Justice
- Sample Program Review -- Diagnostic Medical Sonography
- Sample Program Review -- Education
- Sample Program Review -- Fire and Emergency Services
- Sample Program Review -- General Studies
- Sample Program Review -- History
- Sample Program Review -- Honors
- Sample Program Review -- Nursing
- Sample Program Review -- Pathways to Success
- Sample Program Review -- Psychology
- Sample Program Review -- Radiologic Technology
- Sample Program Review -- Respiratory Care
- Sample Program Review -- Sciences

The faculty at LSU Eunice understand their role in determining the content, quality, and effectiveness of the curriculum. According to the 2012 Faculty Survey Statistics, the responding faculty stated that the faculties do have a role in "curriculum development, change, and review," scoring 4.4 on a scale of 1-5. Faculty also feel that is has the freedom to "try new and innovative methods of instruction" (4.3 on a scale of 1-5).

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 8)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 20)
- NO03
- LSU Eunice 2012 Employee Handbook (Page 64)
- Curriculum Development Manual Fall 2012 (Page 5)
- Curriculum Development Manual Fall 2012 (Page 9)
- Curriculum Development Manual Fall 2012 (Page 16)
- Flowchart--Course and New Degree Program Approval Routing
- Courses and Curricula--Meeting Minutes
- Courses and Curricula--Report to Faculty Council
- Courses and Curricula--New Course Accounting 2105
- Courses and Curricula--New Course Math 1020
- Courses and Curricula--Course Change--Nursing 1130
- Courses and Curricula -- Course Change -- Nursing 1235
- Courses and Curricula--Curriculum Change--Degree of Associate of Science--Nursing

- Courses and Curricula -- Curriculum Change -- Associate of Applied Science in Computer Information Technology
- Courses and Curricula -- Curriculum Change -- Associate of Arts in Early Childhood Education
- NO84
- New C & C form A
- New C & C form B
- New C & C form C
- LSU Eunice Program Appraisal Guidelines
- LSU Eunice Program Appraisal Guidelines (Page 8)
- Program Review -- Art 2012
- Program Review -- Business and Technology 2012
- Program Review -- Communication Studies 2012
- Program Review -- Computer Information Technology (BIT) 2012
- Program Review -- Criminal Justice 2012
- Program Review -- Diagnostic Medical Sonography 2012
- Program Review -- Education 2012
- Program Review -- Fire and Emergency Services 2012
- Program Review -- General Studies 2012
- Program Review -- History 2012
- Program Review -- Honors 2011-2012
- Program Review -- Nursing 2012
- Pathways to Success Program Review
- Program Review -- Psychology 2012
- Program Review -- Rad Tech 2012
- Program Review -- Respiratory Care 2012
- Sciences Program Review
- 2012 Annual Faculty Survey (Page 1)
- 2012 Annual Faculty Survey (Page 2)

3.4.11

Educational Programs: All: Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Primary responsibility for the control, quality, and effectiveness of LSU Eunice curricula rests with the faculty, as stated in the Curriculum Development Manual, and ensures the high quality of education and academic excellence as stated in its mission. The responsibility for course or degree program oversight, coordination, and review in each curricular area resides with full-time faculty who are academically qualified in the field. The Faculty Competence roster of instructional staff details the academic training, courses taught, and other qualifications or experience for each full-time and part-time faculty. Faculty credentials documenting the academic qualifications of all faculty members are maintained in the Office of Academic Affairs and the Office of Human Resources.

The University statutes create specific standards and process for the appointment of division heads. These include consultation with division faculty and a faculty vote. This process assures that each division head is fully qualified to be responsible for the "quality of the instruction and service programs" of the division. The Vice Chancellor for Academic Affairs serves as a direct resource and supervisor to division heads and to the directors of the Developmental Education programs and Honors Programs. The Program Coordinators and Directors chart reflects the various relationships among divisions and programs to the Vice Chancellor for Academic Affairs.

For each associate degree program, regardless of delivery method, a full-time faculty member in the discipline is selected as program director according to an established search and interview process as described in PS 3: Responsibilities and Concerns of University Personnel. The program director is assigned the responsibility for curriculum development and review in accord with PS 3. The director initiates course changes and curricular revisions according to procedures specified in the Curriculum Development Manual. Faculty members are expected to update course syllabi annually to reflect any changes in content or methodology. Program directors undertake periodic systematic review and evaluation of academic disciplines, certificates, and associate degree programs using the Program Appraisal Guidelines. Program director qualifications and job description reflect expertise in assigned areas of responsibility such as personnel evaluation.

Program Directors:

- **Developmental Education Programs**

- **Honors Program**

- **Health Sciences and Business Technology**
    - Diagnostic Medical Sonography
    - Nursing
    - Radiologic Technology
    - Respiratory Care

In instances where academic programs have cross-disciplinary emphases, the program coordinator has academic credentialing in one of the disciplinary areas and the ability to facilitate curriculum development and review across the associated disciplines. Program coordinators are responsible for the day to day management and oversight of courses and course faculty.

Program Coordinators:

- **Health Sciences and Business Technology**
    - Management
    - Fire and Emergency Services
    - Computer Information Technology

- **Liberal Arts**
    - Criminal Justice
    - Care and Development of Young Children/Elementary Education

- English

- **Sciences and Mathematics**
  - Biology
  - Mathematics
  - Physical Sciences

Examples of program coordinator communication with faculty are provided:

- New testing procedure
- Student learning outcomes for online course
- Student learning outcomes for Math course
- Review of catalog for Math placement information
- Mathematics exam schedule
- English final exam room assignments

A listing of the University's program coordinators and directors is included below.

Program Coordinator/Director Rosters for LSU Eunice

- AY 2010-2011
- AY 2011-2012
- AY 2012-2013

Students who plan to transfer to complete a baccalaureate degree may enroll in either the Associate of Arts Louisiana Transfer or Associate of Science Louisiana Transfer degrees. The Head of the Division of Liberal Arts is responsible for curricular oversight and review for the Associate of Arts degrees, and the Head of the Division of Sciences oversees the Associate of Science degree program. The Head of the Division of Health Sciences and Business Technology is responsible for curricular oversight and review of degrees in those areas.

Sources (In Order of Appearance)

- Curriculum Development Manual Fall 2012
- Search & Selection of Faculty
- COORD. DIR. CHART
- NO03 (Page 8)
- FAC MIN CURR
- NO03 (Page 6)
- Curriculum Development Manual Fall 2012 (Page 5)
- LSU Eunice Program Appraisal Guidelines
- FAC EVAL
- JOB DESCR FES SP13
- JOB DESCR COORD CIT
- COORD ENGL
- JOB DESCR SCIENCES
- JOB SESCR MATHEMATICS
- Prog. Coord. English finals
- 2010-2011 Coordinator Roster
- 2011-2012 Coordinator Roster
- 2012-2013 Coordinator Roster
- Prog. Coord. English
- Program Coordinator Communication
  - COORD. ENGL 0001 SLO's FA12
  - COORD. ENGL 0001 SLO's ONLINE FA12
  - COORD. MATH 1021 SLO's FA12
  - COORD. MATH CAT. SP12
  - COORD. MATH FA12
- Program Director Job Descriptions
  - DMS Director Job Description

3.4.12

Educational Programs: All: Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The Statement of Values in the LSU Eunice Strategic Plan provides a prominent declaration of institutional commitment to the use of technology to enhance student learning and related services: "[LSU Eunice] recognize[s] and value[s] the application of modern technology to support current and enhanced instruction, service, and institutional support functions and systems."

The use of technology was accelerated by the adoption of the award winning myLSUE, the "anytime--anywhere" access to traditional academic and support services for both faculty and students, and the LOUIS online Louisiana Library service. LSU Eunice, over the past five years, has upgraded the network infrastructure with the replacement of token ring cable to cat6 cable, upgraded the core and distribution switches to one gigabit bandwidth, and upgraded the campus wide wireless network to allow anywhere configuration and authentication. This provides a more robust and reliable wired and wireless network allowing for the continued growth and use of computer labs, central storage, collaboration tools, web space, kiosk computing, and enterprise learning management systems. These upgrades have also allowed for the addition of Camtasia Studio online lecture recording and playback, AppleTV, touch screen lecture podiums, and a Voice over IP telephone system.

The following description of the technological environment at LSU Eunice provides a series of evidence which is organized to illustrate how this environment accomplishes each of the following:

- Enhances student learning,
- Promotes attainment of program objectives,
- Assures student access to technology, and
- Provides appropriate training and support for faculty and students in the use of technology.

Enhancing Student Learning

- The award-winning myLSUE Web-based portal provides "anytime—anywhere" access to traditional academic and support services for both faculty and students (myLSUE Information; LSU Eunice Catalog). Access to myLSUE is facilitated by any computer or mobile device with Internet capabilities.
- The Office of Information Technology (OIT) also provides faculty with a wealth of "Technology in the Classroom" resources to enhance traditional methods of instruction. Notable among these resources are the following:
  - A campus-wide wireless network allows faculty and student access to LSU Eunice online services as well as the Internet from anywhere on campus.
  - Two compressed video classrooms and 22 multimedia enhanced classrooms allow faculty to easily use technology in the classroom. These media allow instructors to bring a wealth of materials into the classroom that would not be possible in traditional presentations.
  - SMARTHINKING, an online tutorial in a number of disciplines, is available for faculty and students (SMARTHINKING Usage Report).
  - The addition of touch screen and electronic tablet lecture podiums with AppleTv has increased the ease of technology use in the classroom.
  - 2009 Camtasia Studio allows for lectures to be recorded and played back at any time. Faculty can post the lectures to myCourses, LSU Eunice's course management system.
- The LeDoux Library facilitates anytime, anywhere student and faculty access to the extensive Louisiana Online University Information System (LOUIS) statewide linked library network and services. Furthermore, the Library staff provides technology-centered bibliographic instructional services for students customized to meet the needs of specific courses, disciplines, and faculty requests (Bibliographic Instruction Request Form).
- In 2012, LSU Eunice purchased from Inigral the SchoolsApp Facebook Application: LSU Eunice's GetConnected social media presence.

Promoting Program Objectives

- Degree Audit within myLSUE has been available since the mid 1990s. This allows advisers to ensure that students are meeting the necessary requirements for their program.
- In 2006, the Office of Information Technology converted from Blackboard to the open access Moodle Course Management system (LSU Eunice's myCourses), saving the institution more than $80,000 per year. While

decreasing costs, Moodle has significantly increased functionality across the board, including the faculty's ability to present materials in a multitude of formats. This conversion enhanced collaboration between students and faculty, collaboration among students, ability for faculty to design the courses to meet their needs, and ability for students to keep current with course assignments and grades. MyCourses also allows for "anytime-- anywhere" access to all of these enhancements.

Providing Access to Technology

Computer labs are located throughout the campus. The on-campus student to computer ratio is approximately 11-to-1. These labs are maintained and updated regularly to support teaching and learning, broadly as well as specifically according to the needs of individual disciplines.

To ensure that faculty and students have continued access to the latest available technology, LSU Eunice has implemented the use of a Technology Fee program. The Technology Fee is directed by the Office of Information Technology and consists of a committee chaired by the Director of Information Technology and members from faculty, staff, and the Student Government Association. Once each calendar year, all on campus are invited to make a request for funds from the Technology Fee to advance the technology needs in the classroom. The committee then meets to vote to approve or disapprove the technology proposals. The guidelines are spelled out in the Technology Fee Strategic Plan - Guidelines for Allocation of Funding.

Providing Training Opportunities and Support

As stated in PS 65: Administrative Computing Policy, OIT is directed to provide "services as well as user support, training and consulting related to computing, networking, telecommunications, and video conferencing to the LSU Eunice community." PS 65 further stipulates on line 89 that when computer hardware and software are obtained by an office or department, training must be budgeted at the same time.
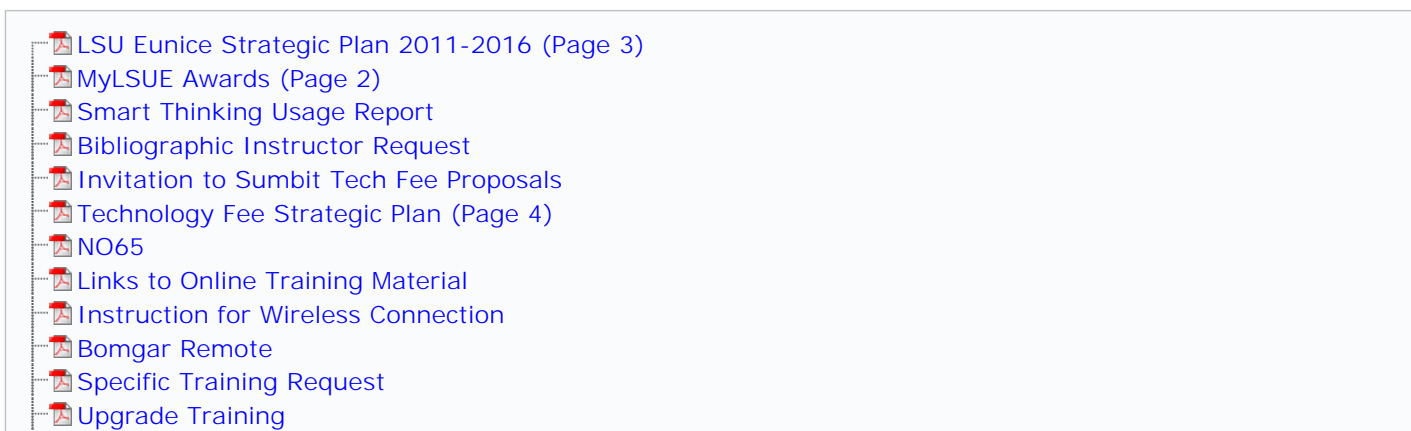
The Office of Information Technology (OIT) publishes and posts user guides for both students and faculty on its website in the areas of myLSUE, myCourses, email, wireless network, Microsoft software, phone setup, and any other technology requiring user guides. In 2010, OIT purchased equipment and software for the Bomgar Remote Training and Support Portal which allows remote access to any computer with access to the Web. It is used to support and train faculty and students anytime anywhere.

In addition to online training materials, OIT provides subject specific training in requested areas of interest. For example, a faculty or staff member can contact OIT and request training on Microsoft Office. OIT will make arrangements with a subject matter expert from within the office or in another department to meet and train the individual. OIT also provides scheduled trainings when major system upgrades and/or implementations are going to occur.

In 2010, OIT implemented the SysAid helpdesk system. The system allows faculty, staff, and students to request training or support via an email to helpdesk@lsue.edu. The system automatically creates a request from the email and notifies helpdesk administrators to assign the request to the appropriate personnel for service. Faculty, staff, and students can also call OIT at 337-550-1307 to make the same requests. The SysAid system tracks calls from open to completion, alerting administrators, requestor, and service personnel throughout the process. The implementation of the SysAid system has helped to reduce the time it takes to take a call and complete the request.

With the implementation of upgraded myCourses, myLSUE, and the new BOMGAR and SysAid systems, all students, including online students, have access to technology services and support irrespective of their course work delivery methods.

Sources (In Order of Appearance)

LSU Eunice Strategic Plan 2011-2016 (Page 3)
MyLSUE Awards (Page 2)
Smart Thinking Usage Report
Bibliographic Instructor Request
Invitation to Sumbit Tech Fee Proposals
Technology Fee Strategic Plan (Page 4)
NO65
Links to Online Training Material
Instruction for Wireless Connection
Bomgar Remote
Specific Training Request
Upgrade Training

OIT Web Training Links
SysAid Request
Tech Fee Proposals 2012

3.5.1

Educational Programs: Undergraduate: General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice identifies college-level general education competencies and assesses the extent to which students have achieved these competencies by direct and indirect measures in a variety of courses.

The Board of Regents coordinates all public higher education in the state of Louisiana. The Board has delegated the responsibility to approve, disapprove, or modify all existing and proposed degree programs to the Academic and Student Affairs Committee. Through Academic Affairs Policy 2.16, this Committee established the Statewide General Education Requirements for college-level degrees granted by institutions within the state.
In addition to the requirements established by the Board of Regents, LSU Eunice, as part of its institutional mission, provides "programs and services normally associated with a comprehensive two-year college." In fulfillment of its mission, and as pertains to general education, LSU Eunice strives to

- Create a learning environment which facilitates the integration of knowledge and the development of the whole person.
- Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.

In order to meet these needs, LSU Eunice has established college-level general education competencies that align with Board of Regents general education requirements to ensure that students receiving degrees from LSU Eunice have demonstrated competency in the following areas:

- Artistic, Cultural, and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.
- Computational and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions.
- Communication Skills: Engage in effective interpersonal, oral, and written communication.
- Informational Literacy: Locate, evaluate, and effectively use information from diverse sources.
- Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.
- Natural Sciences: Apply the knowledge of natural science to explore and analyze natural phenomenon

In 2010, these competencies were reviewed and revised by a General Education Committee consisting of faculty and administrators from the different educational units within the University.

General Education Components

The LSU Eunice catalog provides a listing of general education courses. Additions to this list must be reviewed and approved by either the campus General Education Committee or be identified as general education courses by the Louisiana Board of Regents Master Course Articulation Matrix. Placement criteria for entry into college-level algebra and English are determined by the Board of Regents Academic Affairs Policy 2.18. Students who do not meet the minimum placement criteria are placed into developmental courses to strengthen their skills and prepare them for college-level work. Students must earn a "C" or better in developmental courses in order to enroll in general education mathematics and English courses.

General education courses meeting the Board of Regents requirements are distributed throughout the associate degree programs. In Fall 2010, LSU Eunice began offering the Associate of Science Louisiana Transfer (ASLT) degree and the Associate of Arts Louisiana Transfer (AALT) degree. These degrees provide students with the opportunity to complete the first 60 hours toward transfer into a corresponding baccalaureate program at a four-year university. The ASLT and AALT consist of a 39-hour general education core and a 21-hour block of additional course work. Students who transfer with these degrees enter the receiving four-year institution with the general education requirements for the degree met and will be granted upper division status.

To further facilitate the transfer of general education courses among statewide public universities, the Board of Regents established a system of Common Course Descriptors for each general education course listed in the Master Course Articulation Matrix. These descriptors define the minimum course content that must be covered by each institution for the course to be transferrable. In addition to common descriptors, a system of Common Course Numbers has also been devised to assist students and advisers in recognizing equivalent general education courses that exist statewide. These are published online by the Board of Regents in a Common Course Catalog. Full implementation of Common Course Descriptors and Numbers will be complete Fall 2013.

Curriculum Development and Oversight

The faculty, including the division heads and the Vice Chancellor for Academic Affairs, has the responsibility for curriculum development per PS 3. The procedures for proposing new or changing existing courses and curricula are contained within the Curriculum Development Manual. New programs must also be approved by the LSU Board of Supervisors and the Board of Regents. The LSU Eunice General Education Committee has the responsibility to determine if a proposed course meets the criteria to be considered as "general education."

Assessment

Assessment of the general education competencies (see table below) occurs in a number of courses distributed in the various curricula. The assessment of the extent to which students have achieved the general educational competencies is accomplished through the use of direct measures and indirect measures. The benchmarks for the acceptable level of achievement in the allied health fields are based on the acceptable standards set by their respective accrediting agency. For other fields, a minimum threshold of 70% was used based on the score that faculty agreed demonstrated the minimum acceptable level of mastery required to successfully progress to the next course. This score also agrees with the level of mastery that is acceptable for transferability of a course to a four-year institution.

Table 3.5.1-1
Louisiana State University Eunice 2009-2010 General Education Competencies

Competency	Courses or components	Assessment	Evidence
Artistic, Cultural, and Historical Understanding	none		
Computational and Scientific Reasoning	MATH 1021 (College Algebra)-CAAP	Direct using ACT's CAAP on the last day of class	Evidence from CAAP report 1 Content Analysis Report (CAR) Evidence from CAAP CAR report 2 Evidence from Sciences
	MATH 1021 (College Algebra) after MATH 0002 (introduction to algebra)	Indirect using grades for GE after completing developmental education courses (results being compared to the National Center for Developmental Education [NCDE])	Evidence from CAAP CAR report 1 Evidence from CAAP CAR report 2 Evidence from Developmental Education
Communication Skills-written	ENGL 1002 (English Composition)-CAAP	Direct using ACT's CAAP at mid semester Indirect using grades	Evidence from CAAP Linkage Evidence from CAAP CAR Evidence from Liberal Arts
	FSCI 1002 (Fundamentals of Corporate and Municipal Public Safety Administration)	Research and write essay on topics related to fire and emergency services)	Evidence from Fire and Emergency Services
	ENGL 1001 (English Composition) after ENGL 0001 (Cevelopmental English Composition)	Indirect using grades for GE after completing developmental education courses (compared to NCDE)	Evidence from Developmental Education
Communication Skills-oral	CMST 1061 (Fundamentals of Communication)	Indirect using success rates	Evidence from Liberal Arts
	Nursing upon graduation	Indirect using survey of graduates and employers on overall communication skills	Evidence from Nursing
	ECON 2030 (Economic Principles)	Direct using individual or team presentations	Evidence from Business
Informational Literacy	FOSC 2200 (Technology for Emergency Services)	Direct using internet search and summary for Podcast	Evidence from Fire and Emergency Services
Critical Thinking	CAAP-Upon graduation	ACT's CAAP Direct using Critical Thinking (CT)	Evidence from Sciences on CAAP CAR
	FOSC 2239 (Crime Scene Investigation)	Direct by processing crime scene	Evidence from Fire and Emergency Services
	FSCI 2830 Contingency Planning	Direct by integrating and responding in a crisis management and disaster recovery event	Evidence from Fire and Emergency Services
	First GE social science (typically Psychology, Economics, or Sociology) after completion of developmental reading	Indirect using grades in first GE social science course after completing developmental reading (compared to NCDE)	Evidence from Developmental Education
Natural Sciences	BIOL 1001 General Biology	Indirect using grades	Evidence from Sciences

Table 3.5.1-2
Louisiana State University Eunice 2010-2011 General Education Competencies

Competency	Courses or components	Assessment	Evidence
Artistic, Cultural, and Historical Understanding	ART 1440 (Historical Survey of the Arts)	Direct using a pre and posttest to assess SLOs	Evidence from Liberal Arts
	HIST 1003 (Western Civilization since 1500 HIST 2057 (The United States from 1865 to the Present) FREN 1001/1002 (Elementary French)	Direct using final exam to assess SLOs for each course Direct using written tests with SLOS	Evidence from Liberal Arts Evidence from Liberal Arts
Computational and Scientific Reasoning	MATH 1021 (College Algebra)-CAAP	Direct using ACT's CAAP on the last day of class	Evidence from CAAP Linkage Evidence from CAAP CAR
	MATH 1021 (College Algebra)-SLO	Pilot assessment of SLOs developed by the math faculty on final exam with face to face sections	Evidence from Sciences
	MATH 1021 (College Algebra) after MATH 0002 (Introduction to Algebra)	Direct using CAAP Content Analysis Report for bottom 25% of those tested 36 report Indirect using grades for GE after completing developmental education courses	Evidence from CAAP CAR Grades from MATH 1021 after completing MATH 0002
Communication Skills-written	ENGL 1001 (English Composition) SLOs ENGL 1002 (English Composition) SLOs and CAAP	CAAP: Direct for writing Direct using SLOs based on portfolio for both courses Indirect using grades	Evidence from CAAP Linkage Evidence from CAAP CAR Evidence from ENGL 1001 Evidence from ENGL 1002 Evidence from Liberal Arts
	BADM 1001 (Introduction to Business)	Direct on written research reports	Evidence from Business
	ENGL 1001 (English Composition) after ENGL 0001 (Developmental English Composition)	Direct using CAAP Content Area Report for bottom 25% of those tested Indirect using grades for GE after completing developmental education courses	Evidence from CAAP CAR Evidence from Developmental Education
Communication Skills-oral	CMST 1061 (Fundamentals of Communication)	Indirect using success rates	Evidence from Liberal Arts
	BADM 1001 (Introduction to Business)	Direct using individual and team presentations	Evidence from Business
	Nursing upon graduation	Indirect of oral and written using employer and graduate survey	Evidence from Nursing
Informational Literacy	ENGL 1002: (English Composition) Direct using SLO on library	Direct using graded portfolio	Evidence from Liberal Arts

	research tools		
	FOSC 2200 (Technology for Emergency Services)	Direct using pre and posttest on computer systems including the Internet	Evidence from Fire Science
Critical Thinking	CAAP Upon graduation	Direct using CAAP CT	Evidence from CAAP CAR Evidence from Liberal Arts
	Nursing upon graduation	Indirect CT using employer and graduate surveys	Evidence from Nursing
	BADM 2001 (Business Law)	Direct using application, analysis, and synthesis to support beliefs and opinions	Evidence from Business
	RC 2025 (Professional Review Seminar Lab)	Direct using RC theories, concepts, and practice	Evidence from Respiratory Care
	First GE social science course (typically Psychology, Economics, or Sociology) after Developmental Reading	Direct using ACT's CAAP CT exam for bottom 25% of those taking test Indirect using grades in first GE social science course after completing developmental reading	Evidence from CAAP CAR Evidence from Developmental Education
Natural Sciences	CAAP upon graduation for science students	Direct for Science (9 students) Indirect: Final grades of students	Evidence from CAAP
	BIOL 1001 (Human Biology)	Pilot test direct assessment of SLOs on two sections in fall and spring	Evidence from Science fall 2010 and spring 2011
	ZOOL 1011 (Human Anatomy)	Pilot tested SLOs on direct assessment in all sections	Evidence from Science
	BIOL 2160 (Human Physiology)	Pilot tested SLOs on direct assessment in all sections (note: section blacked out was an editing error)	Evidence from Science

Table 3.5.1-3
Louisiana State University Eunice 2011-2012 General Education Competencies

Competency	Courses or components	Assessment	Evidence
Artistic, Cultural, and Historical Understanding	ART 1440 (Historical Survey of the Arts)	Direct using a pre and posttest to assess SLOs	Evidence from Liberal Arts
	HIST 1003 (Western Civilization since 1500) HIST 2055 (The United States to 1865) HIST 2065 (Recent American Hstory)	Direct using final exam to assess SLOs for each course	Evidence from Liberal Arts
Computational and Scientific Reasoning	MATH 1021 (College Algebra)-CAAP	Direct using ACT's CAAP on the last day of class	Evidence from CAAP Linkage Evidence from CAAP CAR
	MATH 1021 (College Algebra)-SLO	Pilot assessment of SLOs developed by the math	Evidence from Sciences

		faculty on final exam with face to face sections	
	MATH 1021 (College Algebra) after MATH 0002 (Introduction to Algebra)	Direct using CAAP Content Analysis Report for bottom 25% of those tested Indirect using grades for GE after completing developmental education courses	Evidence from CAAP CAR Evidence from Developmental Education
Communication Skills-written	ENGL 1002 (English Composition) SLOs and CAAP	SLOs using grade portfolio CAAP: Direct for writing	Evidence from CAAP Linkage Evidence from CAAP CAR Evidence from Liberal Arts
	ISDS 2800 (Microsoft Word and multimedia presentation)	Direct using the preparation of business documents	Evidence from Computer Information Technology
	RC 2014 (Conference and Clinical Experience)	Direct using clinical forms and observation SLO	Evidence from Respiratory Care
	ENGL 1001 (English Composition) after ENGL 0001 (Developmental English Composition)	Direct using CAAP Content Area Report for bottom 25% of those tested Indirect using grades for GE after completing developmental education courses	Evidence from CAAP CAR Evidence from Developmental Education
Communication Skills-oral	CMST 1061 (Fundamentals of Communication)	Indirect using success rates	Evidence from Liberal Arts
	CMST 2010 (Interpersonal Communication)	Indirect using success rates	Evidence from Liberal Arts
	CMST 2060 (Public Speaking)	Indirect using success rates	Evidence from Liberal Arts
	RADT 1093 (Applied Imaging III)	RADT 1093: Direct using clinical observation based on SLOs (see item 3)	Evidence from Radiologic Technology
	NURS 2501 (Nursing Concepts and Practice III)	Direct using therapeutic communication based on SLOs in clinical evaluation	Evidence from Nursing
	CSC 1011 (Introduction to Computer Science)	Direct using oral presentation related to trends in computer industry	Evidence from Computer Information Technology
Informational Literacy	ENGL 1002: Direct using SLO on library research tools Library during visits from classes	**Direct SLO using graded portfolio** For students, SLOs on library instruction are being developed based on ACRL standards	Evidence from Liberal Arts Evidence from Library
Critical Thinking	CAAP Upon graduation	Direct using CAAP CT	Evidence from CAAP CAR Evidence from Liberal Arts
	NURS 2401 (Nursing Concepts and Practice II)	Direct using clinical observation managing patient care	Evidence from Nursing
	ECON 2010 (Principles	Direct using pretest and	Evidence from Business

	of Macroeconomics) MKTG 2999 (Principles of Marketing)	posttest Direct using in-class assignments and discussion boards	
	DMS 1092 (Applied Sonography II)	Direct observation of student in clinical setting based on SLOs	Evidence from Diagnostic Medical Sonography
	First GE social science course (typically Psychology, Economics, or Sociology) after Developmental Reading	Direct using ACT's CAAP CT exam for bottom 25% of those taking test Indirect using grades in first GE social science course after completing developmental reading	Evidence from CAAP CAR Evidence from Developmental Education
Natural Sciences	CAAP upon graduation for science students	Direct for Science (4 students)	Evidence from CAAP Linkage
	BIOL 1001 (Human Biology)	Pilot test direct assessment of SLOs on all face to face sections	Evidence from Sciences
	CHEM 2262 (Organic Chemistry)	Direct based on SLOs	Evidence from Sciences
	CHEM 1202 (Basic Chemistry)	Direct based on SLOs	Evidence from Sciences
	BIOL 1201 (Biology for Science Majors)	Direct based on SLOs	Evidence from Sciences
	PHYS 2001 (General Physics)	Direct based on SLOs	Evidence from Sciences
	PHYS 2101 (General Physics for the Technical Students)	Direct based on SLOs	Evidence from Sciences

Sources (In Order of Appearance)

- Academic Affairs Policy 2.16
- Statewide General Education Requirements
- LSU Eunice Catalog 2012-2013 (Page 8)
- General Education Committee Minutes 2010
- List of General Education Courses
- BOR Course Articulation Matrix
- Academic Affairs Policy 2018
- LSU Eunice Catalog 2012-2013 (Page 186)
- LSU Eunice Catalog 2012-2013 (Page 108)
- LSU Eunice Catalog 2012-2013 (Page 97)
- Common Course Catalog
- NO03
- Curriculum Development Manual Fall 2012
- General Education Requirements
- CAAP Content Analysis FA 2009 (Page 10)
- CAAP Content Analysis FA 2009 (Page 17)
- LSU Eunice 2009-2010 IE Documents (Page 100)
- LSU Eunice 2009-2010 IE Documents (Page 31)
- CAAP Linkage Report FA 2009 (Page 8)
- CAAP Content Analysis FA 2009 (Page 3)
- LSU Eunice 2009-2010 IE Documents (Page 74)
- LSU Eunice 2009-2010 IE Documents (Page 37)
- LSU Eunice 2009-2010 IE Documents (Page 67)
- LSU Eunice 2009-2010 IE Documents (Page 50)
- LSU Eunice 2009-2010 IE Documents (Page 41)

LSU Eunice 2009-2010 IE Documents (Page 70)
LSU Eunice 2009-2010 IE Documents (Page 38)
LSU Eunice 2009-2010 IE Documents (Page 102)
LSU Eunice 2010-2011 IE Documents (Page 98)
LSU Eunice 2010-2011 IE Documents (Page 99)
GE FREN 1001-1002 Sp 11
CAAP Linkage Report 2010-2011 (Page 16)
CAAP Content Analysis 2010-2011 (Page 10)
LSU Eunice 2010-2011 IE Documents (Page 122)
LSU Eunice 2010-2011 IE Documents (Page 36)
CAAP Linkage Report 2010-2011 (Page 8)
CAAP Content Analysis 2010-2011 (Page 3)
GE English 1001 Fa 2010- Sp 2011
GE English 1002 Fa 2010
LSU Eunice 2010-2011 IE Documents (Page 95)
LSU Eunice 2010-2011 IE Documents (Page 61)
LSU Eunice 2010-2011 IE Documents (Page 35)
LSU Eunice 2010-2011 IE Documents (Page 88)
LSU Eunice 2010-2011 IE Documents (Page 44)
GE Info Lit Fa 2010
LSU Eunice 2010-2011 IE Documents (Page 56)
CAAP Content Analysis 2010-2011 (Page 17)
LSU Eunice 2010-2011 IE Documents (Page 91)
LSU Eunice 2010-2011 IE Documents (Page 62)
LSU Eunice 2010-2011 IE Documents (Page 69)
CAAP Linkage Report 2010-2011 (Page 20)
NS BIOL 1001 Summary FA 2010
NS BIOL 1001 Summary SP 2011
NS ZOOL 2010-2011
NS BIOL 2160 2010-2011
Art
History
CAAP Linkage Report 2011-2012 (Page 16)
CAAP Content Analysis 2011-2012 (Page 3)
Competency in Mathematics
General Education Math after Developmental Education Math (MATH 1021 after MATH 0002)
CAAP Linkage Report 2011-2012 (Page 8)
CAAP Content Analysis 2011-2012 (Page 10)
GE English 1002 Sp 2012
OIS-Communication
RC-Communication
General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)
Speech Communication
RADT-Communication
Nursing Communication
CIT - Communication
GE Info Lit Sp 2012
 Faculty Workshop Training - Library Digital Resources
CAAP Content Analysis 2011-2012 (Page 17)
Critical Thinking Using CAAP
Nursing Critical Thinking
Critical Thinking Related to MGMT
DMS-Critical Thinking and Application
Social science from College Reading (UNIV 0008)
CAAP Linkage Report 2011-2012 (Page 20)
Competency in Biology (or other science)

- Associate of Science Louisiana Transfer
- CAAP Linkage Report FA 2009 (Page 12)
- GE ENGL 1001 Fa 2010
- GE ENGL 1001 Sp 2011
- NS Summary Document from 2010-2011
- Written Communication Using CAAP

3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree
At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (*See the Commission policy "Collaborative Academic Arrangements."*)

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Degree Audit with Reverse Transfer Information
As noted in the 2011-**2013, Volume 44, August 2012** LSU Eunice Catalog, under General Degree and Technical Diploma Requirements, number 2 states, "Students must earn 25 percent of the credits required for the associate degree and technical diploma at LSU Eunice."

When certifying each candidate's degree plan, the Registrar verifies on a degree checkout form that the 25% requirement as noted has been met. There is no distinction made between a course completed in a face-to-face classroom or at a distance.

Sources (In Order of Appearance)

Degree Audit Form
LSU Eunice Catalog 2012-2013 (Page 54)

3.5.3

Educational Programs: Undergraduate: Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (*See the Commission policy "The Quality and Integrity of Undergraduate Degrees."*)

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Defining and Publishing Requirements for Each Undergraduate Program

LSU Eunice publishes minimum requirements for its general education components in the 2012-2013 University Catalog in accordance with Board of Regents Academic Affairs Policy 2.16: Statewide General Education Requirements. These requirements conform to commonly accepted standards and practices for degree programs. LSU Eunice believes that students should acquire a substantial knowledge when completing any associate degree program, including the following general education objectives:

- Artistic, Cultural, and Historical Understanding: Demonstrate understanding of the diverse traditions of the world and the individual's place in it;
- Computational and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions;
- Communication Skills: Engage in effective interpersonal, oral, and written communication;
- Information Literacy: Locate, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines;
- Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines; and
- Natural Sciences: Apply the knowledge of natural science to explore and analyze natural phenomenon.

In the 2012-2013 University Catalog, general education course requirements are identified for each type of associate degree offered at LSU Eunice. The list for Associate of Arts or Associate of Science Louisiana Transfer follows by a compilation of courses arranged under the following headings:

- English composition (6 required semester hours)
- mathematics/analytical reasoning (6 required semester hours)
- fine arts (3 required semester hours)
- humanities (9 required semester hours with 3 hours in literature)
- natural sciences (3 courses: 2 courses in a biological/physical science area sequence plus one in another area)
- social sciences (6 required semester hours with 3 at the sophomore level).

The requirements for all other associate degrees are also specified in the 2012-2013 University Catalog. This includes the Associate of Science Degree in discipline, the Associate Degree in discipline, and the Associate of Applied Science Degree in discipline.

The general education component for each type of associate degree program includes the minimum of 15 hours specified in Core Requirement 2.7.3. In most cases, general education courses comprise at least 25% of the associate degree program. Other general education courses are listed in each associate degree curriculum published in the 2012-2013 University Catalog. General education course requirements for online degree programs are the same as those found in the face-to-face versions of the same degree program.

LSU Eunice publishes requirements for its undergraduate programs in the 2012-2013 University Catalog. This includes University regulations regarding:

- choice of catalog
- minimum grade point average for graduation
- residence requirements
- requirements for earning more than one associate degree
- course substitutions
- transfer credit
- time limitations on courses accepted for degree credit.

All occupational associate degrees curricula are organized by year and semester. The sequence of courses normally moves from the less to more complex subject matter. Curricula for the Associate of General Studies, the Associate

of Arts Louisiana Transfer, and the Associate of Science Louisiana Transfer are arranged under broad topics. For example, in the Associate of Arts Louisiana Transfer degree with a focus in the humanities, the broad topics are English Composition, Math/Analytical Reasoning, Natural Sciences, Humanities, Social/Behavioral Science, and Fine Arts. Program and course requirements for online degree programs are the same as those found in the face-to-face versions of the same degree program.

Evidence of Published Materials Related to General Education and Selected Degree Programs

Associate of Science Degrees from the 2012-2013 University Catalog

- Associate of Science in Criminal Justice
- Associate of Science in Nursing

Occupational Associate Degrees from the 2012-2013 University Catalog

- Associate of Applied Science in Computer Information Technology
- Associate of Applied Science in Management

LA Transfer from the 2012-2013 University Catalog

- Associate of Science Louisiana Transfer, Natural Sciences (Biological Sciences)
- Associate of Arts Louisiana Transfer

Certificates and Technical Diplomas from the 2012-2013 University Catalog

- Certificate of Applied Science in Arson Investigation
- Certificate of Technical Studies Crime Scene Management
- Technical Diploma Crime Scene Management

Adherence to Acceptable Standards and Practices

The faculty have the primary responsibility for the curriculum at LSU Eunice according to Part 1, Article VIII, Section 2 of the Bylaws and Regulations of the Board of Supervisors for the LSU System and PS No. 3: Responsibilities and Concerns of University Personnel. In addition, a number of processes in place at LSU Eunice ensure curricular requirements for its degree programs conform to commonly accepted standards and practices through faculty and administrative review. The process for new programs, changing existing programs, and program accreditation are discussed below.

Request for New Programs

Proposed associate degrees and certificates, regardless of the method of delivery, undergo a rigorous approval process outlined in Section IV of the Curriculum Development Manual. At the divisional level, faculty develop the proposed program by following the criteria outlined in the Louisiana Board of Regents Academic Affairs Policy 2.05: Review of Proposal for New Academic Programs/Units. The proposal must include a description of the program, need, students, faculty, library and other special resources, facilities and equipment, administration, accreditation, related fields, and cost. The formal request for a new program begins with the division's submission of a Courses and Curriculum Form C, Request for Adding, Changing, or Dropping a Curriculum. The Office of Academic Affairs reviews the Courses and Curriculum Form C, the program proposal, and all supporting documents for completeness, coordination, and content. The request is then forwarded to the Faculty Senate Courses and Curriculum Committee, which reviews the program and returns the request with recommendations to the Vice Chancellor for Academic Affairs. Beginning fall 2012, the SACS Accreditation Liaison also reviews the documentation to determine if the changes are in compliance with all SACS-COC policies, including those on substantive change at this point. Upon review of the new program, the Vice Chancellor for Academic Affairs forwards the request to the Office of the Chancellor. A new degree program must be approved by the Chancellor and forwarded to the President of the LSU System. At the LSU System, the proposal is referred to the Academic and Student Affairs and Achievement and Distinction Committee for its review. As part of that review, the Council of Chief Academic Officers of the LSU System will make a recommendation to the committee. The recommendation of the committee is sent to the President for review and approval by the LSU Board of Supervisors. Upon approval by the Board of Supervisors, the degree program is submitted to the Louisiana Board of Regents for final approval. Factors that are considered in assessing the proposed academic program include relevance to the existing role, scope and mission of the institution; contributions to the wellbeing of the state, region, or academy; program duplication; mandates of any legal settlement currently in force; and institutional commitment to appropriately fund the proposed program.

Evidence of Compliance for New Programs

Name change for Associate of Arts in Early Childhood Education

- [Courses and Curriculum](#)
- [Letter](#) from Dr. Guempel to Dr. Hargrave
- [Letter](#) to Board of Regents with their stamp of approval in lower left corner

Merger of Office Information Systems and Computer Information Technology

- [Courses and Curriculum](#)
- [June 4, 2009](#) meeting minutes of the Academic and Student Affairs, Achievement, and Distinction Committee
- 2011 Louisiana Board of Regents [Appeal](#) for Consolidation of Existing Academic Programs

Altering the Fire Science Curriculum (new forms used with SACS Liaison signature)

- [Courses and Curriculum](#)

Changes in Existing Programs

No changes other than simple editorial changes may be made below the level of the Board of Supervisors in any course or curriculum without appropriate approval by all faculty and administrative offices concerned. Divisions must adhere to course and curricular descriptions as approved until the descriptions are formally changed and may not, for example, adjust the contact time, the credit hours, or the subject matter of any course or curriculum without prior approval.

Approval routing for other types of changes within programs begins with a proposal initiated by the faculty and reviewed and approved by the faculty in the specific program or division and the curriculum committee of the program or division. The proposed changes or deletions of a course are processed on the **standardized** [Form B](#) by the division head and sent to the Office of Academic Affairs. New course offerings are **submitted on** [Form A](#). After the SACS Liaison checks for substantive change issues, the Division office then forwards the proposal to the campus Courses and Curricula Committee, which reviews the proposal and returns the request with **a** [recommendation](#) to the Office of Academic Affairs. After approval by the Vice Chancellor of Academic Affairs, the proposal is sent to the Chancellor for final review and approval. Course changes and minor curricular revisions receive final approval from the Chancellor. The approval by the administration ensures that the academic programs are consistent with the University mission and that the necessary resources and structures are in place to ensure the quality of the **programs. This process applies to all courses regardless of the delivery method.**

Program Accreditation

Program accreditation is another way LSU Eunice ensures program conformity to accepted curricular standards and practices. For example, all of the health care programs in the Division of Health Sciences and Business Technology are fully accredited. The Associate of Science in Nursing is accredited by the [National League for Nursing](#); the Associate of Science in Radiologic Technology is accredited by the [Joint Review Committee on Education in Radiologic Technology](#); the Associate of Science in Respiratory Therapy is accredited by the [Commission on Accreditation for Respiratory Care](#); and the Certificate of Applied Science in Diagnostic Medical Sonography is accredited by the [Joint Review Committee on Education in Diagnostic Medical Sonography](#). These programs undergo intensive periodic accreditation review as part of the process to ensure best practices in these health profession fields. Pass rates on their respective licensure examinations have been excellent, often exceeding the state and national averages, attesting to the high quality of their curricula and instructional practices [(Pass Rate Data on Licensure Exams in Health Care Programs).](#)

Other associate degree programs have modified or developed their curricula using standards established by professional organizations. For example, the Associate of Applied Science in Fire and Emergency Services (FESHE) has been modified to meet the national standards set by the Fire and Emergency Services Higher Education Consortium. The goal of the degree program from the [2012-2013 University Catalog](#), consistent with the call of FESHE, is to move fire, emergency medical services, and other emergency services disciplines from a "technical occupation" to a "professional occupation." FESHE has established a model curriculum for associate degree programs in fire science. As the table below indicates, the University's associate degree program in fire science has adopted the core courses.

Table 3.5.3-1: FESHE National Standard Core Courses

LSU Eunice Courses	FESHE Model Core Courses
FSCI 2502 Building Construction Structural Technology	Building Construction for Fire Protection
FSCI 2155 Fire Protection Systems and Equipment	Fire Protection Systems
FOSC Fire Behavior and Combustion	Fire Behavior and Combustion
FSCI 2210 Fire Prevention and Inspection	Fire Prevention
FSCI 1001 Principles of Emergency Services	Principles of Emergency Services
FSCI 2152 Principles of Fire and Emergency Services Safety and Survival	Principles of Fire and Emergency Services and Survival

FESHE also sponsors a recognition program that provides National Fire Academy recognition to those regionally accredited institutions across the country that promote standardization of fire science course titles, description, and outcomes. LSU Eunice has submitted the application to achieve this national recognition.

Another indicator that LSU Eunice's associate degree programs conform to accepted curricular standards and practices is the number of 2 + 2 transfer agreements that the University has entered into with four-year universities. Faculty and administrators from LSU Eunice and four-year universities work together to create a seamless transfer of credit from the associate degree into the corresponding baccalaureate degree program. The four-year universities carefully review the particular associate degree curriculum to verify that it conforms to the requirements and outcomes of the first two years of the baccalaureate degree program. LSU Eunice has agreements with the following four-year institutions:

- McNeese State University: Criminal Justice 2011
- Northwestern State University: Criminal Justice 2006, Radiologic Technology 2011, Nursing 2012, and Business Administration 2012
- University of Louisiana Lafayette: Elementary Education 1999 and Elementary Education and Early Childhood 2007

Lastly, many of the programs have an advisory committee that serves as a liaison with various segments of the constituencies involved with the program, including employers, practicing professionals, and program graduates.

- Developmental education (on campus only)
- Nursing
- Radiologic Technology

The committees review their respective programs for quality and appropriateness for the current employment market. For example, in response to a suggestion made by the Radiologic Technology Advisory Committee, the Division of Health Sciences and Business Technology wrote and received a grant to purchase a new piece of equipment for the Radiologic Technology program.

- Developmental Education: February 13, 2012 preliminary meeting minutes.
- Nursing: April 11, 2011 meeting minutes and April 18, 2012 preliminary meeting minutes.
- Radiologic Technology: April 14, 2009 meeting minutes, March 30, 2010 meeting minutes, and March 22, 2011 meeting minutes. The C-Arm mobile fluoroscopy is discussed in the highlighted passage in section IX of each set of meeting minutes.

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 186)
- Statewide General Education Requirements
- Statewide General Education Requirements Table
- AALT Fine Arts
- AALT Biological Sciences
- LSU Eunice Catalog 2012-2013 (Page 54)
- LSU Eunice Catalog 2012-2013 (Page 107)
- LSU Eunice Catalog 2012-2013 (Page 57)
- LSU Eunice Catalog 2012-2013 (Page 74)
- LSU Eunice Catalog 2012-2013 (Page 77)
- LSU Eunice Catalog 2012-2013 (Page 104)
- LSU Eunice Catalog 2012-2013 (Page 97)
- LSU Eunice Catalog 2012-2013 (Page 79)
- LSU Eunice Catalog 2012-2013 (Page 85)

3.5.4

Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☒ Not Applicable

Narrative

3.6.1

Educational Programs: Graduate/Post-Baccalaureate: Post-Baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☑ Not Applicable

Narrative

LSU Eunice is a two-year campus in the LSU System and therefore, does not grant post-baccalaureate degrees.

3.6.2

Educational Programs: Graduate/Post-Baccalaureate: Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☒ Not Applicable

Narrative

LSU Eunice is a two-year campus in the LSU System and therefore, has no graduate curricula.

3.6.3

Educational Programs: Graduate/Post-Baccalaureate: Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements".)

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☑ Not Applicable

Narrative

LSU Eunice is a tw0-year campus in the LSU System and therefore, does not grant graduate or post-baccalaureate degrees.

3.6.4

Educational Programs: Graduate/Post-Baccalaureate: Post-Baccalaureate requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☑ Not Applicable

Narrative

LSU Eunice is a two-year campus in the LSU System and therefore, does not grant graduate or post-baccalaureate degrees.

3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See the Commission guidelines "Faculty Credentials."*)

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Consistent with its mission to provide high quality education, regardless of delivery method, LSU Eunice employs faculty who meet the standards established by the Southern Association of Colleges and Schools Commission on Colleges for faculty teaching general education courses, associate degree courses designed for transfer to a baccalaureate degree, associate degree courses as part of a degree not designed for transfer but designed to enter the workforce, and developmental courses meant to prepare students for college-level work. LSU Eunice views the recruitment of qualified faculty as one of its most serious responsibilities. The procedures and guiding principles to recruit, identify, interview, hire, and evaluate the most qualified faculty to fulfill the mission and goals of the University are found in PS 11: Search and Selection of Faculty, Administrative, Professional, and Classified Staff; PS 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members, and LSU System PM 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.

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.

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 2012, Fall 2012 Date Form Completed: 2/11/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
	Spring 2012 BIOL 1001 General		

Al-Dujaili, Jameel S. (F)	Biology, 3(UT) BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Laboratory, 1 (UT) **Fall 2012** BIOL 1001 General Biology, 3 (UT) BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Laboratory, 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)	
Bergeron, Patrick G. (P)	**Spring 2012** BIOL 1001 General Biology, 3 (UT) **Fall 2012** None	MS (Biology) University of Louisiana at Monroe	
Cordes, James E. (F)	**Spring 2012** BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) BIOL 1503 Honors Introductory Zoology, 4 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT) **Fall 2012** BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) ZOOL 1011 Human Anatomy, 3 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT)	Ph.D. (Zoology) University of Arkansas MS (Biology) Southwest Texas State University	
Hamlin, John A. (F)	**Spring 2012** BIOL 1002 General Biology, 3 (UT) BIOL 1005 Introductory Biology Laboratory, 2 (UT) BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 2151 Cell Structure and Function, 4 (UT) BIOL 2161 Human Physiology Laboratory, 1 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT) **Fall 2012** BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 2153 Principles of Genetics, 4 (UT) BIOL 2160 Human Physiology, 3 (UT) BIOL 2161 Human	Ph.D. (Cellular Biology) Tufts University BS (Zoology) LSU Baton Rouge	

	Physiology Laboratory, 1 (UT)		
Heffernan, Linda (P)	**Spring 2012** BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 1208 Biology Laboratory for Science Majors, 1 (UT) **Fall 2012** BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 1208 Biology Laboratory for Science Majors, 1 (UT)	Ph.D. (Biochemistry) LSU Baton Rouge	
Jariel, Domingo M. (F)	**Spring 2012** AGRO 2051 Soil Science, 4 (UT) BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) BIOL 1202 Biology for Science Majors II, 3 (UT) BIOL 1209 Biology Laboratory for Science Majors II, 1 (UT) ENVS 1126 Introduction to Environmental Sciences, 3 (UT) **Fall 2012** 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) BIOL 2002 Individual Research Biology, 2 (UT) HORT 2050 General Horticulture, 3 (UT)	Ph.D. (Agronomy/Plant Physiology) Clemson University MS (Soil Chemistry) University of the Philippines	
Li, Wei (F)	**Spring 2012** None **Fall 2012** BIOL 1001 General Biology, 3 (UT) BIOL 2161 Human Physiology Laboratory, 1 (UT) ZOOL 1011 Human Anatomy, 3 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT)	Ph.D. (Physiology) Southern Illinois University MS (Physiology) Capital University of Medical Sciences BS (Clinical Medicine) XinXiang Medical College	
		DPT (Physical Therapy) University of Montana MPTH (Physical Therapy) LSU Health Science Center ANAT 6522 Human Anatomy (5) MPTH 6550 Functional	Based upon review of course descriptions in

Menard, Jeffery S. (P)	**Spring 2012** ZOOL 1011 Human Anatomy, 3 (UT) **Fall 2012** None	Anatomy (1) ANAT 6533 Neuroanatomy (3) PHYS 6523 Human Physiology (4) MPTH 6556 Exercise Physiology (3) MPTH 6568 Clinical Neurology (2) MPTH 6557 Clinical Orthopedic (6) MPTH 6554 Biomechanics (3) 18 graduate hours	the catalog (2003-2004 LSU Health Sciences Center Catalog), ANAT 6522, MPTH 6550, ANAT 6533, MPTH 6568, MPTH 6557, and MPTH 6554 deal with specific topics related to anatomy
Oubre, Ben (P)	**Spring 2012** None **Fall 2012** BIOL 1001 General Biology, 3 (UT)	MS (Biology) University of Louisiana at Monroe	
Pesacreta, Anne M. (P)	**Spring 2012** BIOL 1001 General Biology, 3 (UT) **Fall 2012** None	MS (Biology) University of Louisiana Lafayette	
Robichaux, Sheila Renee (F)	**Spring 2012** BIOL 2160 Human Physiology, 3 (UT) **Fall 2012** BIOL 2160 Human Physiology, 3 (UT)	Ph.D. (Biology) University of Louisiana Lafayette	
Robinson-Fontenot, LaSandra (P)	**Spring 2012** BIOL 1002 General Biology, 3 (UT) **Fall 2012** BIOL 1001 General Biology, 3 (UT)	MS (Biology) University of Southwestern Louisiana	
Vidrine, Malcolm F. (F)	**Spring 2012** BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) BIOL 2161 Human Physiology Laboratory, 1 (UT) **Fall 2012** None	Ph.D. (Biology) University of Southwestern Louisiana	
Williams, Avery A. (F)	**Spring 2012** BIOL 1208 Biology Laboratory for Science Majors, 1 (UT) BIOL 2152 Comparative Anatomy of the Vertebrates, 4 (UT) ZOOL 1011 Human Anatomy, 3 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT) **Fall 2012** BIOL 1207 Honors Biology Laboratory For Science Majors, 1 (UT) BIOL 1208 Biology Laboratory for Science Majors, 1 (UT) BIOL 2500 Natural	MS (Biology) McNeese State University	

	History of the Vertebrates, 4 (UT) ZOOL 1011 Human Anatomy, 3 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT)		

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Chemistry
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed:2/11/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Alpay, Mete H. (F)	**Spring 2012** CHEM 1202 Basic Chemistry, 3 (UT) CHEM 1212 Basic Chemistry Laboratory, 2 (UT) PHSC 1002 Physical Science, 3 (UT) **Fall 2012** CHEM 1202 Basic Chemistry, 3 (UT) CHEM 1212 Basic Chemistry Laboratory, 2 (UT) PHSC 1002 Physical Science, 3 (UT)	MS (Organic Chemistry) University of North Carolina	
Amiot, Leodore M. Jr. (P)	**Spring 2012** CHEM 1201 Basic Chemistry, 3 (UT) **Fall 2012** None	MS (Chemistry) McNeese State University	
Huval, Chad (F)	**Spring 2012** CHEM 1011 Molecules and Man, 3 (UT) CHEM 1201 Basic Chemistry, 3 (UT) CHEM 2262 Organic Chemistry, 3 (UT) CHEM 2362 Organic Chemistry Laboratory, 1 (UT) HNRS 1002 Honors Seminar, 1 (UT) **Fall 2012** CHEM 1011 Molecules and Man, 3 (UT) CHEM 1201 Basic Chemistry, 3 (UT) CHEM 2261 Organic Chemistry, 3 (UT) CHEM 2361 Organic Chemistry Laboratory, 1 (UT)	Ph.D. (Chemistry) Texas A & M University	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Physics
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/11/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Scanlan, Michael (F)	**Spring 2012** HNRS 2002 Honors Seminar, 1 (UT) PHSC 1001 Physical Science, 3 (UT) PHYS 1001 Principles of Physics, 3 (UT) PHYS 2002 General Physics, 3 (UT) PHYS 2102 General Physics for Technical Students, 3 (UT) **Fall 2012** ASTR 1101 The Solar System, 3 (UT) MATH 0001 Pre-Algebra, 3 (D) PHSC 1001 Physical Science, 3 (UT) PHYS 1001 Principles of Physics, 3 (UT) PHYS 2001 General Physics, 3 (UT) PHYS 2101 General Physics for Technical Students, 3 (UT) PHYS 2108 Introductory Physics Laboratory, 1 (UT)	MS (Physics) LA Tech University MATH 170 Pre-Calculus Algebra (3) MATH 175 Trigonometry and Analytic Geometry (3) MATH 190 Calculus I (3) MATH 291 Calculus II (3) MATH 292 Multivariable Calculus (3) MATH 301 Differential Equations (3) MATH 231 Elementary (3)Probability/Statistical Inference MATH 322 Linear Algebra/Matrix Theory(3) STAT 505 Statistics for Engineering and Science (3)	27 hours of undergraduate coursework in mathematics including calculus provides the necessary foundation to teach the developmental mathematics course in pre-algebra

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Mathematics
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/11/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Austin, Joiclyn L. (P)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** None	MS (Mathematics) Loyola University	
Begnaud, Les (F)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT) **Fall 2012**	MS (Mathematics) University of Louisiana at Lafayette	

	None		
Dougia, Robert L. (F)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D)	MA (Mathematics) LSU Baton Rouge M.Ed. (Mathematics) University of Southwestern	
Duos, Elizabeth A. (P)	**Spring 2012** None **Fall 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D)	BS (Math Education) McNeese State University	BS degree in Mathematics or Mathematics Education provides the sufficient background to teach the courses in developmental mathematics
Elliott, Paul (F)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT) **Fall 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 1020 College Algebra Supplement, 2 (UT) MATH 1021 College Algebra, 3 (UT) MATH 1023 Pre-Calculus, 5 (UT) MATH 1425 Elementary Statistics, 3 (UT)	MS (Statistics) Stephen F. Austin State University BS (Mathematics) Northwestern State University	
Escude, Wayne (F)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT) MATH 1022 Plane Trigonometry, 3 (UT) MATH 1550 Analytic Geometry and Calculus I, 5 (UT) **Fall 2012** MATH 0001 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT) MATH 1022 Plane Trigonometry, 3 (UT) MATH 1552 Analytic Geometry and Calculus II, 4 (UT)	MS (Applied Math) Nicholls State University	
Fontenot, Joshua M. (F)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT) MATH 1431 Calculus with Business & Economic	MS (Mathematics) McNeese State University	

	Applications, 3 (UT) **Fall 2012** None		
Fowler, Paul (P)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0002 Introductory Algebra, 3 (D)	MS (Technical Education Teaching) University of Akron BA (Math & Science Education) University of Akron	BA 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
Hale, Amy M. (P)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT) **Fall 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT)	MS (Secondary Mathematics) Northwestern State University BS (Mathematics) Louisiana College MATH 6301 Statistics (3) MATH 634 Mathematics Curriculum (3) MATH 535 Sampling Techniques (3) MATH 533 Statistical Methods/Data Analysis (3) MATH 4070 History of Mathematics (3) MATH 5350 Selected Topics (3) 18 graduate hours in mathematics	
James, Julia (P)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 1021 College Algebra, 3 (UT)	M.Ed. (Administration and Supervision) Northwestern State University BS (Mathematics) Northwestern State University MAED 589 Seeing Math/Linear Functions (2) MAED 589 Seeing Math Quadratic Equation (2) MATH 5020S1N Special Topics in Math (3) MATH 5020 S2N Special Topics in Math (3) MATH 5350S4N Selected Topics (3) MATH 5020 S2I Special Topics in Math (3) MATH 5350 S4N Selected Topic- Special Topics (3) 19 graduate hours in mathematics	Louisiana Department of Education Teaching Certificate: Mathematics
			BS degree in Mathematics or

Johnson, Chanda S. (P)	**Spring 2012** None **Fall 2012** MATH 0001 Pre-Algebra, 3 (D)	BS (Secondary Education, dual certification in English and Math) University of Louisiana at Lafayette	Mathematics Education or a minor in Mathematics with certification provides a sufficient background to teach the courses in developmental mathematics
Jones, Charles (P)	**Spring 2012** None **Fall 2012** MATH 0001 Pre-Algebra, 3 (D)	BS (Mathematics) Louisiana Tech University	BS degree in Mathematics or Mathematics Education provides a sufficient background to teach the courses in developmental mathematics
Joubert, Lorrie (F)	**Spring 2012** MATH 1021 College Algebra, 3 (UT) MATH 1022 Plane Trigonometry, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT) MATH 1552 Analytic Geometry and Calculus II, 4 (UT) **Fall 2012** MATH 1021 College Algebra, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT) MATH 1550 Analytic Geometry and Calculus I, 5 (UT)	MS (Mathematics) University of Southwestern Louisiana STAT 425 Basic Theory of Statistics I (3) STAT 521 Regression Analysis (3) STAT 522 Experimental Design (3)	
Landry, Amanda C. (P)	**Spring 2012** None **Fall 2012** MATH 0001 Pre-Algebra, 3 (D)	BS (Mathematics) Nicholls State University 39 graduate hours in Mathematics, UL-Lafayette	BS degree in Mathematics or Mathematics Education provides a sufficient background to teach the courses in developmental mathematics
Lee, Kathy (P)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D)	BS (Secondary Mathematics Education) Mississippi State University	BS degree in Mathematics or Mathematics Education provides a sufficient background to teach the courses in developmental mathematics
Liu, Ying (P)	**Spring 2012** None **Fall 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT)	MS (Mathematics) University of Louisiana at Lafayette BS (Mathematics) Anshan Normal University	
	Spring 2012 MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) MATH 1018 Mathematics for Elementary School Teachers, 3 (UT)		

Martel, Gloria (F)	MATH 1019 Geometry for Elementary School Teachers, 3 (UT) MATH 1021 College Algebra, 3 (UT) **Fall 2012** MATH 1018 Mathematics for Elementary School Teachers, 3 (UT) MATH 1019 Geometry for Elementary School Teachers, 3 (UT) MATH 1021 College Algebra, 3 (UT)	MS (Mathematics) LSU Baton Rouge BS (Mathematics) Northwestern State University	
McCoy, Stephanie E. (P)	**Spring 2012** None **Fall 2012** MATH 1021 College Algebra, 3 (UT)	MS (Mathematical Sciences) McNeese State University	
McFarlain, Glenn J. (F)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D)	MS (Management) Florida Institute of Technology MATH 190 Calculus I (3) MATH 291 Calculus II (3)	Undergraduate courses in mathematics to include Calculus I and II provide a sufficient background to teach courses in developmental mathematics Louisiana Department of Education Teaching Certificate: Mathematics
Moreau, Scott (P)	**Spring 2012** MATH 1018 Mathematics for Elementary School Teachers, 3 (UT) **Fall 2012** None	M.Ed. (Curriculum & Instruction) University of Louisiana at Lafayette BS (Math Education) University of Louisiana at Lafayette MATH 513 Topic-Secondary Teaching I-Algebra (3) MATH 514 Topic-Secondary Teaching II-Geometry (3) MATH 463 Number Theory (3) MATH 470 Topics for Mathematics Teachers (3) MATH 513 Topic Secondary Teaching I-Number Theory (3) MS 440 AP Calculus (3) 18 graduate hours in mathematics	Graduate coursework in mathematics is directly related to the topics covered in the Mathematics for Elementary School Teachers
Orgain, Alan (F)	**Spring 2012** None **Fall 2012** MATH 0001 Pre-Algebra, 3 (D)	MS (Sport Management) Texas Tech University BS (Business Administration) Univ. of Science & Arts of Oklahoma MATH 1613 College Algebra (3) MATH 1633 Trigonometry (3) MA 2615 Analytical and Geom. Calculus I (5)	Instructor of Mathematics Baytown Christian Academy Undergraduate coursework at least through the level of Calculus I provides sufficient background to teach courses in developmental mathematics at the pre-algebra level
		BS (Education)	Louisiana Department of Education Teaching

Prejean, James J. (P)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0001 Pre-Algebra, 3 (D)	University of Southwestern Louisiana MATH 411 Fundamentals of Algebra (3) MATH 320 Intr Calculus (4) MATH 350 Differential Equations (3) MATH Math for High School Teachers (3)	Certificate: Mathematics Undergraduate coursework at least through the level of Calculus I provides sufficient background to teach courses in developmental mathematics at the pre- and introductory algebra level
Runnels, Rebecca (P)	**Spring 2012** MATH 1550 Analytic Geometry and Calculus I, 3 (UT) **Fall 2012** None	MS (Integrated Science and Technology-Mathematics Option) University of Southeastern Louisiana MATH 435 Topics in Applied Mathematics: Graphing Theory and Applications (3) MATH 441 Problem Solving Through History (3) MATH 461 Abstract Algebra (3) MATH 605 Applied Statistics (3) MATH 617 Applications of Combinatorics and Graph Theory (3) MATH 595 Introduction to Reading and Research in Mathematics (3) 18 graduate hours in mathematics	
Smith, Rachel L. (P)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) **Fall 2012** None	BS (Math Education) McNeese State University	BS degree in Mathematics or Mathematics Education provides a sufficient background to teach the courses in developmental mathematics
Sonnier, Rebecca C. (P)	**Spring 2012** MATH 1022 Plane Trigonometry, 3 (UT) **Fall 2012** MATH 1021 College Algebra, 3 (UT)	M.Ed. (Mathematics) University of Southwestern Louisiana BS (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	
	Spring 2012 MATH 1022 Plane		

Stephens, Glenn C. (P)	Trigonometry, 3 (UT) **Fall 2012** MATH 1021 College Algebra, 3 (UT)	MS (Mathematics) Southern University	
Stutes, Ellen G. (F)	**Spring 2012** MATH 1021 College Algebra, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT) **Fall 2012** MATH 1021 College Algebra, 3 (UT) MATH 1425 Elementary Statistics, 3 (UT)	MS (Statistics) University of Southwestern Louisiana BA (French/Math Education) University of Southwestern La.	
Thevenot, Marie (P)	**Spring 2012** MATH 1022 Plane Trigonometry, 3 (UT) **Fall 2012** MATH 1021 College Algebra, 3 (UT)	M.Ed. (Curriculum & Instruction) Northwestern State University MATH 350 Differential Equations (3) MATH 413 problem Solving for Secondary teachers (3) MATH 493 Advanced Calculus I (3) MATH 494 Advanced Calculus II (3) MATH 497 Theory and Methods Ordinary Differential Equations (3) MATH 414 Number Theory and Abstract Algebra for Secondary Teachers (3) MATH 430 College Geometry (3) 21 graduate hours in mathematics	
Thibodeaux, Jamie E. (F)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D)	BS (General Studies) McNeese State University with 42 hours in mathematics including MATH 113 College Algebra (3) MATH 122 Math for Elementary School Teachers (3) MATH 170 Pre-calculus (3) STAT 231 Elementary Probability and Statistics (3) MATH 175 Trigonometry and Analytic Geometry (3) MATH 190 Calculus I (3) MATH 322 Linear Algebra/Matrix Theory (3) MATH 291 Calculus II (3) MATH 292 Multivariable calculus (3) MATH 301 Differential Equations (3) MATH 421 Modern	42 hours of undergraduate level and 15 hours of graduate level coursework in mathematics provides a sufficient background to teach courses in developmental mathematics

| | | Algebra I (3)
MATH 431 Math Statistics and Probability I (3)
Graduate hours:
MATH 602 Number Theory (3)
MATH 541 Advanced Calculus I (3)
MATH 542 Advanced Calculus II (3)
MATH 531 Partial Differential Equations (3)
MATH 641 Topics in Numerical Analysis (3)
15 graduate hours in mathematics | |

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Nursing and Allied Health
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13-13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Ancelet, Cassie (P)	**Spring 2012** None **Fall 2012** ALLH 1013 Medical Terminology, 2 (UT)	BS (Biology) University of Louisiana at Lafayette	Certified First Responder Instructor; CPR Certified Nationally Registered EMT-Basic Instructor; First responder Instructor, 2007-present; EMT-Basic Instructor, 2007-present
Batiste, Barbara A. (F)	**Spring 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1230 Nursing Concepts I, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) **Fall 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT)	MS (Nursing) Loyola University	
Broussard, Tricia A. (P)	**Spring 2012** NURS 2555 Clinical Practice IV, 5 (UT) **Fall 2012** NURS 2435 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) University Louisiana Lafayette	
	Spring 2012 NURS 1230 Nursing		

Campbell, Jane (F)	Concepts II, 4 (UT) **NURS 2501** Nursing Concepts and Practice III, 10 (UT) **Fall 2012** **NURS 2430** Nursing Concepts III, 4 (UT) **NURS 2450** Nursing Concept III, 4 (UT) **NURS 2455** Nursing Clinical Practice III, 4 (UT)	MS (Nursing) Louisiana State University New Orleans	
Creswell, Jennifer (F)	**Spring 2012** **NURS 1230** Nursing Concepts II, 4 (UT) **NURS 1235** Nursing Clinical Practice II, 4 (UT) **NURS 2501** Nursing Concepts and Practice III, 10 (UT) **Fall 2012** **NURS 1130** Nursing Concepts I, 4 (UT) **NURS 1135** Nursing Clinical Practice I, 4 (UT) **NURS 2430** Nursing Concepts III, 4 (UT)	MS (Nursing) University of Texas	
Dibbley, Alex (P)	**Spring 2012** **ALLH 1000** Overview of Allied Health Professions, 2 (UN) **Fall 2012** None	MAT (PE/Athletic Training) University of West Alabama BS (Kinesiology) LSU Baton Rouge	Certified American Heart Association Basic Life Support Instructor; Board certified Athletic Trainer; Louisiana Board of Medical Examiners certified Operation Life Saver; two years clinical work experience with Rehab Excel Physical Therapy; three years experience with Lake charles Memorial Hospital in sports medicine; Head Athletic Trainer for College Station ISD; Calcasieu Parish School Board Instructor of Sports Medicine/Allied Health at Lake Charles Boston High School
Dunbar, Suzanne (F)	**Spring 2012** **NURS 2510** Issues in the Practice of Nursing, 1 (UT) **NURS 2550** Nursing Concepts IV, 4 (UT) **NURS 2552** Nursing Pharmacology III for Articulating Students, 1 (UT) **NURS 2556** Issues, Trends and Management of Care in Nursing, 1(UT) **Fall 2012** None	MS (Nursing) McNeese State University	Post graduate certification as Nurse Practitioner. ANCC Board Certification as Adult Nurse Practitioner from 2002 to present.
	Spring 2012		

Dupre, Bonnie J. (F)	NURS 1232 Nursing Pharmacology II, 1 (UT) NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 1132 Nursing Pharmacology I, 1 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT) NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT) NURS 2452 Nursing Pharmacology II for Articulating Students, 1 (UT)	MS (Nursing) University of Louisiana at Lafayette	
Fontenot, Freida G. (F)	**Spring 2012** NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) University of Phoenix	
Frick, Jennifer S. (P)	**Spring 2012** None **Fall 2012** ALLH 1013 Medical Terminology, 2 (UT)	M.Ed. (Curriculum & Instruction) University of Louisiana at Lafayette BS (Microbiology) LSU Baton Rouge	National EMS Academy,2010, Certified First Responder- 50 hours-- Nat'l EMS Certificate 11-4-1HSFR 06; Certified Nursing Assistant; State of La. EMS Certified First Responder
Jordan, Chana K. (P)	**Spring 2012** ALLH 1013 Medical Terminology, 2 (UT) **Fall 2012** None	BS (Kinesiology) University of Louisiana at Lafayette	Certification in Health & PE from University of Louisiana Lafayette; Certified CPR & First Responder and First Responder Instructor
Landry, Tracey (P)	**Spring 2012** NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 1135 Nursing Clinical Practice II, 4 (UT)	MS (Nursing) Northwestern State University	
LeJeune, Monica L. (F)	**Spring 2012** None **Fall 2012** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) University of Cincinnati	
			The pharmacology course is very basic and designed primarily for Allied Health and Health

McDonald, Dorothy (F)	**Spring 2012** ALLH 1023 Pharmacology for Non-Nursing Majors, 1 (UN) **Fall 2012** RC 2022 Quality Leadership and Management for Health Care Professionals, 2 (UN)	MA (Organizational Management) University of Phoenix BA (Health Care Admin.) Ottawa University AD (Cardiopulmonary Care) Delgado Community College	Care Management, particularly coding and billing majors. This course includes basic pharm. terminology, classification of drugs, and routes of administration. This is a non-transferable course and anyone with a medical background should be sufficiently prepared to teach the course. Registered Respiratory Therapist (1982); Licensed Respiratory Therapist; Certified Respiratory Technician; 10 years experience in the clinical field
Peloquin, Carol (F)	**Spring 2012** NURS 2501 Nursing Concepts and Practice III, 10 (UT) NURS 2555 Clinical Practice IV, 5 (UT) **Fall 2012** None	MS (Nursing) McNeese State University	
Qualey, Thomas L. Jr. (F)	**Spring 2012** None **Fall 2012** NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT)	MS (Nursing) McNeese State University MS (Hospital & Health Administration) University of Alabama	
Savant, Theresa (F)	**Spring 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1230 Nursing Concepts II, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1130 Nursing Concepts I, 4 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) Frontier School of Midwifery & Family Nursing	
Vidrine, Debra (F)	**Spring 2012** NURS 1230 Nursing Concepts II, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) **Fall 2012** NURS 1130 Nursing Concepts I, 4 (UT)	MS (Nursing) Northwestern State University	

| | NURS 1135 Nursing Clinical Practice I, 4 (UT) | | |

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Respiratory Science
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Asbury, David R. (F)	**Spring 2002** None **Fall 2012** 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)	Associate of Science (Respiratory Therapy) LSU Eunice Associate of Science (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
Soileau, Steven Scott (F)	**Spring 2012** RC 2016 Conference and Clinical Experience II, 4 (UN) RC 2017 Pathophysiology in Respiratory Care, 4 (UN) **Fall 2012** None	AD (Respiratory Therapy) LSU Eunice	Registered Respiratory Therapist; Certified in Advances Life Support, Neonatal Advanced Life Support, and Basic Life Support; Respiratory Therapist, Ville Platte Medical Center, 2002-present; Respiratory Therapist Lafayette General Medical Center, 1993-2002
Warner, Kathleen B. (F)	**Spring 2012** ALLH 2630 Aging and Long-term Care, 3 (UN) 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 2012** RC 1001 Introduction to Respiratory Care, 3 (UN) RC 2012 Cardiopulmonary Anatomy and Physiology, 3 (UN) RC 2014 Conference and Clinical Experience I, 4 (UN) RC 2021 Perinatology and Pediatric Respiratory Care, 3 (UN) RC 2025 Professional	BS (Respiratory Care) Nicholls State University AD (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

	Review Seminar Lab, 3 (UN)		
Wyble, Micheal T. (F)	**Spring 2012** RC 2015 Respiratory Care Science II, 4 (UN) RC 2016 Conference and Clinical Experience II, 4 (UN) **Fall 2012** 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)	AD (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 Cadiovascular 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

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Radiologic Technology and Diagnostic Medical Sonography
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Bertrand, Danielle C. (F)	**Spring 2012** DMS 1000 Introduction to Sonography, 1 (UN) DMS 1003 Superficial Structures, 2 (UN) DMS 1011 Abdomen/Lab II, 4 (UN) DMS 1021 Obstetrics/Gynecology II, 3 (UN) DMS 1025 Registry Review, 1 (UN) DMS 1093 Applied Sonography III, 8 (UN) **Fall 2012** DMS 1000 Introduction to Sonography, 1 (UN) DMS 1010 Abdomen/Lab I, 4 DMS 1020 Obstetrics/Gynecology I, 3 (UN) DMS 1092 Applied Sonography II, 8 (UN)	AD (Radiologic Technology) LSU Eunice	AARP Certified in Diagnostic Medical Sonography; Licensed by the Louisiana State Radiologic Board; Staff Radiographer, Dauterive Hospital, 2002-present; Staff Radiographer, Jennings American Legion Hospital, 1998-2002; Staff Radiographer, Rapides Regional Medical Center, 1997-1998
			Certified by the

Lavigne, Camille (F)	**Spring 2012** RADT 2038 Registry Review, 2 (UN) RADT 2093 Applied Radiography VI, 8 (UN) **Fall 2012** RADT 2033 Radiobiology and Radiation Protection, 2 (UN) RADT 2092 Applied Imaging V, 8 (UN)	AAS (Radiography) Houston Community College	American Registry of Radiologic Technologists and the Louisiana State Radiologic Technology Board; Radiologic Technologist, Abbeville General Hospital, 1997; Radiologic Technologist, Contract X-Ray Services, 1997-present; Radiologic Technologist, Houston N.W. Medical Center, 1996
McLaughlin, Robert L. (F)	**Spring 2012** ALLH 1000 Overview of Allied Health Professions, 2 (UN) ALLH 1013 Medical Terminology, 2 (UT) RADT 1000 Introduction to Radiography, 1 (UN) RADT 2036 Radiographic Pathology, 2 (UN) **Fall 2012** ALLH 1000 Overview of Allied Health Professions, 2 (UN) ALLH 1013 Medical Terminology, 2 (UT) RADT 1000 Introduction to Radiography, 1 (UN) RADT 2092 Applied Imaging V, 8 (UN)	MA (Vocational Education) California State University BA (Vocational Education) California State University AA (Radiologic Technology) Orange Coast College	Registered Technologist, American Registry of Radiologic Technologists; Certified Radiologic Technologist, State of California Department of Health Services; Certified Radiographer of Fluoroscopy, State of California Department of Health Services; Licensed Radiographer, State of Louisiana Radiologic Technology Board; Radiology Clinical Instructor, West Anaheim Medical center, 1991-1993; Imaging Technologist III, West Anahein Medical Center, 1990-1992; Instructor, Radiologic Technology Program, Orange Coast College, 1989-1991, ; Imaging Technologist II, Anaheim Memorial Hospital, 1990; Instructor Radiologic Technology Program, Cypress College, 1988; Imaging Technologist, Los Angeles Rams, 1982-1990; Instructor, Adult Education, 1982-1983; Imaging Technologist III (1977-1990) and Clinical Education Coordinator (1984-1990), Anaheim Memorial Hospital; Imaging technologist I, Western Medical Center, 1976-1977
			Registered Technologist, American Registry of Radiologic Technologists; Certified in Mammography American Registry of Radiologic Technologist; Licensed

	Spring 2012 RADT 1093 Applied Radiography III, 4 (UN) RADT 2093 Applied Radiography VI, 8 (UN) **Fall 2012** RADT 1092 Applied Imaging II, 4 (UN) RADT 2092 Applied Imaging V, 8 (UN)	BS (Radiologic Technology) McNeese State University	by the Louisiana Society of Radiologic Technologists; Radiographer in General Radiography/Fluoroscopy and Mammography, Medical center of Southwest Louisiana, 1994-1996; Radiologic Technologist, Anchorage Diagnostic Imaging Center, 1987-1983; Radiologic Technologist, Providence Hospital, 1986-1987; Radiologic Technologist, W.O. Moss Regional Hospital, 1983-1986
Scott, Janet (F)			
Sonnier, Angela (F)	**Spring 2012** RADT 1012 Radiographic Processing, 3 (UN) RADT 1022 Radiographic Procedures II, 4 (UN) RADT 1093 Applied Radiography III, 4 (UN) **Fall 2012** RADT 1011 Imaging and Equipment, 3 (UN) RADT 1021 Imaging Procedures I, 4 (UN) RADT 1092 Applied Imaging II, 4 (UN)	MS (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

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Fire Science
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Albert, Charles Anthony (P)	**Spring 2012** FSCI 2510 Legal Aspects of the Emergency Services, 3 (UN) **Fall 2012** FOSC 1101 Fire Behavior and Combustion, 3 (UN)	AAS (Fire Science) LSU Eunice Certificate in Arson Investigation, LSU Eunice	Served as Fire Chief; Chief Training Officer 23 years; 25 years as firefighter
Ancelet, Cassie (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BS (Biology) University of Louisiana at Lafayette	First Responder Certified CPR Certified Nationally Registered EMT-Basic Instructor
	Spring 2012 FOSC 1102 Hazardous Materials, 3 (UN) FSCI 2150 Fire Service Personnel Management,		Training Officer Lafayette Fire Department (LFD)

Barron, Richard (P)	3 (UN) **Fall 2012** FSCI 2151 Fire Department Organization and Management, 3 (UN) FSCI 2154 Fire Fighting Tactics and Strategy, 3 (UN)	BS (Fishery Biology) University of Louisiana at Lafayette	10 years; Fire Department Officer 1 year (LFD); and Driver Operator/Temp. Captain 8 years (LFD).
Blanchard, Monite Margaret (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** FSCI 2328 Emergency Medical Responder, 3 (UN)	BS (Nursing) University of Southwestern Louisiana	ACLS Certified PALS Certified CPR Instructor Nat'l EMS Certified First Responder-50 hrs; Certificate, CNA Train the Trainer Course; State Certified Instructor for Nursing Assistant/Aide; LCTCS Certified Instructor of Practical Nursing, Nurse Assistant, IV Therapy, and Phlebotomy;
Brankline, Robert John, Jr. (P)	**Spring 2012** FSCI 1001 Principles of Emergency Services, 3 (UN) **Fall 2012** None	High School Diploma	Certified EMS Instructor; AHA-ACLS Provider, Instructor & Trainer; PALS Provider & Instructor/Trainer; Iowa Volunteer Fire Department/EMS; Captain/Paramedic with Sulphur Fire Department
Brown, Larry Eugene (P)	**Spring 2012** FOSC 2239 Crime Scene Investigation, 3 (UN) **Fall 2012** FOSC 2231 Crime Scene Photography, 3 (UN)	High School Diploma	Deputy Sheriff/Crime Scene Investigator Lafayette Parish 19 years 53 non-collegiate training sessions in crime scene investigation, forensics, photography, law enforcement, computer technology & software, and courtroom testimony
Deville, Carolyn A. (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BS (Health & PE) McNeese State University	EMS Certified and Instructor, First Responder
Frick, Jennifer Stevens (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	M.Ed. (Curriculum & Instruction) University of Louisiana at Lafayette B.S. (Microbiology) LSU Baton Rouge	Natl. EMS Academy and State EMS Certified First Responder
	Spring 2012 FOSC 2002 HASWOPER Management, 3 (UN) FOSC 2230 Introduction to Forensic Science, 3 (UN) FOSC 2990 Practicum in Forensic Science, 3 (UN) FSCI 2830 Contingency Planning, 3 (UN) **Fall 2012** FOSC 2233 Physical	MS (Telecommunications)	Firefighting experience with Lafayette Fire Department 20+ years experience in public safety, hazardous material response,

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NAME (F, P)	**COURSES TAUGHT**	**ACADEMIC DEGREES&**	**OTHER**
Gervais, Steven E. (F)	Evidence, 3 (UN) FOSC 2990 Practicum in Forensic Science, 3 (UN) FSCI 1002 Fundamentals of Corporate & Municipal Public Safety Administration, 3 (UN) FSCI 2152 Principles of Fire & Emergency Services Safety and Survival , 3 (UN) FSCI 2620 OSHA Regulations, 3 (UN) FSCI 2630 Safety Management, 3 (UN)	University of Louisiana at Lafayette BS (Industrial Technology) University of Louisiana at Lafayette	consulting, & disaster management. Holds several certifications from LFD Training Academy, LSU, National Fire Academy, FEMA, National Board on Fire Service Professional Qualifications.
Jordan, Chana Kanesha (P)	**Spring 2012** None **Fall 2012** FSCI 2328 Emergency Medical Responder, 3 (UN)	BS (Kinesiology) University of Louisiana Lafayette	Certification in Health & PE from University of Louisiana Lafayette; Nat'l EMS Academy Certified First Responder Instructor; Certified CPR Instructor.
Krentel, Stephen Joseph (P)	**Spring 2012** FOSC 1101 Fire Behavior and Combustion, 3 (UN) **Fall 2012** None	AD (Fire Science) LSU Eunice	Chief of Training, Safety, and Fire Prevention, St. Tammany Parish Fire District #12
Martin, Terry D. (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BS (HPRE) University of Louisiana Lafayette	Nat'l EMS Academy Certified First Responder; Certified CPR Instructor
Mhire, Sally Anne (P)	**Spring 2012** None **Fall 2012** FSCI 2328 Emergency Medical Responder, 3 (UN)	High School Diploma	Nat'l Registry of State Certified EMT, Basic and Intermediate; Certified State of La. EMT-Paramedic, Instructor of EMS, EMT Paramedic and EMT First Responder; 12 years experience as a fire fighter; EMT instructor; Certified Fire Fighter I
Morvant, Jason (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BA (General Studies) University of Southwestern Louisiana	Certified BLS Instructor; Natl EMS Academy Certified First Responder
Sparks, Felope Ann (P)	**Spring 2012** FSCI 2502 Building Construction Structural Technology, 3 (UN) **Fall 2012** FOSC 2200 Technology for Emergency Services, 3 (UN)	BS (Computer Information Systems) Grambling State University	EMI Certifications

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Business Administration
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13/13

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NAME (F, P)	**COURSES TAUGHT** **Including Term,**	**ACADEMIC DEGREES&** **COURSEWORK**	**OTHER** **QUALIFICATIONS &**

	Course Number & Title, Credit Hours (D, UN, UT, G)	Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	COMMENTS Related to Courses Taught
Bainter, Steven (P)	**Spring 2012** BADM 2920 Selected Topics: Microsoft Technology Associate Certification Prep., 3 (UT) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M.Ed. (Secondary Education) University of Southwestern Louisiana BS (Science Education; NCATE approved program: general science biology, chemistry, computer literacy and computer science) University of Southwestern Louisiana **Graduate Courses in** Technology from University of Louisiana Lafayette: IRED 518 Computer Assisted Education (3) IRED 560 Hypercard for Educators (3) IRED 420 Computer Lit. for Educators (3) EDCI 597 Home Page Construction in Educ. (3) IRED 570 Intro. to Interact Video & Audio (3)	CPS 1001 does not carry degree credit for Business Information Technology students. Louisiana State Department of Education Teaching Certificate: Computer Sciences and Computer Literacy; 2001-present Computer Science Teacher, Beau Chene High School; 1989-1990 part-time Computer Technician, UL Lafayette; 1986-1988 Computer Technician/Service Manager, Entre Computer Center; 1985-1986 Computer Programmer, John E. Chance and Associates; 1984-1985 Computer Programmer/Analyst, Cypress Software; 1983-1984 Systems Analyst and Applications Programmer; Computer Mark International
Landry, Fred Neal (F)	**Spring 2012** BADM 1001 Introduction to Business, 3 (UT) FSCI 2410 Fundamentals of Industrial Hygiene, 3 (UN) MGMT 2705 Security Management, 3 (UT) MKTG 2450 Consumer Behavior, 3 (UT) MKTG 2999 Principles of Marketing, 3 (UT) **Fall 2012** BADM 2001 Business Law, 3 (UT) BADM 2050 Small Business Management, 3 (UT) MGMT 2999 Principles of Management, 3 (UT) MKTG 2423 Salesmanship, 3 (UT) MKTG 2998 Relationship Marketing-A Strategic Approach, 3 (UT)	Ph.D. (Business Administration) The Union Institute MBA (Business Management) University of Dallas MS (Business & Educational Technology) Texas A & M University at Texarkana;	CRS and CES Professional Certifications.
	Spring 2012 BADM 1001 Introduction to Business, 3 (UT)		

McDonald, Dorothy (P)	BADM 2650 Medical Law and Ethics, 3 (UT) **Fall 2012** BADM 1001 Introduction to Business, 3 (UT) BADM 2601 Fundamentals of Healthcare Management, 3 (UT)	MA (Organizational Management) University of Phoenix BA (Health Care Admin.) Ottawa University	
Washam, Charles E. (P)	**Spring 2012** BADM 1001 Introduction to Business, 3 (UT) **Fall 2012** None	MBA (Business Administration) University of Toledo	
Wright, Atina L.	**Spring 2012** None **Fall 2012** BADM 1001 Introduction to Business, 3 (UT)	MS (Human Resource Management) Troy State University BS (Business Management) University of Maryland ACCT 516 Managerial Accounting (3) HRM Organizational Theory (3) HRM 579 Management Information Systems (3) HRM 525 Legal Environment (3) HRM 632 Compensation Management (3) MAN 676 Organizational Behavior (3)	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Economics
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Deshautelle, Edwin J., Jr. (F)	**Spring 2012** ECON 2000 Principles of Microeconomics, 3 (UT) ECON 2010 Principles of Macroeconomics, 3 (UT) ECON 2030 Economic Principles, 3 (UT) ECON 2035 Money, Banking and Macroeconomic Activity, 3 (UT) **Fall 2012** ECON 2000 Principles of Microeconomics, 3 (UT) ECON 2010 Principles of Macroeconomics, 3 (UT) ECON 2030 Economic Principles, 3 (UT) MGMT 2260 Human Resources Management, 3 (UT)	MBA (Business Administration) Northwestern State Univ. BS (Business Administration) University of Louisiana at Lafayette ECO 320 Intermediate Price Theory (3) ECO 520 Managerial Economics (3) FIN 504 Seminar in Finance (3) ECO 412 Problems of Economic Development (3) ECO 409 History of Economic Thought (3) ECON 501 Seminar (3) 18 graduate hours in economics and a closely related field	23 plus years experience teaching general business, economics, health care management, management and marketing courses Designed the current health care administration concentration

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Business Information Technology
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13/13

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NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Andrus, Rachel Lea (F) (Liberal Arts)	**Spring 2012** None **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	MS (Health Education) McNeese State University BS (Business Education) McNeese State University AD (Office Administration) LSU Eunice	LA dept. of Education Certified in Business Education Subjects, Computer Literacy and Health and Physical Education 9 years experience teaching computer literacy at the high school level
			Louisiana State

Bainter, Steven (P)	**Spring 2012** BADM 2920 Selected Topics: Microsoft Technology Assoc. Certification Prep, 3 (UT) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M.Ed. (Secondary Education) University of Southwestern Louisiana BS (Science Education) University of Southwestern Louisiana Graduate Courses with Technology from University of Louisiana Lafayette: IRED 518 Computer Assisted Education (3) IRED 560 Hypercard for Educators (3) IRED 420 Computer Lit. for Educators (3) EDCI 597 Home Page Construction in Educ. (3) IRED 570 Intro. to Interact Video & Audio (3)	Department of Education Teaching Certificate: Computer Sciences and Computer Literacy; 2001-present Computer Science Teacher, Beau Chene High School; 1989-1990 part-time Computer Technician, UL Lafayette; 1986-1988 Computer Technician/Service Manager, Entre Computer Center; 1985-1986 Computer Programmer, John E. Chance and Associates; 1984-1985 Computer Programmer/Analyst, Cypress Software; 1983-1984 Systems Analyst and Applications Programmer; Computer Mark International
Brown, John Milton (P)	**Spring 2012** BIT 1000 Keyboarding, 3 (UN) CPS 1001 Computer Literacy, 3 (UN) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M+30 Grambling State University and Northwestern State University M.Ed. (Education Psychology) Mississippi State University	
Canerday, Timothy S. (P)	**Spring 2012** None **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M.Ed. (Educational Technology) Northwestern State University	CPS 1001 covers the basic / introductory concepts covered in the Microsoft Office Suite, including Word, Excel, and PowerPoint primarily. The class also gives a brief history of computers, and how they have evolved over the years. 4+ years of teaching experience in a correctional facility teaching inmates the basics of Word, Excel, PowerPoint, and Access. Other areas covered in the class included an in depth history of computers and basic Accounting.
Carrier, Lori Ann (P)	**Spring 2012** BIT 1620 Health Insurance and Medical Billing, 3 (UN) BIT 2625 Advanced Medical Coding, 3 (UN) **Fall 2012** None	Degrees: A.O.A., Administration Management, LSU Eunice A.O.A., Medical Office Administration, LSU Eunice	Certifications: Nat'l. Registry & State Certified Emergency Medical Technician; Certified Medicare & Private Insurance Claim Submission Specialist
	Spring 2012 CPS 1001 Computer Literacy, 3 (UN)	MS (Management Science) University of	

Dalmasi, Orlando (F)	CSC 1015 Fundamentals of Programming, 3 (UT) CSC 2260 Software Security, 3 (UT) CSC 2264 Introduction to C/C++ Programming, 3 (UT) CSC 2920 Selected Topics, 3 (UT) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN) CSC 1011 Introduction to Computer Science, 3 (UT) CSC 2030 Programming-Visual Basic, 3 (UT) CSC 2213 Advanced Networking Concepts, 3 (UT) CSC 2253 Systems Analysis and Design, 3 (UT) CSC 2264 Introduction to C/C++ Programming, 3 (UT)	Central Texas-Concentration in Computer Information Systems CMIS 6304 Telecommunications (3) CMIS 5308 MIS/INF/STOR/RETR (3) CSCI 5375 Computer Software Systems (3) CSCI 5370A Computer Applications and Impact (3) CSCI 5307 Fundamentals of System Analysis (3) CSCI 5319 Decision Support System Design (3) CSCI 5302 PLN/IMPL/MAN COM FAC (3) 21 graduate hours in computer science	
Darbonne, Cynthia M. (F)	**Spring 2012** BIT 2263 Business Mathematics, 3 (UN) BIT 2300 Business Correspondence, 3 (UT) BIT 2860 Advanced Machine Transcription: Medical, 3 (UN) BIT 2900 Desktop Publishing using Adobe PageMaker & Microsoft Publisher, 3(UT) BIT 2999 Administrative Information Systems Applications, 3(UT) ISDS 2100 Microcomputer Applications in Business, 3(UT) ISDS2800 Microsoft Word and Multimedia Presentation I, 3 (UT) **Fall 2012** BIT 2300 Business Correspondence, 3 (UT) BIT 2850 General Machine Transcription, 3 (UN) BIT 2860 Advanced Machine Transcription: Medical, 3 (UN) ISDS 2100 Microcomputer Applications in Business, 3 (UT) ISDS 2800 Microsoft Word and Multimedia Presentation I, 3 (UT) ISDS 2830 Advanced Microsoft Word and Multimedia Presentation	M.Ed. (Administration) LSU Baton Rouge BS (Business Education) McNeese State University	23+ years experience teaching general business, office administration and computer based courses Co-designed the current office administration program Note: Ms. Darbonne coordinates all practicum courses in the Division of Business and Technology.

	I, 3 (UN)		
Duplechin, Debra (P)	**Spring 2012** BIT 2900 Desktop Publishing using Adobe PageMaker & Microsoft Publisher, 3 (UN) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	BS (Business Education) McNeese State University	Microsoft Office Specialist Certifications
Grice, Hershel L. (P)	**Spring 2012** None **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	MS (Technology Education) University of Southern Mississippi BS (Education) Valdosta State University	
LaMothe, Andre (F)	**Spring 2012** BIT 1000 Keyboarding, 3 (UN) CPS 1001 Computer Literacy, 3 (UN) **Fall 2012** None	MBA (Business Administration) University of Phoenix BS (Information Technology) University of Phoenix	CompTIA A+ Certified
May, Felicia (P)	**Spring 2012** None **Fall 2012** BIT 2200 Records Management, 3 (UT)	MBA (Business Administration) University of Southwestern Louisiana BS (Business Administration) LSU Baton Rouge	
Qualey, Jeanne T. (P)	**Spring 2012** None **Fall 2012** BIT 1605 CPT Medical Coding, 3 (UN) BIT 1615 ICD-9-CM Medical Coding, 3 (UN)	MBA (Health Care Administration) Our Lady of the Lake University BS (Medical Records Administration) University of Southwestern Louisiana	Certified Coding Specialist; ICD10 Trainer; Registered Health Information Administrator

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Accounting
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/16/13

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NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Guillory, Stephanie (F)	**Spring 2012** ACCT 2001 Introduction to Financial Accounting, 3 (UT) BADM 1001 Introduction to Business, 3 (UT) MGMT 2251 Supervision, 3 (UT) MGMT 2260 Human Resources Management, 3 (UT) **Fall 2012** ACCT 2001 Introduction to Financial Accounting, 3 (UT) ACCT 2101 Introduction to Managerial Accounting, 3 (UT) FIN 2020 Consumer Finance, 3 (UT)	MBA (Business Administration) LSU Shreveport BS (Accounting/Finance) University of Southwestern Louisiana	Certified Public Accountant; Certified Financial Planner
Schroeder, Arthur L. (F)	**Spring 2012** ACCT 2001 Introduction to Financial Accounting, 3 (UT) ACCT 2101 Introduction to Managerial Accounting, 3 (UT) ACCT 2103 Microcomputer Accounting with Peachtree, 3 (UT) FIN 2040 Investments, 3 (UT) **Fall 2012** None	MSA (Accounting) University of Arkansas BS (Business Administration) University of Wisconsin	Certified Public Accountant

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: English
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

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NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
	Spring 2012 ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2022 Survey of		

Alleman, Michael (F)	English Literature from 1798 to the Present, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2027 Introduction to Drama and Poetry, 3 (UT) HNRS 2001 Honors Seminar, 1 (UT)	Ph.D. (Literature) Univ. of Texas MFA (Creative Writing) McNeese State University MA (English) McNeese State University	
Cavell, Maura (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2007 Introduction to Writing Poetry, 3 (UT) HNRS 2300 Learning Success through Community Involvement, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 1003 Honors English Composition, 3 (UT)	Ph.D. (English) University of South Florida MA (English) Colorado State University	Director of the Honors Program
Crump, Ashley Calaway (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	MA (English) Louisiana Tech University	
Douglas, Constance (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	Ph.D. (English) LSU Baton Rouge MA (English) Northwestern State University	
		Ph.D. (Literary Studies) University of Texas at Dallas MA (Literary Studies) University of Texas at Dallas	

Elliott, Kenneth (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) THTR 1020 Introduction to Theatre, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) THTR 1020 Introduction to Theatre, 3 (UT)	HUAS 6394 Writing and Performance (3) HUAS 6305 Criticism, Interpretation and Performance (3) HUAS 8303 RDGS Aesthetic and Performance Studies (3) HUAS 6330 Studies in the Visual Arts (3) HUAS 6394 Performance Ensemble (3) HUAS 6394 Shakespeare in Performance (3) HUAS 6390 Contemporary American Theater (3) 21 graduate hours in Theater or a closely related-discipline	
Fontenot, Billy Charles (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) ENGL 2072 American Literature II: Coming of Age, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) HNRS 1001 Honors Seminar, 1 (UT)	Ph.D. (English) University of Louisiana at Lafayette MA (English) University of Louisiana at Lafayette M.Ed. (Secondary English) LSU	
Hebert, Celeste (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	M.Ed. (Secondary Education) University of Southwestern Louisiana ENGL 499 Special Topics in English (6) ENGL 556 Seminar in Rhetoric (3) ENGL 531 Folklore in Culture (3) ENGL 499 Special Topics in English (3) ENGL 482 Folklore Genres (3) 18 graduate hours in English	
Johnson, Chanda S. (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English	M. Ed., Supervision and Admin., Masters +30 Education and English, University of Louisiana at Lafayette ENGL463 Shakespeare, the Early Plays (3) ENGL439 American Fiction (3) ENGL555 Modern Comp. Theory (3) ENGL424 Shakespeare, the Later Plays (3)	

	Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	ENGL496 Faulkner (3) ENGL404 English Novel II (3) ENGL506 Prin. of Linguistics (3) ENL 403 English Novel I (3) 24 graduate hours in English	
Johnson, Rodney (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) ENGL 2022 Survey of English Literature from 1798 to Present, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	Masters +30 (English/Administration Education) LSU Baton Rouge M.Ed. (English/Administration) LSU Baton Rouge 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	
Langlois, Diane (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2025 Introduction to Fiction, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2071 American Literature I: Forging a Nation, 3 (UT)	Ph.D. (English/Writing) University of Louisiana Lafayette MA (English) Lamar University	
McMurray, Kevin (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	Masters +30 (English) University of Southwestern Louisiana MA (English) Southeastern Louisiana University	
	Spring 2012 ENGL 1001 English Composition, 3 (UT)		

Meche, Jude Ryan (F)	ENGL 1002 English Composition, 3 (UT) ENGL 2002 Business Writing, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2002 Business Writing, 3 (UT)	Ph.D. (English) Texas A&M University MA (English) University of Louisiana at Lafayette	
Ortego, Kayren F. (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	MA (English Education) Western Kentucky University ENG 571 British Masters (3) ENG 597 Lit & Mythology (3) ENG 593 Poe, Melville, Hawthorne (3) ENG 410G Theories Rhet. & Comp (3) ENG 572 American Masters (3) ENG 583 Shakespeare (3) 18 graduates hours in English	
Pulling, David L. (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1002 English Composition, 3 (UT)	MA (English) University of Southwestern Louisiana	Louisiana Department of Education Teacher Certification: Secondary English
Reese, Joe (P)	**Spring 2012** None **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	Ph.D. (Comparative Literature) Indiana University BA (English & German) Southern Methodist University	
Richard, Kathleen (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	MA (Education with dual certification in English and Speech), Louisiana State University. ENGL7920 English Seminar (3) ENGL7051 Rest. & 18th Cent. (3) Total 6 graduate hours in English.	English instructor since **1998 and current Chair,** Dept. of English, Louisiana State **Univ. Laboratory School,** Baton Rouge. Relevant graduate study at Louisiana State University: EDCI 7135 Tech. Teaching Rdg. (3) EDCI7143 Teaching Literature (3) EDCI7307 Literature, Culture, and Curr. (3) EDCI 7311 Topics in Lang. Arts (3) EDCI7311 Topics in Lang. Arts (3) Total 15 graduate hours in relevant coursework. Professional Organization Involvement: National

			Council of Teachers of English (NCTE), National Writing Project (NWP), and Louisiana State University Writing Project.
Schmersahl, Kurt	**Spring 2012** None **Fall 2012** ENGL 0001 English Composition, 3 (D)	MA (English) McNeese State University BA (English) Northwestern State University	
Spears, James Martin	**Spring 2012 (F)** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) **Fall 2012 (P)** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	MA (English) McNeese State University	
Stalnaker, Jessica (P)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	MA (Comparative Literature) University of Colorado MAT, McNeese State Univ. BA (French & English Literature) Centenary College	
Stokes, Leah (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** None	MA (English) Northwestern State University	
Synborski, Suzanne (P)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	MA (English) University of Louisiana at Lafayette	
Vick, Christina (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2020 Survey of English Literature from the Beginnings to 1798, 3 (UT)	Ph.D. (English) Texas A&M University MA (English) Sam Houston State University	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Altazin, Daniel (P)	**Spring 2012** HIST 2057 The U.S. from 1865 to Present, 3 (UT) **Fall 2012** None	MA (History) Southeastern Louisiana University	
Ardoin, Jason (P)	**Spring 2012** GEOG 1001 Human Geography: World Regional Geography, 3 (UT) **Fall 2012** GEOG 1001 Human Geography: World Regional Geography, 3 (UT)	MS (Geography) University of Louisiana at Monroe	
Baltakis, Anthony (F)	**Spring 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2057 The U.S. from 1865 to the Present, 3 (UT) HIST 2071 History of Louisiana, 3 (UT) **Fall 2012** HIST 1001 Western Civilization to 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2065 Recent American History, 3 (UT)	Ph.D. (History) University of Akron MA (American Political History) University of South Florida	
Clark, Cullen Thomas (P)	**Spring 2012** HIST 2057 The U.S. from 1865 to Present, 3 (UT) **Fall 2012** HIST 1001 Western Civilization to 1500, 3 (UT)	Master of Research (History) University of Stirling (UK) M.Div. (Church History) Southwestern Baptist Theological Seminary	
Sellers, Walton P. III (P)	**Spring 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2071 History of Louisiana, 3 (UT) **Fall 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2071 History of	MA (History) LSU Baton Rouge	

	Louisiana, 3 (UT)		
Smith, Heather (P)	**Spring 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2057 The U.S. from 1865 to the Present, 3 (UT) **Fall 2012** HIST 1001 Western Civilization to 1500, 3 (UT) HIST 2057 The U.S. from 1865 to the Present, 3 (UT)	MA (History) University of Southwestern Louisiana	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Health and Physical Education
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Andrus, Rachel Lea (F)	**Spring 2012** HPRE 1600 Personal & Community Health Problems, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) HPRE 2601 First Aid, 1 (UT) HPRE 2602 Methods, Materials, & Content in Health Education for Elementary School, 3 (UT) **Fall 2012** HPRE 1600 Individual Wellness and Public Health, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) HPRE 2601 First Aid, 1 (UT)	MS (Health Education) McNeese State University	Certification in Health & Physical Education from McNeese State University
	Spring 2012 HPRE 1106 Basketball, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1246 Intermediate Weight Training, 1 (UT) HPRE 1502 Intercollegiate Sports Participation I, 2 (UT) HPRE 1504 Intercollegiate Sports		

Bari, Michael (F)	Participation IV, 2 (UT) HPRE 2920 Selected Topics in Health, Physical, and Recreation Education, 3 (UT) **Fall 2012** HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 1600 Individual Wellness and Public Health, 3 (UT)	M.Ed. (Health & PE) East Stroudsburg University	
Dibbley, Alex	**Spring 2012** None **Fall 2012** HPRE 2601 First Aid, 1 (UT)	MAT (PE/Athletic Training) University of West Alabama BS (Kinesiology) LSU Baton Rouge	Certified American Heart Association Basic Life Support Instructor; Board Certified Athletic Trainer; Louisiana Board of Medical Examiners Certified Operation Life Saver; two years clinical work experience with Rehab Excel Physical Therapy; three years experience with Lake Charles Memorial Hospital in sports medicine; Head Athletic Trainer for College Station ISD; Calcasieu Parish School Board Instructor of Sports Medicine/Allied Health at Lake Charles Boston High School
Lee, Andrew H. (F)	**Spring 2012** HPRE 1124 Tennis, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1224 Intermediate Tennis, 1 (UT) HPRE 1246 Intermediate Weight Training, 1 (UT) HPRE 1502 Intercollegiate Sports Participation I, 2 (UT) **Fall 2012** HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 1600 Individual Wellness and Public Health, 3 (UT) HPRE 2602 Methods, Materials, and Content in Health Education for the Elementary School, 3 (UT)	M.Ed. (Health/Physical Education) Jackson State University	
	Spring 2012 HPRE 1142 Conditioning		

Name	Courses Taught	Academic Degrees & Coursework	Other Qualifications & Comments
Orgain, Alan (F)	Exercises, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 2601 First Aid, 1 (UT) **Fall 2012** HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 2501 History and Philosophy of Kinesiology, 3 (UT)	MS (Sport Management) Texas Tech University	
Willis, Jeff (F)	**Spring 2012** 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) **Fall 2012** 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 1503 Intercollegiate Sports Participation III, 2 (UT)	MS (Kinesiology) Texas A&M University	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Psychology
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
		Ph.D. (Human Dev. & Family Studies) Penn. State University MS (Human Development and Family Studies) Pennsylvania State University BS (Psychology)	Human Development and Family Studies at Pennsylvania State University is an interdisciplinary program

Berg, Luciane A. (F)	**Spring 2012** PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) **Fall 2012** PSYC 2078 Adolescent Psychology, 3 (UT)	University of Pittsburgh HD FS 539 Adolescent Development Seminar (3) HD FS 526 Measures in Human Development (3) HD FS 433 Dev. Trans Adult (3) HD FS 549 Dev. Theory (3) HD FS 519 Human Dev. Statistical Methods (3) HD FS 522 Dysfunc. Ind. Dev. (3) 18 graduate hours in developmental/adolescent development	that focuses on the whole life span, from birth to old age. Chair of the Psychology Dept., Southern Utah University, 2006-2008 Associate Professor of Psychology, Southern Utah University, 2001-2008 Assistant Professor of Psychology, Southern Utah University, 1997-2001
Brauburger, Analea (P)	**Spring 2012** PSYC 2000 Introduction to Psychology, 3 (UT) **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT))	MS (Industrial & Organizational Psychology) Penn State University BS (Psychology) Arizona State University	
Brown, John Milton	**Spring 2012** None **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT)	M.Ed. (Education Psychology) Mississippi State University BA (Psychology) Mississippi State University	
Narby, Douglas (F)	**Spring 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2055 Psychology and Law, 3 (UT) PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2040 Social Psychology, 3 (UT) PSYC 2070 Developmental Psychology of the Life Span, 3 (UT)	Ph.D. (Legal Psychology) Florida International University MS (Legal Psychology) Florida International University	
Trant, Timothy J. (F)	**Spring 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2060 Educational Psychology, 3 (UT) PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) PSYC 2076 Child Psychology, 3 (UT) **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2060 Educational Psychology, 3 (UT) PSYC 2070 Developmental Psychology of the Life	Ph.D. (Psychology) University of Southern Mississippi MA (Psychology) University of Southern Mississippi .	

| | Span, 3 (UT)
 PSYC 2076 Child Psychology, 3 (UT) | | |

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Foreign Language
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Chatelain de Pronville, Olivier (F)	**Spring 2012** FREN 1001 Elementary French, 4 (UT) FREN 1002 Elementary French, 4 (UT) SPAN 1101 Elementary Spanish, 4 (UT) SPAN 1102 Elementary Spanish, 4 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (UT) FREN 1001 Elementary French, 4 (UT) SPAN 1101 Elementary Spanish, 4 (UT) SPAN 1102 Elementary Spanish, 4 (UT)	Ph.D. (French/Francophone Studies) University of Louisiana at Lafayette MA (French) University of Southwestern Louisiana BA (Modern Language/Psychology) University of Southwestern Louisiana SPN 604 Accelerated Beginners Spanish (6) SPN 312K Sec-yr SPN I: Oral EX/RD/COMP (3) SPN 312L Sec-yr SPN II: EX/RD/COMP (3) SPN F325K Intro to Spanish American Lit thru Modern (3) SPN 341K SPN-Lang Lit of Southwest (3)	
Lazare, Vera (P)	**Spring 2012** FREN 1002 Elementary French, 4 (UT) FREN 2101 Intermediate French, 3 (UT) SPAN 1102 Elementary Spanish, 4 (UT) **Fall 2012** None	M.A., French Lang. & Lit, Louisiana State University	
Mancilla-Ortegon, Isabel	**Spring 2012** None **Fall 2012** SPAN 1101 Elementary Spanish, 4 (UT)	MA (Journalism) Seville University, Seville, Spain BA (Spanish) Seville University Master, Alternative Teaching Certificate in Spanish Language and Literature, Seville, University	Louisiana Department of Education Teaching Certificate: Spanish Native Spanish speaker

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Fine Arts
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Evans, Larry (P)	**Spring 2012** MUS 1751 Music Appreciation, 3 (UT) **Fall 2012** MUS 1751 Music Appreciation, 3 (UT)	MCM (Church Music) New Orleans Baptist Theological Seminary BS (Vocal Music) Louisiana College	
Jones, Clinton (P)	**Spring 2012** MUS 1751 Music Appreciation, 3 (UT) **Fall 2012** MUS 1751 Music Appreciation, 3 (UT)	MM (Music) University of Louisiana at Lafayette BM (Music) University of Louisiana at Lafayette	
Monroe, Nancy (P)	**Spring 2012** THTR 1020 Introduction to Theatre, 3 (UT) **Fall 2012** None	MA +30 (Speech & Theatre) Texas Christian University MA (English) Northwestern State University	Gifted Certification obtained from Northwestern State University
Noble, Jane (F)	**Spring 2012** 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) ART 2995 Basic Photography, 3 (UT) **Fall 2012** 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 1848 Introduction to Painting, 3 (UT) ART 2050 Digital Art I, 3 (UT) ART 2055 Digital Art II, 3 (UT)	MFA (Art) University of Iowa MS (Printmaking) University of Iowa	
Williams, Henry Davis (P)	**Spring 2012** MUS 1751 Music Appreciation, 3 (UT) **Fall 2012** MUS 1751 Music Appreciation, 3 (UT)	MM (Music History & Literature) Northeast Louisiana University	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: University Studies
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Gaspard, Rusty (P)	**Spring 2012** UNIV 0008 College Reading, 3 (D) **Fall 2012** UNIV 0008 College Reading, 3 (D)	MLS (Library Science) LSU Baton Rouge BA (History) Louisiana College	5+ years experience teaching courses in study skills and reading at LSU Alexandria
Grice, Hershel L. (P)	**Spring 2012** UNIV 0008 College Reading, 3 (D) *UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2012** UNIV 1005 Orientation to University Studies, 3 (UN)	MS (Technology Education) University of Southern Mississippi BS (Education) Valdosta State University	4 years experience as teacher/substitute teacher, Rapides Parish Schools; 5 years experience as the Assistant Dean of Student Services, Air Force Community College, Maxwell Airforce Base;
Rollins, Belle (P)	**Spring 2012** UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2012** UNIV 1005 Orientation to University Studies, 3 (UN)	MPS (Pastoral Studies) Loyola University MSW (Social Work) LSU Baton Rouge MA (English) University of Virginia	
Rougeau, Crystal L. (P)	**Spring 2012** UNIV 0008 College Reading, 3 (D) **Fall 2012** UNIV 1005 Orientation to University Studies, 3 (UN)	MA (Mental Health Counseling) Southern University Baton Rouge BS (Psychology) Southern University Baton Rouge	
Wiltz, Gloria (F)	**Spring 2012** UNIV 0008 College Reading, 3 (D) UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2012** ENGL 0001 English Composition, 3 (D) UNIV 1005 Orientation to University Studies, 3 (UN)	M.Ed. (Guidance Counseling) Southern University BS (English Education) Southern University	Masters +30

Univ. 1005 is a multidisciplinary course bringing together the experiences of instructors from various disciplines including psychology, reading, and language arts. The goal of the course is for students to benefit from a board level of experiences.

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Elementary Education
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught

		List specific graduate coursework, if needed	
Gordon, Toisha Lyn (F)	**Spring 2012** EDCI 1000 Introduction to the Study of Education, 3 (UT) EDCI 2025 Foundations and Principles of Teaching in the Elementary School, 3 (UT) EDCI 2271 Art Education for Elementary Schools, 3 (UT) EDCI 2700 Characteristics of Exceptional Children, 3 (UT) UNIV 1005 Orientation to University Studies, 3 (UT) **Fall 2012** EDCI 2271 Introduction to the Study of Education, 3 (UT) EDCI 2700 Characteristics of Exceptional Children, 3 (UT) UNIV 0008 College Reading, 3 (D) UNIV 1005 Orientation to University Studies, 3 (UT)	MS (Elementary Education) University of Phoenix BS (Computer Information Systems) Grambling State University	
Greaud, Angela (F)	**Spring 2012** EDCI 2028 Movement and Creativity in Early Childhood, 3 (UT) EDCI 2800 Using Computers in the Classroom, 3 (UT) EDCI 2900 Practicum in Early Childhood Education, 6 (UT) UNIV 1005 Orientation to University Studies, 3 (UT) **Fall 2012** EDCI 2020 Development and Methods in Early Childhood Education, 3 (UT) EDCI 2052 Family Relations, 3 (UT) EDCI 2058 Childhood Guidance, 3 (UT) UNIV 1005 Orientation to University Studies, 3 (UT)	MS (Marriage & Family Therapy) Texas Woman's University BS (Psychology) University of Southwestern Louisiana Doctoral student in Human Ecology at LSU Baton Rouge with 36 graduate hours **completed including:** HUEC 7054 Child Guidance and Behavior (3) HUEC 7055 Human Development (3) EDCI 7843 Early Childhood Education (3)	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)
	Spring 2012 EDCI 1000 Introduction to the Study of Education, 3 (UT) EDCI 2025 Foundations and Principles of Teaching in the		

Leslie, Mary (F)	Elementary School, 3 (UT) EDCI 2027 Fostering Literacy in Young Children, 3 (UT) UNIV 0008 College Reading, 3 (UT) **Fall 2012** EDCI 1000 Introduction to the Study of Education, 3 (UT) EDCI 2025 Foundations and Principles of Teaching in the Elementary School, 3 (UT) UNIV 0008 College Reading, 3 (UT)	Ed.M. (Human Development/Reading) Harvard University BA (Psychology) Brandeis University	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Criminal Justice
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Hamilton, Robert C. (F)	**Spring 2012** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2151 Criminal Investigation, 3 (UT) CJ 2153 Criminal & Related Law, 3 (UT) CJ 2200 Introduction to Criminology, 3 (UT) CJ 2300 Criminal Justice Report Writing, 3 (UT) **Fall 2012** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2131 Police Process, 3 (UT) CJ 2132 Judicial Process, 3 (UT)	MS (Corrections/Criminal Justice) Chicago State University BA (Criminal Justice) Chicago State University	
Ryan, Coleen (P)	**Spring 2012** CJ 2131 Police Process, 3 (UT) CJ 2132 Judicial Process, 3 (UT) CJ2133 Correctional Process, 3 (UT) CJ 2220 Juvenile Delinquency, 3 (UT) **Fall 2012** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2133 Correctional Process, 3 (UT) CJ 2153 Criminal & Related Law, 3 (UT	MA (Criminal Justice) University of Louisiana at Monroe	P.O.S.T. certified law enforcement officer; Acadiana Law Enforcement Training Academy Instructor; SHARP Civilian Self Defense Instructor; Moral Recognition Therapy Certified Instructor

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Communication Studies
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Landry, Madelaine (P)	**Spring 2012** CMST 2010 Interpersonal Communication, 3 (UT) **Fall 2012** CMST 2010 Interpersonal Communication, 3 (UT)	MS (Communication) University of Louisiana at Lafayette	
Nemetz, Lois B. (F)	**Spring 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT) CMST 2921 Selected Topics, 3 (UT) MC 2000 Introduction to the Mass Media, 3 (UT) **Fall 2012** CMST 1061 Fundamental of Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT) CMST 2921 Selected Topics, 3 (UT)	Ph.D. (Communication Studies) LSU Baton Rouge MS (Communication) University of Southwestern Louisiana	
Rockenschuh, Marilynn (F)	**Spring 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2010 Interpersonal Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT) **Fall 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2010 Interpersonal Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT)	MS (Speech Communication) University of Southwestern Louisiana	
Tullous, Richard F. (P)	**Spring 2012** CMST 1061 Fundamentals of Communication, 3 (UT) **Fall 2012** None	MS (Organizational Communication) University of Southwestern Louisiana BA (Interpersonal Communication) University of Southwestern Louisiana	
Voinche, Tom Jr. (P)	**Spring 2012** None **Fall 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT)	MS (Communication) University of Louisiana Lafayette	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Sociology
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Robinson, James W. (F)	**Spring 2012** SOCL 2001 Introductory Sociology, 3 (UT SOCL 2501 Current Social Problems, 3 (UT) SOCL 2505 Marriage and Family Relationships, 3 (UT) **Fall 2012** SOCL 2001 Introductory Sociology, 3 (UT) SOCL 2505 Marriage and Family Relationships, 3 (UT) SOCL 2920 Selected Topics, 3 (UT)	Ph.D. (Sociology) LSU Baton Rouge MA (Sociology) LSU Baton Rouge MS (Criminal Justice) LSU Baton Rouge	
Singlemann, Joachim (P)	**Spring 2012** SOCL 2001 Introductory Sociology, 3 (UT) **Fall 2012** None	Ph. D. (Sociology/Demography) University of Texas at Austin	

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 8)
- NO11
- NO12
- pm-23 11132009
- 2011-12 LSU Eunice catalog (Page 140)
- 2011-12 LSU Eunice catalog (Page 141)
- LSU Eunice Catalog 2012-2013 (Page 124)
- 2011-12 LSU Eunice catalog (Page 142)
- 2011-12 LSU Eunice catalog (Page 208)
- LSU Eunice Catalog 2012-2013 (Page 181)
- 2011-12 LSU Eunice catalog (Page 143)
- LSU Eunice Catalog 2012-2013 (Page 126)
- LSU Eunice Catalog 2012-2013 (Page 125)

3.7.2

Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice evaluates the effectiveness of its faculty to ensure the high quality of education and the academic excellence stated in its mission.

As stated in PS 12 (line 404): Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members, full-time faculty "are evaluated annually as a means of improving instructional effectiveness and enhancing professional development." This statement is also published in the Faculty Evaluation section of the Employee Handbook. The faculty evaluation requires assessment in the following areas: training, experience, performance as a teacher, contribution to total university program, publications, professional growth, plans for continuing professional growth, research, and overall effectiveness.

- Review and Revision of PS 12 -- Faculty Senate Minutes

PS 12 (line 416) states that the evaluations of faculty are conducted by academic unit heads using a standard LSU Eunice evaluation form according to the following calendar:

- Faculty with less than two years of service are evaluated following midterm of the first semester of employment and again during the first month of the subsequent semester of employment.

- Faculty in their second year of service are evaluated in February.

- Faculty in their third or subsequent year of service are evaluated in May.

The results of the evaluation are presented to the faculty member in a private conference. Deficiencies are addressed at this meeting with a plan of remediation agreed upon. After a discussion between the faculty member and the evaluator, a copy of the evaluation is sent to the Vice Chancellor for Academic Affairs and becomes a permanent part of the faculty member's personnel file.

- Faculty Evaluation Form -- Blank

Sample Faculty Evaluations

- Science Faculty Evaluation
- Early Childhood Education Faculty Evaluation
- Business Faculty Evaluation
- Communication Studies Faculty Evaluation
- English Faculty Evaluation
- Psychology Faculty Evaluation
- Health Sciences Faculty Evaluation (Nursing)
- Math Faculty Evaluation

Evaluations Concerning Faculty Tenure and Promotion

Louisiana State University System PM 23: Ranks, Provisions, and Policies Governing Appointments and Promotions of the Academic Staff notes the necessity of evaluation during the tenure and promotion process for faculty, stating that "In recommending appointments, promotions, increases in salary, and granting of tenure to members of the academic staff, administrative personnel should evaluate the individuals concerned with careful consideration of achievement and competence in teaching, research, creative effort, and other professional endeavors indicating high standards of scholarship" (PM 23).

According to the 2012 LSU Eunice Faculty Survey, respondents stated that the university's policies regarding the faculty evaluation "are made known and carefully followed," with a rating of 4.07 on a scale of 1-5.

Adjunct Faculty

As per Part B, Section 2 c) (see line 77) of PS 47: Continuing Education and Extension Activities, the division heads visit teaching classrooms during the semester to observe adjunct instructors and their classes. The completed form is presented to the adjunct faculty member who has an opportunity to discuss any aspect of the process with the evaluator and to add her or his comments. The adjunct faculty member receives a copy of the completed form and the evaluation is kept on file in division office.

- Adjunct Evaluation Form -- Blank

Sample Adjunct Evaluations

- Adjunct English Instructor Evaluation
- Adjunct Fire Science Instructor Evaluation
- Adjunct Fire Science Instructor Evaluation (2)
- **Adjunct Health Sciences Instructor Evaluation**
- Adjunct Math Instructor Evaluation

Evaluation of Online Instructors

PS 47 states that "The Director of Continuing Education is charged with the primary responsibility for planning, implementing, monitoring, and evaluating all continuing education and extension activities" and also outlines the specifics of the evaluation process. These evaluations are done in conjunction with division heads.

Sample Online Instructor Evaluations

- Online Fire Science Instructor Evaluation
- **Online Psychology Instructor Evaluation**

Student Evaluations

Students are given the opportunity to evaluate the course and the instructional effectiveness of an individual faculty member. Student evaluations often provide the instructor with helpful insights and comments which may be incorporated into ongoing improved course design. Individual students are not identified on the evaluation forms. Faculty members receive results from the evaluations during the semester following administration of the evaluation. The student course evaluation process is a collaborative effort of the academic divisions, the Office of Academic Affairs, and the Office of Information Technology
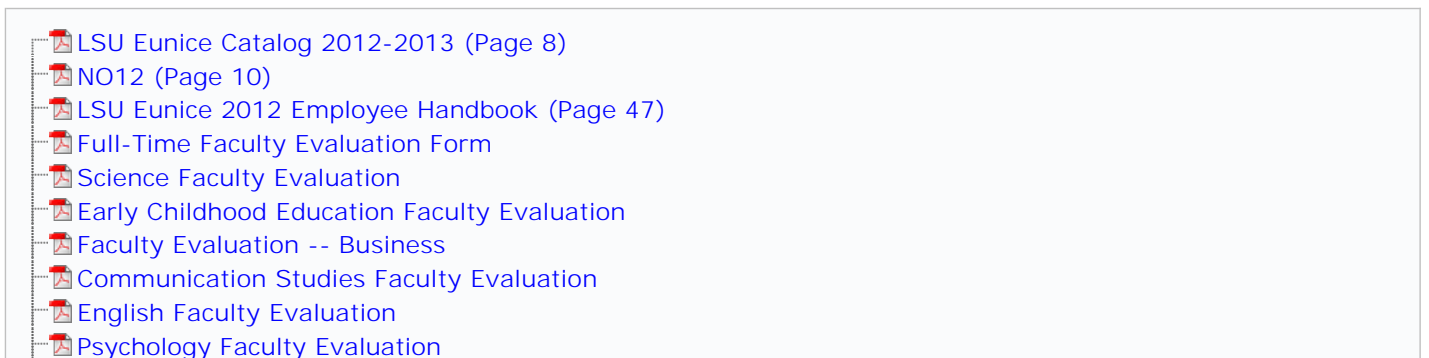
Evaluation by students is accomplished with the LSU Eunice Course Evaluation System (myCourseval). This online instrument has been designed to evaluate instructors and the courses they teach in a given semester, approximately three weeks before the semester ends. Students in each class rate instructors on class preparation, appropriate use of class time, fairness of testing, instructional goals, and other areas. The students may also write personal comments, which are then forwarded to the instructor, after final grades have been submitted and the semester has concluded.

Student evaluations are addressed by division heads when discussing evaluations with faculty.

- Sample Student Evaluation Report
- **Sample Online Student Evaluation Report**

According to the 2012 LSU Eunice Faculty Survey, LSU Eunice faculty agreed or strongly agreed that student evaluations of individual faculty members are fair and accurate, scoring 3.85 on a scale of 1-5.

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 8)
- NO12 (Page 10)
- LSU Eunice 2012 Employee Handbook (Page 47)
- Full-Time Faculty Evaluation Form
- Science Faculty Evaluation
- Early Childhood Education Faculty Evaluation
- Faculty Evaluation -- Business
- Communication Studies Faculty Evaluation
- English Faculty Evaluation
- Psychology Faculty Evaluation

- Faculty Evaluation -- Nursing
- Math Faculty Evaluation Form
- pm-23 11132009 (Page 16)
- 2012 Faculty Survey Evaluation
- NO47 (Page 3)
- Part-Time Faculty Evaluation Form
- Adjunct Evaluation--English Instructor
- Adjunct Evaluation -- Fire Science
- Adjunct Evaluation -- Fire Science (2)
- Adjunct Evaluation--Nursing Instructor
- Adjunct Evaluation -- Math
- NO47 (Page 1)
- Online Instructor Evaluation -- Fire Science 1
- Online Instructor Evaluation -- Psychology
- Sample Student Evaluation Report
- Sample Online Student Evaluation
- 2012 Faculty Survey Student Evaluation
- Faculty Senate Minutes 1-25-10 -- Revision of PS 12
- MEMORANDUM TO Health Sciences and B T about evaluation of faculty in first year or less than 2 years of service
- MEMORANDUM TO Liberal Arts about evaluation of faculty in first year or less than 2 years of service
- MEMORANDUM TO Sciences about evaluation of faculty in first year or less than 2 years of service

3.7.3

Faculty: Faculty development
The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The University is committed to ongoing professional development and growth of faculty as teachers, scholars, and practitioners, and the focus on this University obligation is described in detail below and appropriate links provided. Faculty are expected to participate in professional development activities as division heads evaluate faculty as a means of improving instructional effectiveness, regardless of method of delivery, and enhancing professional development as per PS 12 (lines 404 -413): Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members.

Of note, via PS 63: Educational Privileges for Full-time Nonacademic and Other Academic Employees, Educational Leave, and Sabbatical Leave, LSU Eunice provides faculty professional development opportunities through educational and sabbatical leaves. Besides sabbaticals and leaves, a plethora of in-house professional development and faculty training opportunities are available. Specific distance education, e-learning and online faculty training opportunities are also promoted for the LSU Eunice faculty. Additionally, continuing faculty development and training programs aimed at developing and improving online instruction like LERN is a cost effective method and an institutional plan for engaging LSU Eunice faculty in the escalating need for campus online instruction.

Faculty Professional Development Funds
To encourage and support faculty professional development, LSU Eunice has annually budgeted $20,000.00 for reimbursement of expenses for faculty travel to professional meetings. The Faculty Professional Development Committee manages the disbursement of funds in accordance with published criteria. Also, provided for review are recent Faculty Development Committee meeting minutes with travel funds records that demonstrate faculty attendance and participation in recent professional meetings.

In addition to these designated professional development committee funds, University departments also have designated travel budgets and funds that enable specific faculty to engage in or travel to other professional development opportunities. Also, through the Undergraduate Research Summer Institute, URSI, students are able to collaborate with faculty members on research projects not usually made available until graduate school. Both students and faculty receive a stipend.

Endowed Professorships
As per LSU Eunice policy and guidelines, the Endowed Professorship program for faculty is another example of University commitment to quality instruction and fostering faculty excellence in professional projects and research. A distribution of recent professorship awards is provided for further review as per the minutes for past Endowed Professorship Selection Committee meetings.

Other Professional Development Funds
LSU Eunice also provides professional development opportunities to Career and Technical Education (CTE) faculty via the Carl D. Perkins Career and Technical Education Act of 2006 as articulated in Section 124(b)(3)(B) of the act (Perkins IV). The University is required to spend a portion of its annual allocation of Perkins funding on professional development. A review of professional development offered to LSU Eunice CTE faculty with Perkins funding in past years indicates that comprehensive professional development activities have been offered to CTE faculty members. The table below indicates content and numbers of faculty members in attendance.

Table 3.7.3 - 1 - CTE Faculty and Professional Development Training

Topic (content)	2006-07	2007-08	2008-09	2009-10	2010-11
Technology	2	0	1	3	3
Currency in Discipline	2	2	3	18	16
Design/redesign of Courses, Curriculum	1	1	3	2	3
Teaching/Learning Modes	0	3	4	5	2
Student Services	9	2	0	1	1

Sources (In Order of Appearance)

- NO12 (Page 10)
- NO63
- In-house Faculty Training
- Faculty E-learning Opportunity
- LERN Webpage 2012
- LERN COI Project 2012
- Faculty Professional Development - Criteria
- Professional Development Committee Minutes
- Professional Development Faculty Opportunity Workshop 2012
- URSI2010
- URSI Program - Instructions
- NO62
- Endowed Professorship Selection Committee Minutes 2009 - 2012
- Resources

3.7.4

Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice is committed to the principle of academic freedom, which is mandated by the LSU Supervisors Bylaws and Regulations (Part I, Article VIII, Section 1) and stated in both the LSU Eunice PS 58: Academic Freedom and the Employee Handbook. The documents define academic freedom as "the right of a teacher to explore fully within the field of assignment and to give in the classroom and elsewhere such exposition of the subject as the teacher believes to represent the truth" (p. 46). In addition, these documents explain the rights and duties of academic staff members to teach, discuss, investigate, conduct research, and publish as appropriate to their respective roles and responsibilities. Commensurate with the exercise of academic freedom is the implicit duty of refraining from imposing any particular point of view upon others or students as authoritative on controversial issues.

The University has several safe guards in place which protect academic freedom. The Faculty Grievance Policy, PS 35: Faculty Grievance Procedure, and a Faculty Grievance Committee composed of elected faculty members provide faculty with due process when infringement of academic freedom is alleged. Members of the faculty who feel they have been treated unfairly or denied due process in decisions affecting academic standing and conditions of employment have the right to resort to the Faculty Grievance Procedure, also delineated in the Employee Handbook. This committee is a recognized body that actively safeguards and protects academic freedom.

Academic freedom also implies that the methodology used to transmit information is sound and effective. LSU Eunice employs comprehensive non-discrimination and anti-harassment policies, PS 29: Affirmative Action/Equal Opportunity Policy and PS 30: Sexual Harassment Policy, that address sexual and discriminatory harassment and the University's commitment to non-discrimination and equal opportunity. Since the last reaffirmation, there have been no grievances submitted by faculty involving infringement of academic freedom.

In the exercise of academic freedom, the faculty is responsible for ensuring that both the curriculum content and pedagogy as well as the opportunities to learn are consistent with the University's education goals and objectives and for demonstrating that the expected results have been achieved. Faculty responsibility for the development and review of the curriculum is stated in the Employee Handbook, the Curriculum Development Manual, and PS 3: Responsibilities and Concerns of University Personnel. As stated in the Curriculum Development Manual, all additions, deletions, and modifications in courses and curricula including the use of distance education technology at Louisiana State University Eunice originate with divisional faculty (p. 5).

According to the Annual Faculty Survey (2012) the average response of 4.19 on a 5 point scale or 83.8% of the faculty agreed or strongly agreed that the principle of academic freedom is practiced at LSU Eunice. The University philosophy reflects the institution's commitment to academic freedom and the principle that individuals should have the opportunity to develop themselves through education commensurate with their capabilities and interests.

Sources (In Order of Appearance)

- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 18)
- Policy Statement 58
- LSU Eunice 2012 Employee Handbook (Page 46)
- Policy Statement 35
- Grievance Committee
- LSU Eunice 2012 Employee Handbook (Page 31)
- Policy Statement 29
- Policy Statement 30
- LSU Eunice 2012 Employee Handbook (Page 45)
- Curriculum Development Manual Fall 2012 (Page 5)
- NO03
- 2012 Faculty Survey Academic Freedom

3.7.5

Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

☑ Compliance   □ Partial Compliance   □ Non-Compliance   □ Not Applicable

Narrative

The responsibilities and authority of LSU Eunice faculty members in academic and governance matters are clearly defined and published. The university's governance structure allows faculty to have a primary role in decisions concerning student learning and academic programs.

PS 3: Responsibilities and Concerns of University Personnel provides succinct statements about the duties and responsibilities of the faculty. These statements of duties and responsibilities are derived from the LSU Board of Supervisors Bylaws and Regulations. According to Part II, Chapter I, Section 1-2.2.b, the Faculty Council or faculty

shall, within the framework of the educational policy of the System, have legislative power over all matters pertaining to its own meetings and may delegate its own authority to an elected Senate and/or to standing committees, whose authority shall be limited to matters which are proper to the faculty and which have been specifically delegated by the faculty. It shall make recommendations for the granting of degrees through its respective colleges or schools not within a college. (Part II, Chapter I, Section 1-2.2.b)

PS 3 additionally stipulates that within the department and divisions, "the faculty determines educational policy for its respective unit insofar as these policies do not conflict with the policies of other units.
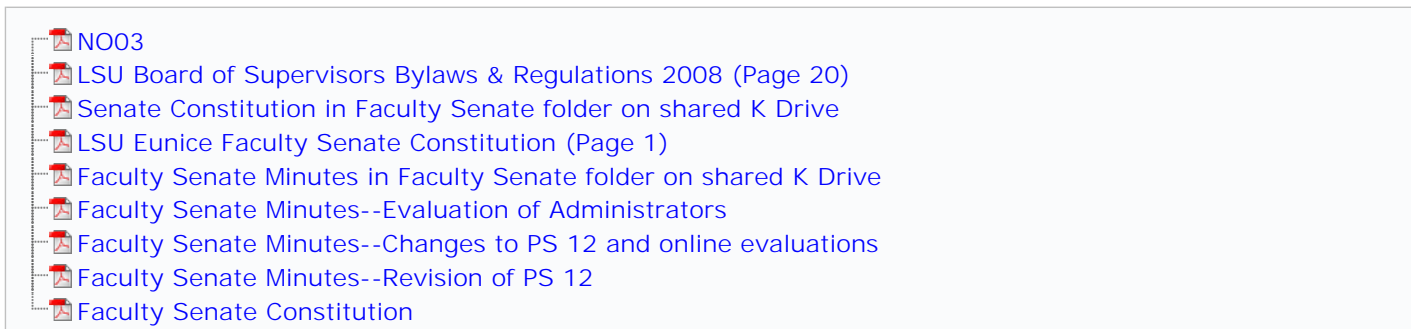
Thus, supported by local and System policy, the Faculty Council has established the Faculty Senate as a standing committee. The Senate's constitution and bylaws are also published in the Faculty Senate folder on the shared campus drive. The Faculty Senate Constitution states that the purpose of the Faculty Senate is

to enable the Faculty Council [. . .] to perform more effectively its duty of formulating the educational policies of LSUE, as stated by the LSU Board of Supervisors Bylaws and Regulations." Furthermore, the Faculty Senate is empowered to "establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to approval of the LSU Board of Supervisors. (Article II, Section B)

Article IV of the Faculty Senate Constitution specifically describes procedures for that body's "Governance." The Senate meets a minimum of nine times during each academic year. Minutes of the Senate and all of its standing committees are maintained on the shared campus drive.

Sample Faculty Senate Minutes--Evaluation of Administrators (Item IV)
Sample Faculty Senate Minutes--Changes to PS 12 and Online Evaluations (Item III)
Sample Faculty Senate Minutes--Revision of PS 12 (Item II)

Sources (In Order of Appearance)

NO03
LSU Board of Supervisors Bylaws & Regulations 2008 (Page 20)
Senate Constitution in Faculty Senate folder on shared K Drive
LSU Eunice Faculty Senate Constitution (Page 1)
Faculty Senate Minutes in Faculty Senate folder on shared K Drive
Faculty Senate Minutes--Evaluation of Administrators
Faculty Senate Minutes--Changes to PS 12 and online evaluations
Faculty Senate Minutes--Revision of PS 12
Faculty Senate Constitution

3.8.1

Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The LeDoux Library of LSU Eunice provides facilities and learning information resources that are appropriate to support its teaching and service mission as well as the institutional mission.

Library Services
The library serving LSU Eunice is a 37,700 square foot two story (first floor and second floor) building housing classrooms, study rooms, media viewing rooms, an Information Commons with over 45 computers, printers, scanner, and related information technology devices. To serve the campus community, the library is open at 7:30 a.m. to 4:30 p.m., Monday through Friday and by special appointment to accommodate needs as well as any special events. For both on campus as well as distance students, digital assets or virtual library collection remains accessible 24/7 and is also available remotely.

The library provides both a print collection as well as digital resources. The focus of the print collection is book and periodical material which reflects over 45 years of library collection development and building. Newer digital resources also include books, periodicals, reference works, films, and videos as well as specialized career electronic resources like Ebsco Nursing Reference Center. As a member of LOUIS and LALINC, the LeDoux Library expands information access and connectivity to every institution of higher education library collection in Louisiana as well as consortium databases that provide added collection depth and research functionality.

In addition to media viewing rooms, computers, web access, and fax and photocopying services on premises in the library, media equipment of varying types is available for use and circulation. This includes TV/DVD/VCR combos, portable LCD projectors, portable DVD players, and a digital portable video camera and digital audio recorder.

Evaluation of Library Services
In addition to faculty user and student library user surveys conducted annually to measure satisfaction and bring changes to library services and resources, the library also utilizes a specific evaluation form and individual responses to library information literacy class assessments to improve upon opportunities as well as overcome the challenges being documented and requiring some action. Also, as a form of evaluation, library staff self-appraisal evaluations provide assessment data and information for the library director to also utilize in measuring library services and achievement of unit goals. Another example of using documentation to make changes in the library and library services is noted in the findings of the annual review of book circulation statistics; this is a prime example of an evaluative measure that has aided the library in changing course in acquiring print books and now in providing more access to digital books and electronic library resources.

Other Documentation
Additional library documentation examples are provided that demonstrate appropriate learning and information resources that support the teaching, research and service mission.

Sources (In Order of Appearance)

- LeDoux Library Mission and Vision Statements
- LSU Eunice Catalog 2012-2013 (Page 8)
- LeDoux Library - Floor Plan - 1st Floor
- LeDoux Library - Floor Plan - 2nd Floor
- Print Books by LC Heading in LeDoux Library 2012
- LeDoux Library Periodicals Collection
- Credo Reference Overview 2012
- Films on Demand - Digital Library Resource
- EBSCO Nursing Reference Center Subscription
- LOUIS Brochure
- LALINC2
- 2012 LOUIS Databases by Title

3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

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 skill and to encourage self-sufficiency in locating, critically evaluating, and utilizing the library's materials to become life-long learners.

Information on library and information services and information literacy instruction is presented to students and end users in a number of ways. The Library's web page continuously apprises and updates users of services and resources. Tours are provided for incoming students, and librarians speak at various orientations. Faculty engage librarians in specific bibliographic and information literacy instruction that is tailored to meet their instructional needs and when they need instruction. Library instruction statistics are provided for review. In addition to specific library instruction assessments, other forms of evaluation like technology surveys as well as pre-library visits and session questions are all utilized to devise library instruction that is student focused and effective for all students.   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. Library instruction, services, and resources are available to all faculty, including all distance classes, off-site campus locations, and evening and weekend offerings. The Library Director routinely presents library orientation and source information at adjunct and Continuing Education faculty orientations.

In addition to print bibliographic guide sheets being available in the library, online web access via the LeDoux Library web page provides many useful library use instructional tools for assisting both in-house library as well as distance student end users, including

- APA & MLA Citation Station;
- Searching Basics;
- Library Guides and Tutorials; and
- Ask-A-Librarian - email contact to professional staff.

The physical library staffed with a professional librarian is open 45 hours a week and serves distance learners on a 24/7 basis with access via direct email and Skype video capabilities.

Sources (In Order of Appearance)

- 📄 LeDoux Library Mission and Vision Statements
- 📄 LeDoux Library Services brochure
- 📄 LeDoux Library Web Page
- 📄 Library Bibliographic Instruction
- 📄 Request Form - Library Instruction
- 📄 Library Instruction Statistics - 2009-2010
- 📄 2011 Library Instruction Evaluation Eng1002 Alleman
- 📄 Library Technology Survey
- 📄 Pre-Library Session Questions 2011 English1002
- 📄 Faculty Workshop 2010 - Business and Technology
- 📄 In-service Agenda Fall 11
- 📄 Library Bibliographic Instruction Guides
- 📄 Citation Station
- 📄 Searching Basics
- 📄 Library Guides & Tutorials
- 📄 Ask-a-Librarian

3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff--with appropriate education or experiences in library and/or other learning/information resources--to accomplish the mission of the institution.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

LSU Eunice provides a sufficient number of qualified staff "with appropriate education or experiences in LeDoux Library and other learning/information resources" to accomplish the mission of the institution.

The LeDoux Library is staffed by two professional librarians who hold graduate degrees from American Library Association accredited library schools. The library support staff is comprised of one administrative assistant and three library specialists addressing library public services, technical services, and collections management areas. The library director administers all affairs of the library, including reference work, circulation desk duty, acquisition, and planning information literacy instruction. The second professional librarian focuses on reference activity, instruction, distance education, and digital resources. Specific library support staff are assigned circulation duties, serials management responsibilities, technical processing duties, and library administrative management responsibilities. Each semester, one student worker is assigned to the library's public services area, and two student workers from the Office of Information Technology are assigned to work in the library's Information Commons area. Student workers are assigned specific duties in the library and at the circulation desk, such as checking out materials. Student workers assigned in the library's Information Commons are routinely responsible for maintaining paper supplies in the photocopiers as well as other duties. As part of the institutional planning cycle process, library assessment, and meeting annual department goals, library staff job descriptions and responsibilities are reviewed and updated, and the data collected is utilized to address changes and to improve library services.

Librarians and support staff participate in professional development opportunities both on and off campus and through the Human Resources Department. Librarians are members of professional organizations and attend professional conferences, and they participate in regional meetings as well as Internet delivered webinars and related training sessions.

Librarians hold academic rank and are equivalent to faculty, attend various meetings, and are active in faculty governance. Librarians also serve on University committees such as Faculty Senate, Professional Development, and Courses and Curriculum. University policies on faculty status, tenure, and promotion are clearly defined as applied to librarians and are noted in specific LSU System and LSU Eunice policies.

Evidence that the library staff is succeeding in accomplishing its mission is found in the annual University departmental faculty surveys and staff surveys 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 ACT Student Survey contained in the LSU Eunice Fact Book indicates that student satisfaction with library and learning resources is above the national average. Statistics are based on results from schools with fewer than 5,000 students. Additionally, in an effort for the LeDoux Library staff to be successful contributors to effective library service, an annual self-appraisal form is utilized to gauge a sense of overall accomplishment and direction, and the information compiled from this routine exercise is used to improve the library.

Sources (In Order of Appearance)

- Qualified Staff 2012
- ALA Accredited Library Schools 2012
- Library Contact List
- Library Assessment 2011 Job Descriptions
- Library Professional Development Opportunities
- Library Professional Memberships 2011
- LLA Conference Program 2012
- Regional GOVDOCS Meeting 2009
- Webinar Online CE Certificate
- University Committees - Library Representative
- pm-23 11132009
- NO12

- 2012 Faculty Survey
- 2012 Staff Survey
- LSU Eunice 2012 Fact Book (Page 15)
- Staff Self Appraisal 2012 Completed Form

3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Louisiana State University Eunice publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community through the 2011-2012 Student Handbook and Code of Student Conduct. This Student Handbook states as follows:

> **Student Handbook 2011-2012**
> **Welcome to LSU Eunice**
>
> The faculty, administration, staff, and students welcome you to the LSU Eunice community. This handbook is designed to acquaint you with some of the services and opportunities available to you, as well as to inform you of your rights and responsibilities. Please refer to the *LSU Eunice Catalog* for more detailed information on academic regulations and other University policies, to *The Student Handbook* (available online) for information on a variety of policies affecting student groups, to the *LSU Eunice Financial Aid Website* for details on policies governing financial assistance, and to publications issued by campus offices on policies governing an office's specific area of responsibility. LSU Eunice's policies are outlined in a series **of 80+ policy statements (PS) available through administrative offices and the library. If you don'**t know where to find the information that you need, ask any member of the faculty or staff for assistance.
>
> **Rights and Responsibilities of Students**
>
> LSU Eunice students enjoy the same constitutional and legal rights and have the same legal responsibilities as other Americans. Students are expected to obey all lawful regulations, to show respect for the rights of others, and to conduct themselves in a way that contributes to an environment that promotes learning and free inquiry.
>
> Specifically, students have the right to participate in all aspects of campus life free from illegal discrimination based on race, color, religion, sex, national origin, age, disability, marital status, or veteran status. They also have the right to be informed of LSU Eunice's regulations, rules, and policies. In addition, **they have the right to file grievances if they feel that a University action has adversely affected them.** In such an instance, students are assured of a fair hearing through an established appeals procedure (PS 8). Those accused of violating the *Code of Student Conduct* have the right to substantive and procedural due process. All students have the right to use reasonable and lawful means to advocate changes in University regulations, rules, and policies. Using established procedures, they have the right to form organizations and to take part in the activities of recognized campus groups (PS 16). Students have the right to know the grading system used in each class, and, at the student's request, faculty members should provide them with a review of all graded material, including final examinations, which contribute to the course grade, as well as a review of the method by which the grade was determined. Under the *Family Educational Rights and Privacy Act of 1974* (*FERPA,* PS 34), students have the right of privacy in all official records except for directory information, which can be kept in confidence if a student so requests.
>
> In addition to obeying federal, state, and local laws and observing the rules stated in the *LSU Eunice Code of Student Conduct*, students have the responsibility of respecting the rights and freedoms of others in order to assure an environment that furthers the educational purpose of an institution of higher learning. Participants in student organizations are responsible for extending equal opportunities to all students in membership and organizational activities and must abide by all policies established for the governance of such organizations. Students are responsible for obeying all University regulations and policies governing the use of property and facilities so as to preserve and protect LSU Eunice's physical resources. Finally, students are responsible for taking full advantage of the opportunities for learning available to them at LSU Eunice by attending class and participating in other aspects of campus life (PS 1).
>
> The University reserves the right to establish limits on the time, place, and circumstances in which constitutional and university guaranteed freedoms and rights may be exercised by students and their guests in the University setting.
>
> **General Information**

Affirmative Action/Equal Opportunity Policy

Louisiana State University at Eunice adheres to the principle of equal education, employment and promotion opportunity without regard to race, creed, color, national origin, sex, age, handicap, or veteran's status. **The University is dedicated to the philosophy of providing opportunity for full participation and** representation in all segments of its operation to every individual who possesses the required training and experience.

The University will provide equal opportunity for all qualified and qualifiable persons, and will promote the realization of equal opportunity through positive, continuing training programs in all applicable departments. This policy of equal opportunity applies to everyone and is regulated by the requirements of the University's *Affirmative Action Plan*; Louisiana Executive Order 13, dated 24 September 1965; and 11375, dated 13 October 1967, as amended; Title VI, Civil Rights Act of 1964; the Equal Employment Opportunity Act of 1972; and Title IX of the Higher Education Act of 1972.

Any questions regarding either this policy or a specific situation should be addressed to the appropriate supervisor or personnel officer or to the Special Assistant to the Chancellor for Affirmative Action/Equal Opportunity, Room 112, Acadian Center, LSU Eunice, P.O. Box 1129, Eunice, Louisiana 70535; phone (337) 550-1217.

Student rights conform to sound educational principles practice and meet the needs of all undergraduate students at the institution. Student rights conform to the mission of the University to dedicate itself to "high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual."

By philosophy, LSU Eunice

> […] is committed to the principle that individuals should have the opportunity to develop themselves through education commensurate with their abilities and interests. To this end, the University seeks to recruit the best qualified personnel available for its various programs and encourages the professional growth of its administrators, faculty, and staff as a continuous process. Additionally, the University strives to provide educational programs, resources, and supportive services which reflect and respond to the diversified interests, aptitudes, talents, needs and goals of its constituency and to measure the success of these efforts through a comprehensive "Institutional Effectiveness Program."

The LSU Board of Supervisors Bylaws and Regulations 2008 Part II, Chapter I, Section 1-2.2.b grants the authority and responsibility to the faculty at Louisiana State University Eunice to "generally determine educational policy, subject to the authority of the Board. Except as otherwise stated, each faculty shall establish its own educational policies."

At LSU Eunice, academic policies adhere to the principles of good educational practice. PS 55: Policy Statements states that all academic policies are reviewed by the Academic Council annually. Any newly proposed policy is sent to the Faculty Senate (and one of its standing committees, the Academic Policy Committee) for review, comment, and recommendation; to the Academic Council; the Administrative Council; and the Faculty Council in accordance with the procedures and time tables set out in University policy.

LSU Eunice ensures that students as well as other constituencies are aware of student rights and responsibilities through publication of these policies regarding student rights and responsibilities on the LSU Eunice website, through the student orientation process, and through providing access to students to these documents on an as-needed basis.

LSU Eunice publishes academic policies pertaining to the student body in the LSU Eunice 2012-13 Catalog, the 2011-2012 Student Handbook, and the Spring 2013 Academic Bulletin, all of which can be accessed by any interested party on the LSU Eunice website.

Notifications and reminders of student policies or policy changes are also published to students' individual myLSUE online accounts, myCourses (Moodle) pages, and student email accounts, as well as on the LSU Eunice welcome web page and the LSU Eunice Facebook application.

According to the 2012 LSU Eunice Faculty Survey, the respondents agreed that academic policies relating to student rights and responsibilities were "clearly defined," with a rating of 4.26 on a scale of 1-5. The *2012 ACT Student Opinion Survey* results show a satisfaction among students with the following:

- Student employment services (4.37)
- Item 1: Testing/grading system (4.11)
- Item 22: Personal security/safety at this campus (4.14)
- Item 18: Rules governing student conduct at this college (3.99)

Student Privacy Rights
Student privacy rights through FERPA can be found in the following:

- PS 34: Privacy Rights of Parents and Students
- The LSU Eunice FERPA/Privacy Rights website
- The 2011-2012 Student Handbook
- The LSU Eunice Catalog 2012-2013
- Handout for Parents at Student/Parent Orientation

Sexual Harassment
Students have the right to be free of sexual harassment. The policy regarding sexual harassment can be found in the following:

- PS 30: Policy on Sexual Harassment
- 2011-2012 Student Handbook
- LSU Eunice Catalog 2012-13
- LSU Eunice 2012 Employee Handbook
- Spring 2013 Academic Bulletin (p. 11) Peer Sexual Harassment Policy

Affirmative Action/Equal Opportunity
Louisiana State University Eunice adheres to the principle of equal education, employment and promotion opportunity without regard to race, creed, color, national origin, sex, age, handicap, or veteran's status. The University is dedicated to the philosophy of providing opportunity for full participation and representation in all segments of its operation to every individual who possesses the required training and experience. The policy regarding the right to be free from discrimination can be found in the following:

- PS 29: Affirmative Action/Equal Opportunity Policy
- LSU Eunice Catalog 2012-13
- 2011-2012 Student Handbook
- 2011-2012 Student Handbook (p. 6) Students With Disabilities
- PS 44: Services for Persons with Disabilities
- Spring 2013 Academic Bulletin (p. 2) Registration Assistance for Students With Disabilities
- Spring 2013 Academic Bulletin (p. 5) Student Support Services
- LSU Eunice Catalog 2012-13 (p. 50) Services for Individuals With Disabilities
- Student Support Services Page
- Spring 2013 Academic Bulletin (p. 11) Equal Opportunity Policy
- 2012 Affirmative Action Plan

Right to Participate in Student Organizations
Student have the right to participate in student organizations, the "principal aims" of which "are to further the development of its members through wholesome activities and to promote the purpose and philosophy of the University."

- PS 16: Guidelines for the Formation of Student Organizations and the Conduct of Student Activities
- 2011-2012 Student Handbook

Professional Development
To emphasize University philosophy and commitment to serving the overall educational needs of students, general information and/or issues relative to student and University employee rights as pertaining to affirmative action are covered at the spring semester Faculty/Staff Workshops which are held at the beginning of each fall and spring semester.

- Faculty Staff Workshop Agenda Spring 2009
- Faculty Staff Workshop Agenda Spring 2010
- Faculty Staff Workshop Agenda Spring 2011
- Faculty Staff Workshop Agenda Spring 2012
- Faculty Staff Workshop Agenda Spring 2013

Discussion concerning student rights is also conducted during the student services presentation at all new employee meetings each fall.

Student Responsibilities
Paragraph four of the 2011-2012 Student Handbook (quoted above) provides a clear statement of student responsibilities. The Standards of Behavior Section of the LSU Eunice Catalog 2012-13 further articulates the expectations of student behavior as follows:

The prestige and standing of Louisiana State University Eunice will be determined not only by its academic offerings, its faculty, and physical facilities, but also by the reputation of its students. It is therefore expected that students will conduct themselves at all times so as to bring credit to themselves, to their family and community, and to the University. Each student bears the responsibility of maintaining the most desirable and acceptable standards of behavior in all aspects of University life. It is the responsibility of each student at LSU Eunice to know and observe all of the rules and regulations regarding student behavior. The LSU Eunice Code of Student Conduct contains regulations and responsibilities applicable to the students, faculty, administration, and University. Students should consult the Code for details about their rights and obligations. The Code of Student Conduct is inctained [sic] in the Student Handbook, which is available at www.lsue.edu/handbook.

Furthermore, students must adhere to a well-defined code of conduct outlined in 2011-2012 Student Handbook Code of Student Conduct. The The Code of Student Conduct recognizes two forms of misconduct: General Misconduct (IV.A) and Academic Misconduct (IV.B), with a third section, Misconduct Other Than Academic Dishonesty (IV.C), serving as an elaboration and expansion of General Misconduct (VI.A). Students who do not adhere to the Code are subject to sanctions and disciplinary actions clearly articulated in the sections outlining the nature of the misconduct.

The Appeal Process
According to PS 8 and the LSU Eunice Catalog 2012-13, "It is the University's policy to provide students with well-established appeal procedures for questioning the validity of any regulation, rule, policy, requirement, or procedure as it applies to the individual student." The Catalog states further as follows:

> It is recognized that student dissatisfaction which will result in an appeal may range from a simple disagreement over the interpretation and application of a departmental rule, to a more severe dispute over the application of a particular University regulation to the student's own situation, to a very serious charge of discrimination It is recognized that student dissatisfaction which will result in an appeal may range from a simple disagreement over the interpretation and application of a departmental rule, to a more severe dispute over the application of a particular University regulation to the student's own situation, to a very serious charge of discrimination or violation of constitutionally guaranteed rights. Although recognizing the wide range of possible complaints, and varying degrees of seriousness of complaints, the University has developed a uniform appeal procedure to be followed for all appeals, except the following: the challenging of any traffic or parking summons or citation; and grievances growing out of student employment.

The 2011-2012 Student Handbook recognizes three kinds of student appeals:

1. General Appeal. A student may use the general appeal procedure to formally question the validity of any University regulation, rule, policy, requirement, or procedure as it applies to the student, except as listed in 2 and 3 below.
2. Challenges of University Traffic Citations. A special procedure is established whereby a student may challenge any University traffic citation issued to a vehicle operated on campus by a student or for the benefit of a student. Such challenging must be initiated within one week of the date of issuance of the citation. Instructions for initiating challenges of traffic citations are printed on the back of each traffic citation.
3. Grievances by Student Employees of the University. Students who are also employees of the University shall have the right of appeal when work rules and other conditions of employment result in dissatisfaction.

1. General Appeals
General appeals may include, but be not limited to, denial of admission appeals, financial aid appeals, grade appeals, academic appeals, and disciplinary appeals. General appeals follow a three step process. Step One is an informal meeting with the student and the University employee whose action caused the student's dissatisfaction. If the matter is not resolved between the student and the employee in Step One and the student wishes to pursue the appeal, the student may initiate Step Two, requesting the head of the department to meet with the employee and student to resolve the matter. Step Three is necessary if either the student or the University employee is not satisfied with the decision reached in Step Two. Step Three appeals are heard by the administrator at the next level in the administrative structure, usually a vice chancellor. For example, in the case of a grade appeal, the Vice Chancellor for Academic Affairs will adjudicate the appeal. The Step Three administrator may take one of the following actions: (1) Reach a decision on the basis of the written appeal and the replies; (2) Hold a meeting with all parties present and, after discussion, reach a decision; or (3) Refer the appeal to a hearing panel for its recommendation.

Financial Aid Appeals
Students have had financial aid suspended due to low grade point averages or due to having taken more than the maximum number of allowable hours in a program to qualify for financial aid have the right to pick up a Financial Aid Appeal Form and its accompanying explanatory Financial Aid Appeal Procedures Form in the Office of Student Affairs

and to appeal the financial aid suspension. They may also be found on the Downloadable Forms page of the LSU Eunice Financial Aid website.

Grade Appeals
Students who have made a grade which does not satisfy them in a class have the right to appeal that grade, according to the protocols of the appeals procedure.

- Sample Appeal From the Division of Nursing and Allied Health (now part of the Division of Health Sciences and Business Technology)
- Sample Appeal From the Division of Science and Mathematics. To date, there has been no follow-up on the part of the student.
- Sample Appeal From the Division of Liberal Arts

Academic Appeals
According to Section D: Provisions for Students Dropped from the Rolls of the University, of the Scholastic Regulations of the LSU Eunice Catalog 2012-2013,

> Students can be placed on scholastic probation or dropped from the University on the basis of unsatisfactory grades only at the end of a regular semester. Students cannot be placed on probation or dropped from the University on the basis of work taken during the summer term. However, academic work during the summer term can result in a student being removed from a probation or dropped status.

1. Students who are dropped for the first time for academic reasons may not be considered for readmission until they have been out of the University for one regular semester. However, students may apply for readmission through the academic appeal process in the Office of Academic Affairs.
2. Students who have been dropped twice for academic reasons must remain out of the University for at least two regular semesters. Students may apply for readmission through the academic appeal process in the Office of the Registrar. For more information on the appeal process, see Student Appeals.
3. Students who have been dropped three times or more for academic reasons will be dropped indefinitely. These students will not be eligible to reapply for admission for one year. They must apply for readmission through the academic appeal process in the Office of Academic Affairs.

- Sample of an Approved Academic Suspension Appeal
- Sample of a Denied Academic Suspension Appeal

Disciplinary Appeals
There have been no disciplinary appeals for the past ten years. All disciplinary actions have gone without appeal.

2. Traffic Appeals
Students have the right to appeal University-issued traffic citations. The Traffic Appeals Committee then meets to decide on whether or not to uphold or reject the appeal.

3. Grievances by Student Employees of the University
There have been no formal appeals filed by University student employees due to dissatisfaction with work rules or other conditions of employment in the past ten years.

Distance Education
Regardless of whether students take classes on campus or through distance education, the rights and responsibilities of students are treated in the same way by the University. To date, however, there have been no complaints or grievance appeals filed by distance education students.

Sources (In Order of Appearance)

- 2011-2012 Student Handbook
- LSU Eunice Catalog 2012-2013 (Page 8)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 20)
- NO55
- PS 8 Given to Student
- LSU Eunice Catalog 2012-2013 (Page 38)
- Spring 2013 Academic Bulletin
- FS Student Rights
- ACT Employment

- ACT SOS Rules Security Testing
- FERPA-01
- NO34
- Registrar FERPA
- 2011-2012 Student Handbook (Page 32)
- LSU Eunice Catalog 2012-2013 (Page 47)
- Orientation Handout Parents
- NO30
- 2011-2012 Student Handbook (Page 5)
- LSU Eunice Catalog 2012-2013 (Page 48)
- LSU Eunice 2012 Employee Handbook (Page 28)
- Spring 2013 Academic Bulletin (Page 11)
- NO29
- LSU Eunice Catalog 2012-2013
- 2011-2012 Student Handbook (Page 6)
- NO44
- Spring 2013 Academic Bulletin (Page 2)
- Spring 2013 Academic Bulletin (Page 5)
- LSU Eunice Catalog 2012-2013 (Page 50)
- Student Support Services Page
- 2012 AA EEO Manual
- NO16
- Faculty Staff Workshop Agenda Spring 2009
- Faculty Staff Workshop Agenda Spring 2010
- Faculty Staff Workshop Agenda Spring 2011
- Faculty Staff Workshop Agenda Spring 2012
- Faculty Staff Workshop Agenda Spring 2013
- Orientation (Employee) Agenda 2011
- 2011-2012 Student Handbook (Page 11)
- 2011-2012 Student Handbook (Page 12)
- 2011-2012 Student Handbook (Page 13)
- 2011-2012 Student Handbook (Page 15)
- NO08
- LSU Eunice Catalog 2012-2013 (Page 46)
- 2011-2012 Student Handbook (Page 28)
- Financial Aid Appeal Form
- Financial Aid Appeal Procedures
- Financial Aid Downloadable Forms
- Financial Aid Website
- Grade appeal sample
- Science Math Grade Appeal
- Liberal Arts Grade Appeal
- Spring 2013 Academic Suspension Appeal Approved
- Spring 2013 Academic Suspension Appeal Denied
- No Appeals SA
- Ticket Appeal Form
- Traffic Ticket Appeals Committee
- ACT SOS 2012 (Page 14)
- ACT SOS 2012 (Page 19)
- Financial Aid Appeal
- LSU Eunice Strategic Plan 2011-2016
- LSU Eunice Strategic Plan 2011-2016 (Page 2)
- NO01
- Nursing Student Orientation Manual
- Privacy Policy

3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.

Types of Student Records Stored by LSU Eunice

LSU Eunice stores educational records of all students, including both face-to-face and distance education students, according to PS 34: Privacy Rights of Parents and Students. PS 34 was developed

> To establish policy and procedures to protect the privacy rights of parents and students (irrespective of course delivery method), to ensure student access to educational records maintained by LSU Eunice, to provide definitions of material to be released from these records without student permission.

The policies of LSU Eunice are fully compliant with the mandates of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Definitions, Policies, and Procedures Related to Student Records

The University has adopted a comprehensive set of policies and procedures to comply with federal laws and regulations and state of Louisiana laws and regulations protecting personally identifiable information.

Some of the federal and state laws and regulations directly addressed by these University policies and procedures include

> **Federal**
> Family Educational Rights and Privacy Act (FERPA)
> Gramm-Leach-Bliley Act
> Health Insurance Portability and Accountability Act
> **State**
> LA RS:14-73
> LA. R.S. 17:3351(B)(2)(c)
> State of Louisiana's Code of Governmental Ethics, R.S. 42:1101 through 42:1169)

PS 34 defines education records as "those records which directly relate to a student and are maintained by the University or a party acting for the University." According to Section II, students may access their education records as outlined in the policy:

1. Student records—courses taken, grades earned, academic actions, and application materials
2. College records—records of programs in which the student is or was enrolled
3. Disciplinary records—records of disciplinary actions maintained by the Office of Student Affairs
4. Financial records—any existing loans or educational grants or payments made by students
5. Undergraduate Admission records

In addition to the above records, the Registrar's Office defines Public Records (also referred to as Directory Information) which may be published without student consent:

1. Full name
2. Addresses (school and permanent)
3. Telephone number
4. Email address
5. Date/place of birth
6. Major field of study and classification
7. Dates of attendance
8. Participation in officially recognized activities and sports; weight and height of members of athletic teams
9. Degrees, honors, and awards received

10. Photographs

This information is also published in the Student Handbook.

PS 48: Withholding Academic Transcripts allows the University to withhold a student's transcript under certain circumstances and defines the administrative procedures for doing so. PS 48 defines specific instances when a transcript may be withheld:

1. When in default on an obligation to the Office of Student Financial Assistance (OSFA) (LA.R.S. 17:3351(B)(2)(c) as amended)
2. When in default of repayment on a Perkins Loan
3. When delinquent on payment of deferred fees and other debts owed to the University (LSU Business Affairs Policy Memo No. C-9 of 10-31-75 and LSU Board of Supervisors Resolution of 12-3-82)
4. When delinquent on payment of rent and/or damages owed to the on-campus student housing (LSU Eunice Privatized Student Housing Term Sheet and students' individual leases.)

How the Institution Ensures Adherence to Policies and Procedures

According to PS 34, the Registrar's Office adheres to the following:

LSU Eunice, in accordance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each current or formerly enrolled student of LSU Eunice has the right to inspect and review official educational records or files of the college directly relating to that student.

PS 34 line 9, which is published on the LSU Eunice network and in the Employee Handbook, defines records which are not included in the category of educational records:

Education records are those records which directly relate to a student and are maintained by the University or a party acting for the University. The term does not include:

A. records of faculty members, division heads, directors, or other University personnel which are in the sole possession of the maker and are not accessible to or revealed to any other individual except a temporary substitute for the maker of the record;

B. records created and maintained by the LSU Eunice Campus Security for the purpose of law enforcement;

C. records of physicians, psychologists, and other professional persons who provide professional services to the student which are not part of the program of instruction of the University and which are not disclosed to anyone without the student's consent;

D. records which contain only information relating to a person after that person is no longer a student at the University.

Personally identifiable information is that which, when associated with an educational record, allows the record to be identified with a specific person. This information includes (a) the name of the student, the student's parent or other family member; (b) the address of the student or student's family; (c) a personal identifier, such as a Social Security number or student identification number; (d) a list of personal characteristics which would make the student's identity easily traceable; or (e) other information which would make the student's identity easily traceable.

The Student Handbook, which is made available to students on the LSU Eunice web site in the Current Students web space (p. 33), informs students of additional safeguards of student records:

Record of Disclosures
A record of disclosures of personally identifiable, non-directory information from the educational records of a student will be maintained and made available to eligible persons upon request. This shall not include disclosures to school officials.
Limitations
Louisiana State University at Eunice is not required to permit a student to inspect and review the following records:

1. Financial information submitted by parents
2. Confidential letters or recommendations with respect to employment or honors to which students have waived rights to inspect
3. Educational records that contain information on other students, only the specific information pertinent to

the requesting student may be reviewed.

The Institution Ensures that Faculty and Staff Understand and Carry Out Commitments to Confidentiality, Integrity, and Security of Student Academic Records

LSU Eunice ensures the confidentiality of student records through the publication and promulgation of three core sections of PS 34:

1. Section IV. Release of Educational Records Under the Law Without the Student's Permission, which outlines precisely which educational records cannot be released without the student's permission and the legal exceptions to this mandate
2. Section V. Release of Educational Records Under the Law With the Student's Permission, which mandates that the student sign a waiver to allow access to his/her records
3. Section VI. Faculty Responsibility Regarding Privacy of Students' Grades, which defines when and how a faculty member can and cannot disclose a student's grade or grades

In addition to publication of PS 34 which clearly defines the University's commitment to confidentiality, integrity, and security of student academic records, the University gives students the option of waiving the privacy afforded them through FERPA. This is accomplished using the form provided by the Registrar, Authorization to Release Academic Records. The student also may request non-disclosure of information by the Office of the Registrar by completing the Authorization to Withhold Directory Information form. In both instances when a student opts to complete the forms mentioned, the action is only official if the form is signed in person by the student in the presence of a staff member of the Office of the Registrar. The form is valid until revoked by the student in writing.

LSU Eunice Manages the Physical Security of Record Storage

The Office of the Registrar is responsible for the security, confidentiality, and integrity of student academic records and the maintenance of special procedures to protect and back up that data.

PS 32: Retention and Disposal of Student Records defines a retention and disposal schedule for student records based on the American Association of Collegiate Registrars and Admissions Officers. This information if published and update periodically in the Retention of Records: A Guide for Retention and Disposal of Student Records. This publication was last updated in 2010. The University updates its procedures in accordance with the information provided in this publication.

The Institution Manages the Security of Electronic Data Storage Systems and Paper Storage

Office of Information Technology
With ever changing records management practices, electronic records have become the focus of information security efforts. The Office of Information Technology (OIT) has the responsibility of protecting all electronic records dealing with student educational records created and stored on the central computing system. OIT has a list of policies and procedures in place to deal with this effort. OIT ensures awareness and knowledge of these policies by requiring a user account request form as part of PS 65.

Given the critical need to maintain security relating to electronic data while ensuring privacy of key records and defining appropriate and allowable information usage, the University provides an Information Usage, Security, and Privacy Overview web page that is available to University faculty, staff, students and the public. The web space mentioned above incorporates key information and policies provided in the following policy statements:

PS 65: Administrative Computing Policy
This policy prohibits certain unacceptable uses of University computers and network facilities. Appropriate authorization is required to use these computers and facilities; limitations on use of passwords are established; and dangerous computing practices are prohibited. This policy establishes strong standards for establishing user accounts and passwords designed for authorized access to University information systems.

PS 34: Privacy Rights of Parents and Students
This policy applies to sensitive data stored in paper or electronic form on University assets. Access to and use of all sensitive data (including Social Security numbers) is regulated by this policy.

IT-POL-013: Acceptable Internet/E-mail Use
The University has adopted the state policy on electronic mail use. This policy establishes limits on the purposes for which the University's email system may be used and establishes acceptable practices for those using University email.

PS 31: Property Control
The policy establishes guidelines for control of equipment, disposal, transfer, and sensitive data removal for surplus

computers.

OIT has adopted as standard practice the regular backup of digital resources. The schedule **indicates both the** scheduled backups and the successful backup of University data.

LSU Eunice's Disaster Plan for Records Retrieval

The Office of Information Technology (OIT) maintains University-wide standards concerning data back-up, business continuity, and disaster recovery for the central computing system. In addition, OIT provides storage space and backup for some desktop users.

A Disaster Recovery and Business Continuity Plan for the University

LSU Eunice has implemented a Disaster Preparedness and Recovery Plan based on and designed in accordance with the state IT-POL-11, Disaster Recovery/Business Continuity Planning Policy. The plan developed based on state policy **is titled LSU Eunice Information Technology Disaster Preparedness and Recovery Plan. The critical nature of this** comprehensive plan is outlined in its introduction:

> Over the past several years Louisiana State University Eunice (LSUE) has set up a highly computerized operational environment. This includes the use of microcomputers in offices as well as multiple servers that provide much of the operational support for the administrative and academic units. A campus-wide network ties these various systems together and provides communications to other computer networks, universities, and the diagnostic facilities of selected vendors. In addition, the operation of the campus network provides a vital support component of the university system, including the operation of local and long distance telephone services and Video Conferencing.
>
> The reliability of computers and computer-based systems has increased dramatically in the past few years. Computer failures that do occur can normally be diagnosed automatically and repaired promptly using both local and remote diagnostic facilities. Many computer systems contain redundant parts, which improve their reliability and provide continual operation when some failures occur.
>
> The plan prepares for disaster by designating a recovery team, outlining procedures to prepare in advance, **detailing recovery procedures, and publishing emergency procedures. These procedures were designed with the** volatile nature of weather in South Louisiana in mind, particularly preparedness in case of hurricanes.

Office of Student Financial Aid
The Office of Student Financial Aid maintains strict internal procedures to assure security, confidentiality, and integrity of student records. These internal procedures

- limit access to student records to those staff who need access to perform their job duties.
- assure that staff are oriented and trained about procedures concerning security/confidentiality of student records.
- release information to third parties only upon execution of a written authorization form or in accordance with law.
- retain and dispose of student records in accordance with the standards of federal and state laws and the Board of **Regents of the University System (**PS 32).

Sources (In Order of Appearance)

- NO34
- Registrar FERPA
- Federal FERPA
- Graham-Leach-Bliley
- Hipaa Law
- RS:14-73
- R.S. 17:3351
- LA Code of Ethics
- NO34 (Page 2)
- 2011-2012 Student Handbook (Page 33)
- NO48
- R.S. 17:3351 (Page 6)
- Handbook P33
- NO34 (Page 4)

3.9.3

Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

In keeping with its mission and commitment to meeting the needs of students, LSU Eunice employs qualified staff in Student Affairs and Enrollment Services. The staff coordinates recruitment activities, new and transfer student orientation, financial aid, veterans services, personal counseling, student programming and recreation, student organizations, health clinic support, campus parking and security, and other referrals for various student and employee concerns. During fiscal year 2011-2012, Student Affairs and Enrollment Services had 6 full-time professional staff, 9 classified/civil service staff, and 14 student workers.

Rigorous search procedures in PS: 11 Search and Selection of Faculty, Administrative, Professional and Classified Staff guide the hiring process for all full-time positions. The Student Affairs & Enrollment Services organizational chart lists the professional staff positions. Resumes for each professional staff member are included below:

- **Chancellor**, Dr. William J. Nunez
- **Vice Chancellor for Student Affairs & Enrollment Services**, Judy Daniels
    - **Director of Financial Aid**, Jacqueline Lachapelle
    - **Coordinator of Student Development Services**, Dr. Cheryl Fruge
    - **Institutional Liaison Officer**, Westley Jones
    - **High School Relations Specialist**, Anita Thibodeaux
    - **Campus Security,** Civil Service Personnel only
    - **Coordinator of Student Activities**, Dr. Althea Jackson

Table 3.9.3-1: Summary Institutional Form

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Judy Daniels	Vice Chancellor for Student Affairs and Enrollment Services	Provide administrative supervision and general management of student service areas including Student Affairs, Enrollment Services and Orientation, Financial Aid, Student Development, Veterans Affairs, Student Activities and Organizations, Campus Security and collaboration with Campus Housing personnel. Other duties and responsibilities include: • Execute all regulations, policies, rules, directives, and memoranda issued by the Chancellor which deal with student personnel services, financial aid, recruiting, guidance and testing, scholarships, student and residential life, campus security, student activities, enrollment management, and other matters assigned to the Office of Student Affairs and Enrollment Services. • Make recommendations to	M.S. Counseling, University of Louisiana at Lafayette B. S. Psychology, University of Louisiana at Lafayette Certified as a Licensed Professional Counselor Supervisor Licensed Professional Counselor	Over 35 years of professional experience in Student Affairs administration, Counseling, Enrollment Services, Residential Life, Student Organization Management, Activity Planning, and Student Judicial Affairs at 3 public universities in Louisiana.

Name	Title	Responsibilities	Education	Experience
		the Chancellor concerning the appointment, promotion, transfer, suspension, or dismissal of all professional employees under the jurisdiction of the Office of Student Affairs and Enrollment Services. • Administer and make recommendations to the Chancellor concerning the organization of the Student Affairs and Enrollment Services units dealing with: student personnel services, financial aid, counseling, enrollment management, guidance and testing, recruitment, institutional liaison, campus security, and student activities, as well as the assessment of the effectiveness of each of these program areas. • Advise the Chancellor with respect to planning and implementation of the budget in Student Affairs and Enrollment Services units. • Adjudicate student appeals and other grievances appropriate to student personnel services. • Adjudicate questions of jurisdiction within the units of the Office of Student Affairs and Enrollment Services. • Administer the scholarship, grants, and student personnel programs. • Administer the campus security program. • Achieve other duties as assigned by the Chancellor.		
Jacqueline Lachapelle	Director of Financial Aid	Provide administrative oversight and management of all financial **aid issued to students. Financial** aid includes scholarships, grants, **loans and student employment.** The director supervises 4 civil **service staff in the financial aid** office who provide daily oversight and management of their assigned **programs/services. In addition,** the director is responsible for: • Final review and approval of all financial aid awards given to students • **Review of FAFSA** applications that require special consideration because the student does	B. S. Business Administration, University of Southwestern Louisiana	Over 17 years of professional experience in student financial aid on both a 4-year and 2-year institutions; served on boards that review and recommend financial aid policy and **implementation to the** Dept. of Education and the Louisiana Office of Student Financial Aid.

		not meet the usual requirements • Follow up on complaints/concerns from students about their financial aid award • Collaboration with the Public Relations Director and the Office of Information Technology to assure that financial aid information online is accurate and accessible. • Collaboration with **the Institutional Liaison** officer in coordination of the Financial Aid workshops held during the year • Dissemination of financial aid information to new students and parents at all orientation sessions • General notification of FAFSA application procedures, deadlines, etc. to all students, faculty and staff • Notification to students of their eligibility or non-eligibility to receive financial **aid** • Collaborate with **the Business Office to assist** eligible students with fee payment options • Provide annual evaluation of financial aid employee **performance**		
Cheryl Fruge	Coordinator of Student Development Services	In addition to providing general mental health information to the university community, this position also provides personal, professional and confidential counseling services and referral for students and employees through the EAP program; act as the campus certifying officer for veterans affairs; provides general support to student veterans/student dependents; coordinates major university events including: • Commencement (Fall & Spring) • Honors Convocation (Spring semester) • District Rally (Spring semester) • Professional Counseling Workshop (Fall) • Veterans Day celebrations	Ph.D. Higher Education Administration, Louisiana State University M.A. Counseling, Louisiana State University B.S. Psychology, Louisiana State **University**	Over 12 years as a licensed professional counselor in both high school and university settings; served as a board member for the state professional counseling organization; extensive experience with planning and coordination of academic support activities including outreach to students and commencement planning.

Westley Jones	Institutional Liaison	• Enrollment of potential students to the LSU Eunice campus • Liaison between the community and institution regarding any matter that may affect enrollment • Financial aid liaison to assist with the completion of the financial aid process • Academic adviser • Membership on numerous committees as deemed necessary • Chair of Financial Aid Appeals Committee, Student Conduct Committee, and Scholarship Committee • ACT Test Administrator • Student organization sponsor	M.Ed. Administration and Supervision, University of Louisiana at Lafayette B.S. Elementary Education, Louisiana State University	17 year membership in Louisiana Association of College Recruiters and Admission Officers (LACRAO)(Secretary 2012), Membership on ACT State Committee, member of St. Landry and Louisiana Teachers Union, member of Louisiana Association of Financial Aid Administrators (LASFAA).
Anita Thibodeaux	High School Relations Specialist	• Development of marketing and recruitment plans • Strategic planning • Training of effective marketing techniques • Website content review and development • Writing and design of marketing materials • Open house coordination and hosting • Creation of event effectiveness surveys, along with the statistical evaluation of quantitative and qualitative data collected and the generation of program success reports • Campus-wide implementation of a new web-based enrollment management software • Guiding of parents and students through application and enrollment processes • Academic advising of undecided students and basic career counseling	B.S. Psychology, University of Southwestern Louisiana	Over 13 years of experience in the realm of educational recruiting, admissions, and marketing, 11 of which have been in higher education. Served in the following capacities or on the following committees: • the adviser for a couple campus student organizations • Scholarship Committee • Courses and Curricula • Staff Senate • Academic Advising Has experience and training in social media marketing, exceptional written and oral communication skills, and a fairly extensive knowledge of computer software, especially those within the Microsoft Office Suite.
Althea Jackson	Coordinator of Student Activities	• Supervises the Campus Activities Board (CAB) in providing social, cultural, educational, and recreational activities for LSU Eunice students and the campus. • Supervises the student staff and facilities of the	Ph.D. Educational Administration, University of Southern Mississippi M.Ed. Counselor Education,	22 years of service in Student Affairs at six institutions of higher education in four states

		Recreation Center.	University of Arkansas	
		• Sets up sound system for events in the Acadian **Center. Maintains the** equipment.	B.S. Psychology, Southern University	
		• Provides assistance for several major campus events, including New Student Orientation, Commencement, and District Rally.		

As part of the University's tradition of providing professional development opportunities for employees, the Student Affairs and Enrollment Services staff participate in annual professional development and service activities at the state, regional, and national levels. In recent years, budget cuts have limited those opportunities, which are mostly restricted to more cost-effective professional activities at the state and regional level. For example, to save on travel during the past few years, the Office of Student Affairs & Enrollment Services has sponsored an annual professional workshop for high school and college counselors and student affairs professionals in the University's region of the state. Continuing education credits are approved and provided to workshop participants by the Louisiana Association of College and University Student Personnel Administrators (LACUSPA) and the Louisiana Counseling Association (LCA). In addition, the financial aid director serves on multiple advisory boards, which minimizes the costs for professional development activities specifically related to student financial aid.

The Vice Chancellor for Student Affairs and Enrollment Services holds regular meetings with staff during the year to discuss goals and objectives, to identify issues and options/solutions, and to conduct assessment of staff performance. At the end of each spring semester during the Faculty/Staff Appreciation Dinner, the University recognizes staff for 5, 10, 15, 20, 25, and 30+ years of service to the campus community. In Spring 2012, the Institutional Liaison officer was the recipient of the outstanding professional service award.

ACT satisfaction survey results for services provided by the Student Affairs and Enrollment Services staff show that the LSU Eunice student response average ranked above the national average on a 5.0 Likert scale in all categories:

	LSU Eunice Average	National Average
1. Assistance provided by staff upon entry	3.99	3.87
2. Assistance w/General Admissions Procedures	4.04	3.92
3. College Orientation Program	4.24	3.94
4. Financial Aid Information Availability	3.97	3.82
5. Personal Counseling Services	4.00	3.98
6. Recreation/Intramural Programs	4.29	4.04
7. Student Employment Services	4.37	3.98
8. Personal safety/security on campus	4.14	3.92

Sources (In Order of Appearance)

LSU Eunice Catalog 2012-2013 (Page 8)
Bengal Day flyer sent to schools
Orientation
Financial Aid
Veterans Affairs
Welcome Week Flyer Sp 13
Rec Center Fa 12
Orient Organizations
Health Clinic
Traffic and Parking Regulations
NO11
Organizational Chart
Nunez Resume
Judy Daniels Resume

- Resume Jackie Lachapelle
- **Cheryl Walker Frugé**
- Resume Chad Jones
- Resume Anita Thibodeaux
- Althea L Jackson Resume
- ACA Conference
- Counselor's Workshop 2011-Agenda
- Student Affairs Meeting
- Staff Evaluation
- Chad award
- NO09
- NO64

3.10.1

Financial Resources: Financial stability
The institution's recent financial history demonstrates financial stability.

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
LSU Eunice has a long history of financial stability. Financial resources are sufficient for the University's mission and the scope of its programs and services. From the annual adoption of a balanced budget to the preparation of year-ending financial statements, the University has maintained consistent operating performance. Despite reduced state appropriations, the financial outlook is stable. A review of the last three years of audited financial statements demonstrates financial stability. The supporting information is evidence of financial stability and a well-managed financial organization.

Annually, the University is included in a system-wide audit by the State of Louisiana Legislative Auditor's Office. The annual audit complies with the Government Accounting Standards Board (GASB) 34, Basic Financial Statements and Management Discussion and Analysis for State and Local Governments. For at least ten years, LSU Eunice has had no findings except one finding in FY 2011-2012, as illustrated by the auditor's reports (2008-09; 2009-10; 2010-11; 2011-12) and the management letters (2008-09; 2009-10; 2010-11; 2011-12) for the past several years. LSU Eunice has consistently received unqualified opinions on the annual audits. The audited financial statements (2009-10; 2010-11; 2011-12) support the financial stability of the institution. For FY 2011-2012, LSU Eunice is providing a Standard Review Report in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants on the financial statements. In addition, an institutional management letter is provided for the fiscal year ending June 30, 2012. LSU Eunice's institutional report and financial statements conclude that the University is fiscally sound and possesses resources to support the scope of its programs at an acceptable level of quality, efficiency, and stability.

LSU Eunice's operating budget is derived from four basic sources: state appropriations, self-generated funds (mainly tuition), restricted funds (mainly grants and contracts), and auxiliary enterprise funds. As Table 3.10.1-1 shows, the sources of funding available to the University provide stable and sustaining support for operations and program administration. Even though state funding is on the decline due to budget cuts, funding from the other three sources has increased except for FY 2011-12 due in part to a decrease in enrollment. Fall 2012 shows an increase compared to Fall, 2011. Additionally, the institution is constantly seeking revenues through grants and contracts to enhance its fiscal operations.

The change in net assets is an important indicator that provides a picture of the overall financial condition during the current year. As shown in Table 3.10.1-2, LSU Eunice's steady increase in net assets is an indicator of the University's stability and planning. The total annual change in a university's net assets is defined as the increase or decrease in assets from a fiscal year's financial activity. An increase in net assets is a positive accumulation of financial value (surplus) concerning all the fiscal transactions in a fiscal year. Total net assets have increased 34.7 percent from $14,018,217 for 2008-09 to $18,885,236 in 2011-12. For consistency and comparison of information, a History of Revenues, Expenses and Changes in Net Assets for 2009, 2010, 2011, and 2012 has been completed. Consistent with the institution's mission and purpose, the majority of financial resources each year are spent on instruction and academic support. Table 3.10.1-1, "Unrestricted Expenditures by Function," demonstrates that over the last four years, expenditures in each functional area have remained relatively consistent in comparison to total expenditures.

LSU Eunice's enrollment peaked in the fall of 2010 with a headcount of 3,431. Fall 2012's headcount enrollment was 3,074 with a full-time equivalent (FTE) of 2,418. Table 3.10.1-4 shows LSU Eunice's enrollment by headcount and FTE for the past eight years. Over those eight years, the University averaged 3,052 in headcount and a FTE of 2,315. Therefore, even though the University has been experiencing state budget cuts, enrollment has remained stable. Retention of students for the same time period has remained fairly constant at 50 percent.

Like many public universities, LSU Eunice has experienced a reduction in state support beginning in FY 2008-09, associated with the national economic downturn. The University responded to the reduction in state support by reducing its expenditures in selected areas while generating additional revenue from non-state sources, mainly tuition and fees. As a result, the University maintained a balanced budget throughout this period while net assets continued to grow. As seen in Table 3.10.1-1, state support declined from $9.0 million in FY 2007-08 to $5.9 million in FY 2011-12, a reduction of $3.1 million or 35 percent. The most significant reductions in state appropriations occurred in FY 2009-10. Conversely, tuition and fees' contribution to revenue increased from $4.3 million in FY 2007-08 to $6.1 million in FY 2011-12, an increase of 42 percent during the same five-year period. The cut to the level of state-appropriated support for fiscal years 2009-10 and 2010-11 would have been more severe had the University
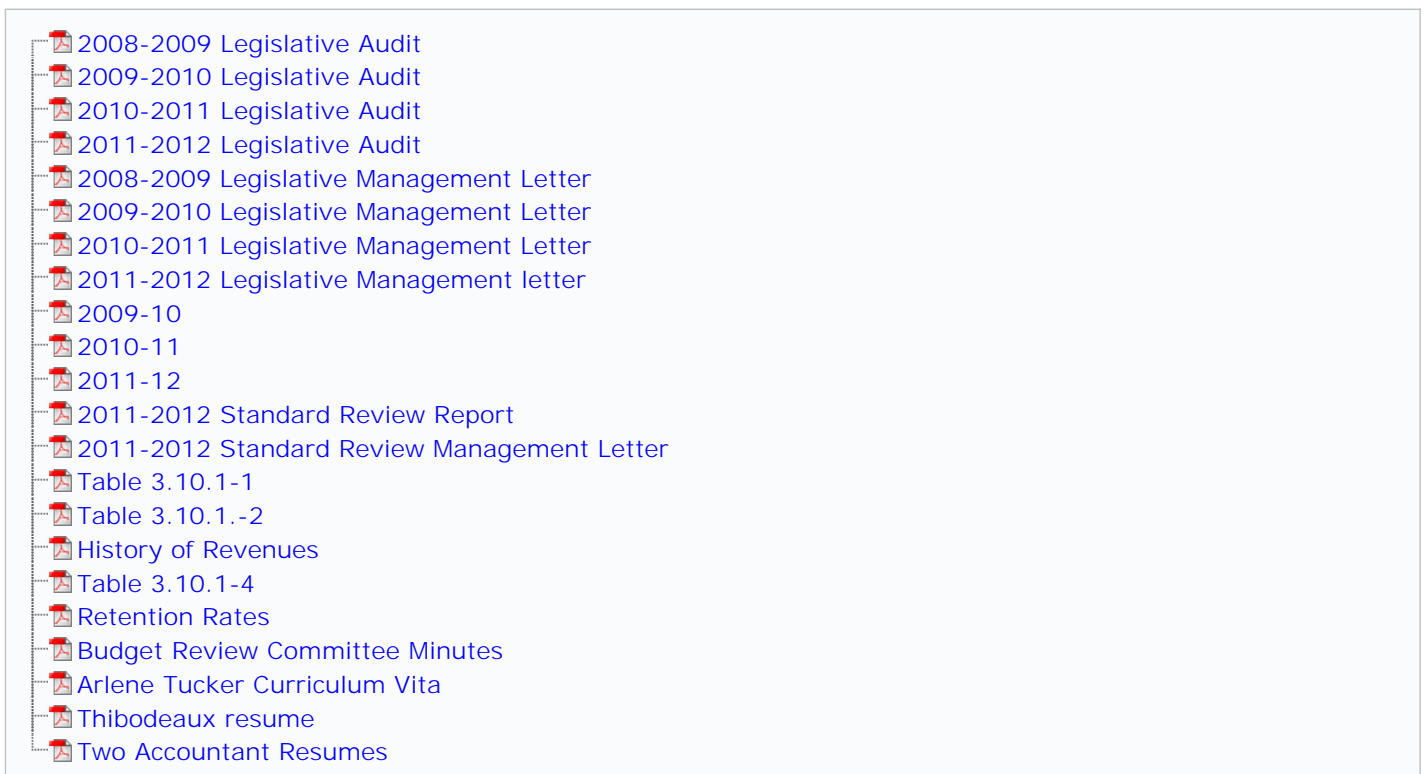
not received education stabilization funds by the state to help offset the cuts with funds from the American Recovery and Reinvestment Act, i.e., Stimulus Funds. Even though a portion of the reduction in general funds was offset by increases in tuition and fees, budget reductions throughout the University were required.

The Chancellor, vice chancellors, and Budget Review Committee were all involved in the decision process, and all decisions on budget reductions were made in keeping with the goals of the University. Permanent budget reductions were required to balance the budget, and additional tuition revenue was generated through enrollment growth and tuition rate increases. In addition, the loss in state funding was absorbed through operational efficiencies and cost control measures. LSU Eunice took action to manage the fiscal year budget reductions so that the core missions of the University would be minimally impacted. University budget units have restructured budgets, left position vacancies unfilled, and managed operations with less financial support. LSU Eunice continues to prepare for the possibility of additional funding reductions and will continue to do so until the Louisiana economy begins to recover and eventually stabilize. Regardless of the level of budget cut, the University is required to maintain a balanced budget. The University's strong budget and expenditure control mechanisms provide the means to accomplish balanced budgets in a manner that ensures minimal impact to its core mission of instruction.

LSU Eunice has a highly competent staff to manage and sustain the University's financial stability. The main positions involved in the finances include the Vice Chancellor for Business Affairs, the Assistant to the Vice Chancellor for Business Affairs, and two accountants. The Vice Chancellor for Business Affairs is a Certified Public Accountant with over 30 years of accounting experience. The Assistant to the Vice Chancellor who manages the Business Office has a degree in finance and has 20 years of business experience. The accountants have 37 and 15 years of accounting experience, and both have accounting degrees.

In conclusion, LSU Eunice has exercised due diligence in ensuring that its financial operations parallel the financial needs of its mission-based programs.

Sources (In Order of Appearance)

- 2008-2009 Legislative Audit
- 2009-2010 Legislative Audit
- 2010-2011 Legislative Audit
- 2011-2012 Legislative Audit
- 2008-2009 Legislative Management Letter
- 2009-2010 Legislative Management Letter
- 2010-2011 Legislative Management Letter
- 2011-2012 Legislative Management letter
- 2009-10
- 2010-11
- 2011-12
- 2011-2012 Standard Review Report
- 2011-2012 Standard Review Management Letter
- Table 3.10.1-1
- Table 3.10.1.-2
- History of Revenues
- Table 3.10.1-4
- Retention Rates
- Budget Review Committee Minutes
- Arlene Tucker Curriculum Vita
- Thibodeaux resume
- Two Accountant Resumes

3.10.2

Financial Resources: Financial aid audits
The institution audits financial aid programs as required by federal and state regulations.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Legislative auditors in Louisiana perform audits on aspects of financial aid to ensure that LSU Eunice is in compliance with federal and state regulations. They also review internal processes to ensure that files and processes are properly documented. Upon completion of the audit, LSU Eunice receives a compliance report on requirements applicable to each major program and internal controls over compliance. LSU Eunice's Financial Aid program is audited every other year in a group audit, with the most recent audits being 2010-2011, 2008-2009, and 2006-**2007.** LSU Eunice has received an unqualified opinion on its audits with no findings. The results of these audits are then forwarded to the **Case Management and Oversight Division of the U.S. Department of Education. The audited financial statements are then electronically sent to the Federal Audit Clearinghouse. LSU Eunice receives a copy of the audit report and also** receives written confirmation from the Department of Education when the department receives audit information referring to LSU Eunice.

Legislative Audit Report

- 2006-2007 Legislative Audit
- 2008-2009 Legislative Audit
- 2010-2011 Legislative Audit

Legislative Auditor Management Letter

- 2006-2007 Legislative Management Letter
- 2008-2009 Legislative Management Letter
- 2010-2011 Legislative Management Letter

Department of Education Letter

- 2006-2007
- 2008-2009
- 2010-**2011 (not yet received)**

In addition to legislative audits, LSU Eunice is periodically audited by the Louisiana Office of Student Financial Assistance (LOSFA), which audits state grants, such as Go; state scholarships; and the Tuition Opportunity Program **for Students (TOPS) to ensure that LSU Eunice is in compliance with federal and state regulations. Once the audit is** complete, the campus receives written information from LOSFA advising of the results and the corrective action(s) needed, if there is a finding (LOSFA Compliance Review Report of LSU Eunice, October 10, 2011).

LSU Eunice is also required under federal regulations to complete the Fiscal Operations Report and Applications to Participate (FISAP) yearly to report expenditures of campus-based aid, which includes the Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, and Federal Work Study.

Fiscal Operations Report and Application to Participate

- 2009-2010 FISAP Reporting and 2011-2012 Application
- 2010-2011 FISAP Reporting and 2012-2013 Application
- 2011-2012 FISAP Reporting and 2013-2014 Application

Sources (In Order of Appearance)

2006-2007 Legislative Audit
2008-2009 Legislative Audit
2010-2011 Legislative Audit
2006-2007 Legislative Management Letter (Page 3)
2008-2009 Legislative Management Letter (Page 3)
2010-2011 Legislative Management Letter (Page 6)

Financial Aid Audit 2006-07
Financial Aid Audit 2008-09
LOSFA Compliance Report
2009-2010 FISAP Reporting and 2011-2012 Application
2010-2011 FISAP Reporting and 2012-2013 Application
2011-2012 FISAP Reporting and 2013-2014 Application

3.10.3

Financial Resources: Control of finances
The institution exercises appropriate control over all its financial resources.

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The Vice Chancellor for Business Affairs, who reports to the Chancellor, is responsible for control of financial resources. PS 3: Responsibilities and Concerns of University Personnel states the responsibilities and duties of the Vice Chancellor for Business Affairs beginning on line 155. The Chancellor regularly reports the financial operations of the institution to the Board of Supervisors (LSU System Bylaws and Regulations, Part I, Article VII, Section 4g).

The preparation of the operating budget is a culmination of all the planning that is done in the yearly planning and assessment cycle. The budget process involves all administrative and educational units of LSU Eunice. The University assures that budget decisions are not only consistent with assessment findings, but that budget planning includes representative input of faculty and staff from across the institution. When faculty were surveyed if they were satisfied with faculty involvement in the campus-wide budget review process, using a Likert scale of 1-5, the results were 4.0 in 2012 and 3.94 in 2011. After the budget unit head and appropriate vice chancellor confer, the proposed budgets are sent to the Budget Review Committee for review. The Budget Review Committee consists of the three vice chancellors, two faculty members, and one staff representative. The committee makes final budget recommendations to the Chancellor. The minutes of the Budget Review Committee are published campus-wide. Based upon these collective sources of data and recommendations, the vice chancellors and Chancellor discuss and set priorities in preparing the final budget request.

The balanced budget is forwarded to the LSU System for submission to the Board of Supervisors. After review and ultimate approval by the Board of Supervisors, the budget forms are submitted to the Board of Regents. In the event there are mid-year adjustments such as budget cuts in state appropriations and/or changes in self-generated revenue, the Vice Chancellor for Business Affairs works in conjunction with the Chancellor and the vice chancellors to determine where the cuts should be made, and the budget is kept in balance.

The various LSU Eunice budgetary units can spend funds within the approved purchasing authority and budgetary constraints. Accounting system controls (State Purchasing Procurement Handbook; State LaCarte Purchasing Card Policy; LSU LaCarte Card Program Operating Procedure; LSU Eunice Purchasing Policies and Procedures) are in place to ensure sound spending practices and compliance. The system controls prevent budgetary spending violations as part of daily business activities. Budgetary units receive monthly expenditure reports via email to review and monitor budgetary spending. The Vice Chancellor for Business Affairs communicates budget revisions to departments and monitors any overspending. All purchase requisitions at a minimum must be approved by the department head, the appropriate vice chancellor, and the Vice Chancellor for Business Affairs (PS 25: Purchases by University Personnel). This close budgetary supervision provides appropriate control over financial resources and assures the proper and legitimate expenditure of resources.

Financial Statements are prepared annually in compliance with state government accounting reporting standards and are audited by the Legislative Auditor's Office of the State of Louisiana as a major component unit of the Louisiana State University System. LSU Eunice has received an unqualified opinion on its audits for at least the past five years (2007-08; 2008-09; 2009-10; 2010-11; 2011-12). The management letters for these years are also attached (2007-08; 2008-09; 2009-10; 2010-11; 2011-12).

The Business Office has internal controls in place that ensure segregation of duties. The controls govern the Business Office staff in all classes of transactions, including cash, revenue, and expenditures. The Legislative Auditors review policies and procedures relating to internal control over financial reporting and report any weaknesses in the audit report. Besides the Legislative Auditors' audit of internal controls, the LSU System has internal auditors on staff to perform periodic audits on the LSU Eunice campus. Overall, LSU Eunice's audits have been favorable for the past 20 years. However, the FY 2011-12 internal audit and legislative auditor's management letter disclosed that improper purchases using federal funds were made by employees within the Office of Academic Assistance at the University. These improper purchases were discovered and reported by the University. LSU Eunice concurred with the audit finding, and a corrective plan was implemented and disseminated to the campus.

Internal controls are integral to the following procedures which are required for the purchase of goods or services. LSU Eunice uses LSU's online procurement system to initiate a requisition. The requestor logs onto the procurement system and creates the requisition. The requestor adds the appropriate approval authorities and routes the requisition to them. Once the requisition is approved, the Vice Chancellor for Business Affairs reviews, approves, and routes the requisition to purchasing. The purchasing agent reviews the requisition to ensure it meets University and

state rules and guidelines. Once deemed as meeting the criteria, the requisition is converted to a purchase order by the purchasing agent. Once the purchase order is created, the vendor is notified via fax. Upon the receipt of the products or services, the requestor completes a receiving report.

The procedures for payment to be completed are the following. The Accounting Specialist 2 takes the invoice and stamps the purchase order number and receiving report number on the document. The invoice is sent to the LSU Accounts Payable Department for payment. Payment is made to the vendor either by check or electronic funds. LSU scans the invoice and attaches it to the purchase order. The vendor's invoice number is used as the document number for the payment. Every Monday, LSU Eunice receives a report titled "Purchase Orders with Receiving Reports Not Paid Yet." This report is used to follow-up on items that the requestor is reporting as received, but the LSU Accounts Payable Department has indicated were not paid. LSU Eunice's Accounting Specialist 2 reviews the report and researches each report to verify payment is in process.

The internal auditors conduct routine audits and reviews of campus operations, focusing primarily on internal control and managerial functions. The internal auditors work on an annual risk assessment to create an Annual Audit Plan with input provided by the LSU Eunice Chancellor and vice chancellors.

LSU Eunice manages the risk of its financial resources through a bonds and crime program within its risk management program. Within that program are written policies and procedures for safeguarding cash and handling expenditures. The University maintains a fraud policy (PS 43: Fraudulent and Unethical Behavior Policy) and also participates in mandatory ethics training each year. LSU Eunice has a policy on ethics training (PS 80: Ethics Training for Employees Policy). In future years, employees will also be required to obtain annual training on preventing sexual harassment.

LSU Eunice has a well-qualified staff responsible for the control of institutional finances. The main positions involved in the finances include the Vice Chancellor for Business Affairs, the Assistant to the Vice Chancellor for Business Affairs, and two accountants. The Vice Chancellor for Business Affairs is a Certified Public Accountant with over 30 years of accounting experience. The Assistant to the Vice Chancellor who manages the Business Office has a degree in finance and has 20 years of business experience. The accountants have 37 and 15 years of accounting experience, and both have accounting degrees.

Sources (In Order of Appearance)

- NO03 (Page 4)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 12)
- Requested Budget Cycle
- faculty 2012 budget process survey
- faculty 2011 budget process survey
- Budget Review Committee Minutes
- State Procurement Handbook
- State LaCarte Purchasing Card Policy
- LSU LaCarte Card Program Operating Procedure
- LSU Eunice Purchasing Policies and Procedures
- monthly expenditure reports
- NO25
- 2007-2008 Legislative Audit
- 2008-2009 Legislative Audit
- 2009-2010 Legislative Audit
- 2010-2011 Legislative Audit
- 2011-2012 Legislative Audit
- 2007-2008 Legislature Management Letter
- 2008-2009 Legislative Management Letter
- 2009-2010 Legislative Management Letter
- 2010-2011 Legislative Management Letter
- 2011-2012 Legislative Management letter
- internal controls
- periodic audits
- internal audit
- corrective plan
- Purchase Orders With Receiving Reports Not Paid Yet

- annual risk assessment
- annual audit plan
- Bonds and Crime Loss Control Program
- NO43
- NO80
- Arlene Tucker Curriculum Vita
- Thibodeaux resume
- Two Accountant Resumes
- NO03

3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

LSU Eunice has implemented policies and standards that relate to externally funded projects. The guidelines control the process from initial program conception through the management, reporting, and close-out procedures for federal, state, and private grant awards. LSU Eunice PS 83: Grants & Sponsored Programs is drafted and has been approved (on February 22, 2013) by the Academic Council. This comprehensive policy covers all aspects of grants and sponsored programs from conception through execution and closeout.

LSU Eunice was established in 1964 by the Louisiana Legislature through act RS 17:1521 and is a two-year campus of the Louisiana State University System. The State Constitution of 1974 Article VIII section 7-A identifies the Board of Supervisors as the management board of the Louisiana State University System. Since its establishment, the LSU Board of Supervisors has had the specific legal authority over LSU Eunice as indicated by Part 1, Article I section C-4 of the LSU Board of Supervisors Bylaws and Regulations 2008.

Policies Governing the Expenditure of External Funds

Policies of LSU Eunice are guided by the Bylaws & Regulations and the Permanent Memoranda promulgated by the LSU System and published on their web space. In addition, OMB (Office of Management and Budget) Circular A-21, Cost Principles for Educational Institutions, governs federal grants. U.S. Department of Education grants adhere to the Education Department General Administrative Regulations (EDGAR) guidelines, with 34 CFR Part 75 relating to Direct Grant Programs. These guidelines govern TRIO programs, which include the Student Support Services grant received by LSU Eunice. The Carl D. Perkins Career & Technical Education grant received annually is guided at the state level by 34 CFR Part 76, State-Administered Programs, of EDGAR. These funds are awarded to the Louisiana Community & Technical College System (LCTCS), which distributes funds to eligible post secondary institutions. Principles of grant management for the Carl D. Perkins Career & Technical Education Act of 2006 are incorporated in the Grant Management Procedure Manual. This manual is provided by LCTCS to the LSU Eunice Perkins Grant Coordinator and the Office of Business Affairs to direct expenditure of funds.

The Louisiana Board of Regents provides funding at the state level from the Louisiana Education Quality Trust Fund and the Board of Regents Support Fund. These two sources of funds support the Traditional and Undergraduate Enhancement grants and the Enhancement Program for Two-Year Institutions grants. The policies relating to these programs are incorporated within the Request for Proposals (RFPs) related to these programs, as per correspondence from the Board of Regents Enhancement Program Manager. These RFPs are published annually on the Sponsored Programs web space of the Board of Regents. The Rapid Response Grant Program administered by the Louisiana Community & Technical College System incorporates program policies in the RFP issued annually.

LSU Eunice, through the stewardship of the LSUE Foundation, provides seven Endowed Professorships annually which were endowed through a combination of state funds from the Board of Regents and local funds matched through donations and fundraising done at the campus level. The professorship program adheres to the Louisiana Board of Regents Endowed Professorships Program Policy (revised October 24, 2012). This policy defines and outlines uses of Endowed Professorships at the campus level; campus standards and processes are delineated. At the LSU Eunice campus level, PS 62: Endowed Professorship Guidelines outlines the policies that apply on campus to professors who compete annually for individual awards. Timelines, reporting guidelines, and fiscal accountability are outlined in this document. Professors who hold an annual professorship file an Interim and Final Report with the Vice Chancellor for Academic Affairs. Requests to amend the budget must be justified and submitted to the Vice Chancellor for Academic Affairs for approval.

Sponsored Programs are Accounted for Consistent with Institutional Financial Policies and Procedures

LSU Eunice PS 25: Purchases by University Personnel governs all purchases initiated by University personnel, irrespective of source of funds. All requests for purchases are placed in the procurement system or purchased with LaCarte cards as per the policies of the LSU Eunice Office of Business Affairs. Annually, LSU Eunice is included as part of a system-wide audit by state legislative auditors. For the past several years LSU Eunice has had no findings, as illustrated by the auditor's reports for the past three fiscal years.

- 2011-2012 Legislative Audit
- 2010-2011 Legislative Audit

- 2009-2010 Legislative Audit

Legislative Management Letters available include:

- 2011-**2012 Legislative Management Letter**
- 2010-2011 Legislative Management Letter
- 2009-2010 Legislative Management Letter

In January and February, 2013, the Louisiana Legislative Auditor published a 2011-2012 Standard Review Management Letter and a 2011-2012 Standard Review Audit which were performed based upon notification by LSU Eunice administrators of the need to review expenditures of TRIO grant funds.

Appropriate Reports Are Filed in a Timely Manner for External Funding Sources

Project managers and P.I.s are responsible for filing all required reports as outlined by federal, state, and private funding source guidelines. For example, the U.S. Department of Education requires an Annual Performance Report (APR) be filed electronically relating to the Student Support Services grant. Information needed to files these reports is made available online by the U.S. Department of Education, generally within 90 days after the annual grant period. The Director of the Office of Academic Assistance, the program funded by the Student Support Services grant, oversees the data gathering and filing of this annual report.

The Carl D. Perkins Career & Technical Education grant requires a quarterly report be filed with the LCTCS within 15 days after the end of each quarter. This report covers both programmatic activities and financial status. In addition, at the conclusion of each grant period, a closeout report for the Perkins grant is required that shows final expenditures by budget category. The LCTCS also awards the state-funded Rapid Response grant. The program manager files periodic reports on the status of the grant, both programmatic and financial.

The P.I.s for the state grants from the Board of Regents (Enhancement Grants) are responsible for filing annual and final reports on their individual grants through use of the Louisiana Online Grant Automation Network (LOGAN). The fiscal reports are filed by the Office of Business Affairs. The timeliness of these reports is assured through the reporting system. The Board of Regents sends reminders of due dates to both the Grants Office and the project P.I. The Board of Regents provides guidelines for all reports that relate to the Enhancement grants.

Management Control of External Program and Research Funds

The LSU System Permanent Memorandum PM 27: Policy on Placement of Sponsored Agreements, issued April 29, 1998, states

> Effective immediately, it is the policy of this University that all sponsored agreements (federal, state, and **private) obtained by University employees be awarded to the University. Awards that cannot be domiciled in the** University's name because it is mandated by the sponsor should be submitted for approval of the President. The submission for approval should provide adequate rationale for not awarding the agreement in the name of the University.

While the Chancellor of LSU Eunice is the official recipient of grants received by the University, day-to-day management of the individual grants is the responsibility of the designated P.I. or Project Manager or Coordinator. That individual is responsible for execution of the grant work plan according to the agreed-**upon timeline. Other** responsibilities include budget management, including ordering of all supplies and equipment; timely progress and financial reports, as specified in the grant contract; and initiation of any contract amendments or extensions of the original timelines. All grant managers are LSU Eunice faculty or staff members who have been hired according to University guidelines which include review and recommendation made by a committee of peers. The committees review educational and professional credentials of all candidates to determine their qualifications to hold the assigned positions.

Requests for purchases relating to an externally funded project originate with the P.I., grant manager, or program director. The process for gaining approval to spend funds has a review and approval procedure outlined in PS 25, mandating that purchases "must be processed by requisition and receive approval of the department head, the Chancellor or the Chancellor's designee, and the Vice Chancellor for Business Affairs." In addition, purchases related to the purview of either the Office of Academic Affairs or the Office of Student Affairs must be routed to the respective vice chancellor for review and approval prior to approval through the Office of Business Affairs.

All requisitions and requests for approval of LaCarte Card purchases related to grant funds are routed to the Director of Grants and the Accountant for the Office of Business Affairs for review. The Director of Grants reviews expenditures for compliance with the funders' guidelines and the LSU Eunice Accountant reviews expenditures for adherence to state and system purchasing guidelines. For accounting efficiency, the LSU Baton Rouge Office of Business Affairs reviews and pays invoices. All categories of expenditures must meet state and system travel and

purchasing guidelines to obtain approval.

Further safeguards to ensure that financial policies and procedures are adhered to include monthly notification by the Office of Business Affairs to all grant managers relaying the current and total grant expenditures and giving a current balance. This allows the grant manager to justify the grant budget on a regular and ongoing basis to assure accountability and accuracy.

Indirect Cost Rate

Part II, Chapter VI of the of the LSU System Bylaws and Regulations acknowledges the importance of gifts and grants, stating that "Instruction and research are so inseparable and essential to the highest efficiency of a university that the University System looks with favor upon acceptable proposals for research and related contracts with State and Federal agencies and with private individuals and corporations." The various sections of this chapter define conditions of acceptance of gifts and grants from federal, state, and private sources. The payment of indirect costs is discussed:

> When the University System undertakes such cooperative research, the extent of indirect cost to be assessed for use of facilities shall depend upon the extent that the System determines its instructional and research programs are enriched or its responsibilities to the people are fulfilled by acceptance of the gift. The System makes a distinction between grants which are made by established federal agencies and foundations, in support of research which has been proposed by one or more faculty members, and for which money is received essentially as a grant-in-aid, on the one hand, and payments for contract research on the other, in which the direction taken by research is determined by the desires of outside persons or agencies.

PM 10: Indirect Cost Allowances on Grants and Contracts, issued September 26, 1991, outlines the policy relating to indirect costs for LSU System campuses:

> The indirect cost rate(s) to be charged by each campus shall conform to the federally negotiated Rate Agreement. In most cases non-profit organizations which are established under Internal Revenue Service Code 501(c)(3) of the 1954 tax code have policies which stipulate the basis for reimbursing indirect cost to a university. We will adhere strictly to these established policies. Overheads involving private companies will conform to either the policy statement of that company with respect to overheads or to a negotiated overhead between a campus and a company.

LSU Eunice has negotiated with the U.S. Department of Health & Human Services an indirect rate for facilities and administrative costs on grants and contracts with the federal government. The current agreement includes a rate of 35% On-Campus and 13.4% Off-Campus. The U.S. Department of Education has an 8% indirect cost rate for all LSU Eunice TRIO grants. This rate of 8% is set by EDGAR, 34 CFR Part 75, Section 75.562. The Carl D. Perkins Career & Technical Education grant sets a 5% limit on Administrative Costs as per the policy of the LCTCS.

Sources (In Order of Appearance)

- LSU Eunice Current Grants
- NO83
- AGENDA for Academic Council Meeting
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 4)
- OMB A 21
- EDGAR
- EDGAR (Page 100)
- Carl Perkins Career and Technical Education Manual
- Traditional Undergraduate Enhancement RFP
- Two Year Enhancement RFP
- BoR email re Policy
- Rapid Response-RFP-October 2013 10-9
- BoRSF-Endowed-Prof-Policy-Rev-10-12
- NO62
- Interim Endowed Professorship Report
- Final Report for Endowed Professorship Award
- Request to Amend Endow Prof
- Endowed Professorship Budget 2012 AMENDED
- NO25

- LaCarte Statewide Policy
- LaCarte Card Policy
- 2010-2011 Legislative Audit (Page 5)
- 2009-2010 Legislative Audit (Page 5)
- 2011-2012 Legislative Management letter
- 2010-2011 Legislative Management Letter (Page 4)
- 2009-2010 Legislative Management Letter (Page 5)
- 2011-2012 Standard Review Management Letter (Page 1)
- 2011-2012 Standard Review Report (Page 1)
- SSS APR
- signed quarterly report
- LCTCS Document
- Rapid Response Extension Report_121012
- Enhancement Grant Report
- Scanlan Final Expenditure Report
- BoR Enhancement Reports
- Guideline BoR Grant Reports
- pm-27.doc
- Director of Grants Job Description
- JMS Resume
- A Borne Resume
- Monthly Grant Summary
- LSU System Bylaws Chapter VI
- pm-10.doc
- LSU Eunice Indirect Rate
- DoE 8 Percent Rate
- Budget form Carl Perkins Basic Grant FY2012
- 2009-2010 Legislative Audit
- 2009-2010 Legislative Management Letter
- 2010-2011 Legislative Audit
- 2010-2011 Legislative Management Letter
- 2011-2012 Legislative Audit
- 2011-2012 Legislative Audit (Page 6)
- BoR Enhancement Reports
- LSU System ByLaws index
- LSU System permanent-memoranda
- Perkins Quarterly Report - updated

3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice exercises appropriate control over its physical resources. The Vice Chancellor for Business Affairs oversees the financial and physical functions of the institution. The Vice Chancellor works with the Director of the Physical Plant to ensure the physical plant and equipment assets of the University are properly maintained; used only as intended by management; and that risk of loss due to theft, misuse, neglect, or natural causes is mitigated.

The Director of the Physical Plant is responsible for the administration or supervision of plan review, inspection and enforcement for compliance with federal, state, or local requirements in the area of building/structural, plumbing, mechanical, electrical, gas, fire prevention, energy, and accessibility. The Director works to prioritize needed renovation/remodeling projects and then plans and implements their execution. He is also the Safety Coordinator and performs safety inspections.

The Director of Physical Plant is responsible for the operation, maintenance, and safety of all equipment assigned to the Physical Plant Department and for the maintenance of college vehicles, grounds, and health and sanitation of college-owned facilities. The Physical Plant is responsible for deferred maintenance and operation of all facilities and mechanical equipment. The various management programs and procedures for repairs and maintenance are attached. The goal of LSU Eunice is to provide safe, clean, attractive, and energy efficient buildings that are conducive to supporting the teaching and service responsibilities of the University as defined by the University mission. The University has contracted all elevator service and maintenance and conducts an Annual State Certification Inspection of elevators in accordance with state regulations. Examples of other maintenance services provided through selective services include roof repair, fire alarm systems, building environment controls, pest and termite control, etc. The Physical Plant has a work order system which is utilized for needed repairs and preventive maintenance on campus. He also conducts the annual physical inventory of physical plant property. All equipment and furnishings valued at $1,000 or greater will be assigned an inventory tag number (PS 31: Property Control) and entered into the ERI System in compliance with the State of Louisiana.

Accounting system controls (State Purchasing Procurement Handbook; State LaCarte Purchasing Card Policy; LSU LaCarte Card Program Operating Procedure; LSU Eunice Purchasing Policies and Procedures) are in place to ensure that all expenditures are aligned to the budget for sound spending practices and compliance. The Business Office has internal controls in place that ensure segregation of duties. The controls govern the Business Office staff in all classes of transactions, including cash, revenue, and expenditures. The Louisiana Legislative Auditors (2008-09; 2009-10; 2010-11; 2011-12) and the LSU System internal auditors review and evaluate the internal controls over financial procedures.

The Vice Chancellor for Business Affairs, the Assistant to the Vice Chancellor for Business Affairs, and the Purchasing Agent ensure that LSU Eunice purchasing procedures and state purchasing guidelines are followed so funds are expended only within authorized budgets and all non-consumable items are properly inventoried and tagged as required. All purchase requisitions at a minimum must be approved by the department head, the appropriate vice chancellor, and the Vice Chancellor for Business Affairs (PS 25: Purchases by University Personnel).

The Director of Information Technology is responsible for securing and controlling access to the central computer systems of the University and protecting both equipment and data. This is accomplished by enforcing procedures that limit access to telecommunications/network systems to essential personnel. Upon termination of employment of information technology personnel, keys will be returned to the Office of Business Affairs. Further, the Computer Use Policy (PS 65: LSU Eunice Administrative Computing Policy) is committed to protecting the telecommunications/network systems from illegal or damaging actions.

The State of Louisiana provides insurance to the University via the Office of Risk Management (ORM). ORM provides LSU Eunice with liability, fire, flood, and auto insurance. Also, ORM bonds employees who handle cash. LSU Eunice has procedures and policies in place to manage risk of physical resources. The University undergoes an annual Loss Prevention audit by the Office of Risk Management. For the past several years, LSU Eunice has been "compliant" in the audits.

The Bonds and Crime Loss Control Program covers multiple areas:

1. Property damage coverage—methods of detecting and procedures for reporting property damage; methods of

preventing and procedures for managing property damage
2. Property loss coverage—methods of detecting and procedures for reporting property loss; documentation of and methods for preventing property loss
3. Contingency plans for minimizing income loss or increased costs as a result of uncontrollable situation.
4. Policies to minimize the agency's liability to others
5. Monitoring of bonds and crime program by Vice Chancellor for Business Affairs.
6. Policies and procedures for bonded employees
7. Internal fiscal control procedures—purchasing procedures, internal control objectives, separation of duties.
8. Procedures to ensure security of work sites against theft and vandalism
9. Key control program maintained by the Administrative Assistant to the Vice Chancellor for Business Affairs—access control guidelines, program evaluation guidelines, procedures for missing keys, and key duplication/replacement
10. Procedures for theft of property

Fixed assets and property controls are carried out in accordance with State statutes and established University procedures which include required annual physical property inventories with remittance to the Louisiana Property Assistance Agency. Property control for LSU Eunice is handled through Business Affairs with the Vice Chancellor for Business Affairs serving as property control manager for the entire University. All administrative department heads are designated as property control supervisors for their respective departments. Department heads, through routine inspections and inventory verification reports, detect property. PS 31 outlines the proper control of physical resources. The policy states that University property is to be used only in the performance of University duties and if property and/or equipment is to be removed from campus for business use, a form must be completed and approved. The procedures for identifying and tagging equipment valued at $1,000 or more are outlined in the policy along with detailed procedures maintained in the Office of Business Affairs. The proper disposition of equipment is included in the policy as well as a reminder on "surplusing old equipment" being sent from Business Affairs. The form Inventory Transferred to LPAA or Scrapped is used to dispose of equipment. Property items/equipment may be disposed of, transferred, scrapped, or dismantled for parts only after prior approval has been attained from the State Division of Administration/Louisiana Property Assistance Agency (LPAA) through the LSU Eunice Office of Business Affairs.

State statutes require an annual inventory of moveable property and/or equipment be taken by each department. Additions and disposal of property are incorporated into the inventory to maintain accurate and up-to-date records of its physical inventory. The Office of Business Affairs notifies each department by letter with equipment lists and procedure guidelines to conduct the inventory of the property. Each department is responsible for conducting its own inventory. All items that departments are unable to locate during an inventory must be carried in a suspense file (discrepancy list) maintained by the Office of Business Affairs for a minimum of three years before any action to remove them from the inventory can be initiated. LSU Eunice personnel receive training on the inventory process.

Sources (In Order of Appearance)

- NO03 (Page 4)
- Michael P Broussard - Resume Revised February 2013
- Equipment Management Program and Procedures
- Work Order System
- Inventory Additions
- NO31
- State Procurement Handbook
- State LaCarte Purchasing Card Policy
- LSU LaCarte Card Program Operating Procedure
- LSU Eunice Purchasing Policies and Procedures
- Internal Controls
- 2008-2009 Legislative Management Letter
- 2009-2010 Legislative Management Letter
- 2010-2011 Legislative Management Letter
- 2011-2012 Legislative Management letter
- NO25
- Fruge Resume LSU Eunice
- NO65
- certificate of insurance
- Bonded employees

- Loss Prevention Audit
- Bonds and Crime Loss Control Program
- Inventory Example
- Property Removal Form
- surplusing Old Equipment
- Inventory Training
- State Procurement Handbook

3.11.2

Physical Resources: Institutional environment
The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
The LSU Eunice Safety Committee provides oversight for the health and safety programs at LSU Eunice (Safety Committee Minutes). This committee consists of faculty, staff, and students and meets typically once a semester and on an as-needed basis to review accident reports and items of concern. It develops, reviews, and revises safety policies as well as safety and security practices for the campus (Office of Risk Management Unit of Risk Analysis and Loss Prevention Incident/Accident Investigation Form & Visitor/Client Accident Reporting Form). The committee is also responsible for the publication and update of the LSU Eunice Safety Manual, and a hard copy is issued to all new LSU Eunice employees. The Chancellor is very supportive and emphasizes the importance of safety at LSU Eunice and the LSU Eunice Safety Manual by issuing a memorandum every fall semester. The overall primary purpose of the LSU Eunice Safety Manual is to establish the LSU Eunice safety program and guidelines. A current copy of the LSU Eunice Safety Manual is available on the LSU Eunice website (LSU Eunice Safety Manual). Moreover, all LSU Eunice health and safety policies and practices are reviewed by the Office of Risk Management (ORM) for compliance annually, and full audits are conducted on a rotation cycle periodically. LSU Eunice has a history of consistently being compliant for the compliance reviews on an annual basis, along with successfully passing the cycle audits (ORM Compliance review and Full Audit Report). As a part of the ORM campus wide ongoing safety awareness program, safety topics are discussed at the fall and spring mandatory faculty/staff workshops (held in August & January). In addition, to cover the second and third quarters of the fiscal year (October through December and April through June), the "LSU Eunice Safety Tips" covering a range of safety topics are distributed via email to the LSU Eunice campus community, and all are encouraged to practice safe habits off campus, including at home, and to share anything learned with family and friends (Safety Tips - Celebrating Safely). Safety awareness topics and safety tip records are filed and maintained in the Office of the Director of Physical Plant, who also serves as the Safety Coordinator.

The University also has the LSU Eunice Emergency Management Plan to help ensure that the campus remains as safe and functional as possible in the event of an emergency. The overall primary purpose of the LSU Eunice Emergency Management Plan is to establish policy and procedures regarding LSU Eunice's response to natural and manmade disasters and other emergencies (LSU Eunice Emergency Management Plan, Revised February 22, 2013). Highlights of this plan include emergency response procedures, public announcements, internal crisis communications plan, etc. Examples of crisis procedures outlined in the plan include fire drills, false alarms, alarm response procedures, natural disasters, and weather related emergencies. The emergency crisis communications plan, along with other components of the Emergency Management Plan, has been utilized most recently during the torrential rains and flooding that occurred between January 9-12, 2013, and proved to serve as an excellent test of the system. The plan has also been used for hurricanes which have hit the campus.

LSU Eunice has a team of trained volunteer emergency first aid responders who provide immediate care to the victim of a sudden illness or injury until professional medical help can be obtained. A copy of LSU Eunice first aid procedures with the names and phone numbers of the team members, updated on an annual basis, is provided to all faculty/staff and is posted in all classrooms (LSU Eunice Emergency First Aid Response Procedures).

LSU Eunice also maintains a safe, but accessible campus environment for students, faculty, staff, and visitors, which is consistent with its mission as an open admissions institution. The satisfaction of personal security/safety is confirmed by the student opinion annual surveys over the past four years (2009-2012). The Vice Chancellor for Student Affairs and Enrollment Services provides administrative oversight for Campus Security guards who are non-commissioned, but meet the requirements for guards as specified by the Louisiana Office of Civil Service. The four full-time security guards provide coverage of the campus throughout the year. Additionally, a security officer provides security oversight at Bengal Village during specified evening hours when student traffic is at its peak. The University occasionally will contract the services of additional city police officers to work at Bengal Village and at University sponsored events on an as-needed basis.

The Campus Security Office also works closely with the Vice Chancellor for Student Affairs and Enrollment Services, who serves as the University's student judicial officer and responds to cases which fall under the authority of the LSU Eunice Code of Student Conduct. It is the responsibility of the Vice Chancellor for Student Affairs and Enrollment Services to provide "due process" for any student accused of a code of conduct violation. For discipline cases where sanctions imposed deny certain access or privileges to students, Campus Security guards may be notified in order to assist with compliance and enforcement as needed. In accordance with University policy PS 56: Employee

Assistance Program, cases involving the use or abuse of drugs and/or alcohol, personal mental health or relationship conflict, or other psychological concerns may be referred to an off campus counseling facility for students and employees seeking access to mental health counseling and/or rehabilitation. The Campus Security Office, located in the Acadian Center/Student Union, is easily accessible in the center of campus, and guards can readily respond to any emergency or call for assistance. Guards provide a limited range of routine services including campus traffic and parking lot management, accident investigations, crime prevention information, and Emergency Response procedures.

LSU Eunice has partnered with Rave Mobile Safety, a provider of emergency notification systems, to enable alerts for all faculty, staff, and students. The system sends emergency information and updates as needed via email and text messaging.

At the end of each security shift, guards are required to complete shift reports detailing their activities, observations, and recommendations if needed to protect life and property. Serious concerns are referred to local authorities for assistance and action as needed. Guards are also in constant communication with area law enforcement agencies that provide additional assistance and support to the campus when needed. They assist in compiling and forwarding information to the Vice Chancellor for Student Affairs and Enrollment Services for inclusion in monthly crime reports to the state and an Annual Crime Report to the U.S. Department of Justice. Guards also work in collaboration with University Physical Plant personnel as needed to ensure the general safety and security of campus equipment, vehicles, physical physical facilities, and grounds.

With regard to ensuring that the Physical Facilities are safe and functional, the LSU Eunice Physical Plant Department has a systematic approach in place as a part of its daily operational procedures and preventative maintenance program. A computerized work-order system and an in-house routine and preventative maintenance program are utilized to assist in ensuring a safe and functional campus. LSU Eunice maintains its overall physical facilities, such as buildings, building systems, grounds, and lighting, by properly scheduling maintenance, repairs, part replacement, inspections, and cleaning. Also, LSU Eunice has annual service agreements and/or prompt access for assistance from authorized service companies. An energy management plan for the campus has been established through building modifications and remote metering programs to help ensure that environmental conditions are comfortable and safe. LSU Eunice continues to enhance the lighting on campus to improve security conditions. The adequacy of the Physical Facilities' operations and maintenance activities is confirmed by annual surveys of LSU Eunice faculty and staff. In 2012, using a Likert scale of 1-5, faculty rated their satisfaction with the adequacy of facilities and grounds at 4.81, and staff rated their satisfaction at 4.37.

The control of hazardous materials is an important component of providing a healthy and safe environment on campus. Material Safety Data Sheets (MSDS) are maintained on hazardous products used on campus (see notification sheet to supervisors & division heads). Information related to hazardous materials and chemical spills or leaks can be found on page 16 of the LSU Eunice Emergency Management Plan. The control of hazardous materials can be found on pages 13-14 of the LSU Eunice Safety Manual. The LSU Eunice Radiation Safety Manual also serves as a guide to ensure safety on campus.

Outlined below are additional supporting documents:

- Vice Chancellor Judy Daniels' Resume
- Director of Physical Plant and Safety Coordinator - Michael P. Broussard's Resume
- LSU Eunice Safety Manual - Assignment of Safety Responsibilities pages 7-11, Emergency Response Procedures pages 14-15; Emergency Preparedness Plan pages 16-20.
- LSU Eunice Emergency Management Plan - Storm and Hurricane Preparation Plan pages 20-29
- Sample Building Evacuation Map
- State Fire Marshal Building Inspection Report Sample
- Kitchen Hood Inspection Report
- Quarterly Building Inspection Report Sample
- DEQ Annual Monitoring & Maintenance Fee Payment Record
- Quarterly Inspection of the Campus Natural Gas Distribution System
- Emergency Generator Inspection Report
- Elevator Inspection/Service Report
- Vehicle Driver Safety Awareness Program
- Preventing Sexual Harassment in the Work Place Training Records
- Bloodborne Pathogens Awareness Training Records
- Hate Crimes on Campus
- PS 30: Policy on Sexual Harassment
- PS 41: Substance Abuse and Drug-Free Campus Policy
- PS 42: Smoking Policy
- PS 44: Services for Persons with Disabilities
- PS 49: Immunization
- PS 52: Reporting Illegal or Inappropriate Activities
- PS 56: Employee Assistance Program

- PS 66: **Firearm Policy**
- PS 67: Violence-Free Workplace
- PS 69: University Occupational and Environmental Safety
- PS 70: Drug Testing Policy
- PS 71: Management of Human Body Fluids/Waste
- PS 72: Emergency Response Plan
- PS 75: Identity Theft Prevention Program
- PS 76: Children on Campus or in Classrooms

Sources (In Order of Appearance)

- Safety Committee
- ORM - LSU Eunice Campus Safety Minutes of February 25 2013
- Employee Post Incident Accident Analysis
- Visitor Client Accident Reporting Form
- Memorandum from the Chancellor
- LSU Eunice Safety Manual February 2013
- FARA Compliance Review
- FARA ORM Full Audit
- Fall 2012 Faculty Staff Workshop
- Second Quarterly Safety Tip
- LSU Eunice Emergency Management Plan February 2013
- Fire Drill Report
- Emergency Response Procedures
- Student Opinion Annual Surveys
- NO56
- Campus Security Shift Schedule
- Campus Police Officers Shift Report
- Work Order System
- Annual Survey of LSU Eunice Faculty & Staff
- MSDSs
- LSU Eunice Emergency Management Plan February 2013 (Page 19)
- LSU Eunice Safety Manual February 2013 (Page 16)
- Radiation Safety Manual
- Judy Daniels Resume
- Michael P Broussard - Resume Revised February 2013
- LSU Eunice Safety Manual February 2013 (Page 10)
- LSU Eunice Safety Manual February 2013 (Page 18)
- LSU Eunice Safety Manual February 2013 (Page 19)
- LSU Eunice Emergency Management Plan February 2013 (Page 23)
- Building Evacuation Map
- State Fire Marshal Building Inspection Report
- Kitchen Hood Inspection Report
- Quarterly Building Inspection - Sample
- DEQ Annual Monitoring & Maintenance Fee Payment
- Quarterly Inspection of the Campus Natural Gas Distribution System
- Emergency Generator Inspection Service Report
- Elevator Inspection Service Report
- Vehicle Driver Safety Awareness Program
- Preventing Sexual Harassment in the Workplace Training
- Bloodborne Pathogens Awareness Training Records
- Hate Crimes - On Campus
- NO30
- NO41
- NO42

- NO44
- NO49
- NO52
- NO66
- NO67
- No69
- No70
- No71
- No72
- NO75
- NO76

3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

LSU Eunice operates and maintains all of its physical facilities in a manner that appropriately supports the needs of its education programs, support services, and other mission-related activities. The University accomplishes this through diligence, efficiency, and innovation in the operation and maintenance of facilities. The LSU Eunice campus consists of a 196-acre tract of land that extends along Louisiana Highway 755 southwest of downtown Eunice. The campus' facilities are neatly organized and create an easily navigated and pedestrian-friendly community. Eight major structures situated on approximately 100 acres of land compose the core of the campus. In addition, the campus has a residence for the Chancellor, Baptist and Catholic student centers, a privatized student housing complex called Bengal Village, four outdoor tennis courts, intercollegiate baseball and softball fields and press boxes, a restroom/locker room facility, a greenhouse, a sand volleyball court, a maintenance building, and storage buildings. The structures on campus represent 432,055 square feet of space built over 46 years. These campus facilities are discussed in detail in the Catalog and Fact Book. An inventory of the major facilities is available through the Board of Regents' State Inventory System. A "walking tour" of the campus and facilities is available on LSU Eunice's website. A campus map is also available on the LSU Eunice website.

The operation and maintenance of facilities are coordinated through the Physical Plant Department. The Physical Plant utilizes a computerized work-order system and an in-house routine and preventive maintenance program. LSU Eunice maintains its equipment by scheduling repairs, part replacements, inspections, and cleaning. Also, LSU Eunice has annual maintenance service contracts and/or access to prompt assistance from authorized service companies. LSU Eunice has established and expanded an energy management plan for the campus through building modifications and remote metering programs. The University continues to implement various utility infrastructure upgrades and improvements to enhance energy efficiency and system reliability. The adequacy of the Physical Plant's operation and maintenance activities is confirmed by annual surveys of LSU Eunice faculty and staff. In 2012, using a Likert scale of 1-5, faculty rated their satisfaction with the adequacy of facilities and grounds at 4.81 and staff rated their satisfaction at 4.37.

A comprehensive master plan was developed in 2005 by a professional architectural/planning firm to address the future building needs of the University. The master plan is supplemented by five-year capital outlay plans. Annually, the capital outlay request is reviewed and updated. The latest Fiscal Year 2013-14 Capital Outlay Budget Request for major projects totals $24,513,800. In addition, the LSU Board of Supervisors and its staff have developed architectural standards that must be adhered to by design professionals working for LSU Eunice. LSU Eunice plans and works to maintain and improve its current facilities through in-house funds, state deferred maintenance funds, and state capital outlay funds. Despite recent fiscal challenges, the campus has accomplished numerous capital outlay and maintenance projects during the past several years (2005-present) as shown on the attached list of deferred maintenance, improvement, and construction projects. The determination of space needs and renovations is included in the annual Five-Year Capital Outlay Plan.

Educational programs on the LSU Eunice campus are housed in facilities that are adequate to serve the needs of students and faculty. LSU Eunice has classrooms which accommodate from 20 students to an auditorium-style classroom seating 206. In addition, a larger auditorium with 250 seats can be used as a classroom, if necessary. LSU Eunice has 44 regular classrooms and several small conference rooms which are utilized periodically for seminar-type classes. LSU Eunice has managed to accommodate all of the classes scheduled as seen in space utilization report. The campus has eleven computer laboratories, of which four are open to walk-in student use throughout the day. Instructional computer laboratories are available for student use when they are not being used for classes. LSU Eunice has two compressed video rooms with equipment for video conferencing capabilities. The University utilizes Moodle/myCourses to support the distance education needs of online classes. LSU Eunice has received video conferencing equipment for installation in two classroom auditoriums in the new Community Education Building.

The Health Technology Building, completed in 1997, contains excellent laboratory facilities for programs in nursing, respiratory care, radiologic technology, and diagnostic medical sonography. All of the programs have been accredited through a review process that included an evaluation of the physical facilities. Among the other specialized facilities are twelve science laboratories, two art studio classrooms, two distance learning rooms, a weight room, a gymnasium, and a natatorium. These facilities provide students with appropriate space and equipment for their educational programs. A detailed use of classroom and laboratory utilization in the fall of 2011 shows that space was adequate to meet the needs of the students. Average weekly classroom use for Fall 2011 was 17.3 hours per

classroom as shown in Table 3 compared to the norm of 30 hours per week; the average weekly use of class laboratories was 11.1 hours per laboratory as shown in Table 4 compared to the norm of 20 hours per week. The average weekly use per student station in classrooms was 9.0 per Table 5 with a norm of 18 hours per week, while the average weekly use per student station in laboratories was 5.8 per Table 6 with a norm of 16 hours per week. The assignable area by room use can be found in the 2012 Fact Book as taken from Table 9. Classrooms represent 11 percent of the total space in Fall 2011, while laboratories represent 18 percent. The following information from the Space Utilization reports documents the adequacy of space. As evidenced, LSU Eunice has considerable headroom for future growth.

	2007	2008	2009	2010	2011
Avg. Weekly Classroom Use	18.6	18.3	18.3	17.9	17.3
Avg. Weekly Laboratory Use	8.8	11.1	11.8	10.6	11.1
Avg. Weekly Student Station Use in Classrooms	8.9	9.1	9.1	9.7	9.0
Avg. Weekly Student Station Use in Laboratories	6.0	6.4	6.7	6.1	5.8

In addition, through a 2 + 2 agreement with LSU Eunice, the University of Louisiana Lafayette utilizes classroom space at LSU Eunice to teach the last two years of courses for a baccalaureate degree in elementary education. ULL's use of classroom space is not reflected in these reports. Faculty are housed in well-furnished individual offices. Multiple conference rooms are readily available for meetings. In addition, LSU Eunice recently constructed the Classroom Community Education Building which opened in Fall 2012. This facility added 10 classrooms and several laboratories which are not included in the space utilization reports detailed in this document.

While LSU Eunice does not operate and maintain off-campus physical facilities, LSU Eunice does offer classes and tutorial services at off-campus locations. Agreements and negotiations for the use of the facilities are coordinated by the Office of Continuing Education, and Continuing Education staff visit the sites regularly for site administration and oversight of services to students and staff. Classes are scheduled off-campus at LSU-Alexandria, where a full-time LSU Eunice Coordinator of Academic Programs maintains a full-time office, and the University Medical Center in Lafayette. These locations provide adequate facilities for LSU Eunice to use in the instruction of courses.

Facilities are also adequate for various support services. The LeDoux Library, which provides public access to all resources, has 37,410 square feet of physical space, including two reading rooms, a designated area housing a special collection of Louisiana focused materials, a computer laboratory with 30 workstations, individual study rooms and carrels throughout the building, and a large lobby which serves as the gateway to the library's extensive computer information resources environment. The Science Building houses a tutorial center, part of the Office of Academic Assistance. Various campus administrative offices for Academic Affairs, Student Affairs, Business Affairs, and Financial Aid all have adequate facilities. With the expansion of Information Technology services, a new IT suite has been designed in the new Classroom Community Education Building. The new IT suite contains a "Hot Isle" center server storage unit which includes internal battery backup for the whole system. The hot isle unit contains independent air conditioning and humidification. The suite also contains generator backup power in case of long-term power outage. The network infrastructure over the past several years has been upgraded to the following: replaced all token ring cables with Cat6 cable; LONI internet connection has a fiber connection capable of 100 megabit speed; the University purchased 44 megabits of bandwidth; upgraded all distribution switches from 100 megabyte to 1 gigabyte; the core server switches have 10 gigabits of bandwidth; on July 2012, Voice Over IP phone system was installed.

The expanded Acadian Center has provided additional space for other mission-related activities. A large conference room in the center can be subdivided into three smaller rooms, providing flexible space for campus and community meetings and events. A theatrical auditorium in the Health Technology Building is used for a performing arts series. In response to the needs of students and the community, LSU Eunice pursued and obtained privatized student housing. Bengal Village opened in Fall 2002 and accommodates 218 students.

Sources (In Order of Appearance)

- square feet of facilities
- LSU Eunice 2012 Fact Book (Page 22)
- Board of Regents State Inventory System
- LSU Eunice 2012 Fact Book (Page 65)
- work order system
- Equipment Management Program and Procedures
- elevator service

- 2012 Faculty Survey
- 2012 Staff Survey
- Master Plan
- Capital Outlay
- Capital Outlay and Maintenance Projects
- LSU Eunice 2011-2012 Facilities Inventory and Utilization Study
- LSU Eunice 2011-2012 Facilities Inventory and Utilization Study (Page 11)
- LSU Eunice 2011-2012 Facilities Inventory and Utilization Study (Page 16)
- LSU Eunice 2011-2012 Facilities Inventory and Utilization Study (Page 21)
- LSU Eunice 2011-2012 Facilities Inventory and Utilization Study (Page 26)
- LSU Eunice 2012 Fact Book
- LSU Eunice 2012 Fact Book (Page 66)
- Grice Employment Memo 12-13

3.12.1

Substantive change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See Commission policy "Substantive Change for Accredited Institutions.")*

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

LSU Eunice notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes. To ensure compliance with the Commission's substantive change policy, the University has established PS 84: Substantive Change and PS 86: Compliance with Commission Policies approved by Academic Council. The Commission's substantive change policy is also published in the Curriculum Development Manual. The internal policy identifies current changes that constitute a substantive change by SACSCOC and identifies responsibility for the timely notification of the Commission. The Commission's policy on substantive change is also included in the Curriculum Development Manual as an additional resource for the University community and is updated annually. The Vice Chancellor for Academic Affairs is responsible for the review and reporting of substantive changes. The Chancellor's Cabinet is responsible for approving any significant modification or expansion of the nature and scope of the University with the approval of the appropriate boards. As a member of the Cabinet, the Vice Chancellor for Academic Affairs apprises the Cabinet of the applicability of the substantive change policy to any change under consideration. The Vice Chancellor will also notify the Commission in a timely fashion of a substantive change, seek the Commission's approval before implementation if necessary, and submit a prospectus if required.

The University's SACS Liaison is expected to keep abreast of changes in SACSCOC policies and procedures and to communicate them to appropriate offices across the campus, especially changes in the substantive change policy. Additionally, the Liaison works with division heads and the Courses and Curricula Committee to ensure that proposed curricular actions are compliant with the substantive change policy. As part of the curriculum approval process, the Liaison must sign the cover page of the Courses and Curricula forms to confirm substantive change review and compliance. As an additional safeguard, the Vice Chancellor for Academic Affairs must recommend approval of curricular actions and will notify the Commission if applicable, seek the Commission's approval prior to implementation if necessary, and submit a prospectus if required.

Courses and Curricula Form A: Request for a New Course
Courses and Curricula Form B: Dropping or Changing a Course
Courses and Curricula Form C: Request for Adding, Changing, or Dropping a Curriculum

The following list of letters to SACSCOC from LSU Eunice and subsequent responses from the Commission of Colleges represents all substantive change actions since LSU Eunice's last reaffirmation of accreditation in 2004:

Associate of General Studies Degree at the Learning Center for Rapides Parish

1. April 23, 2007 letter of notification from Dr. William Nunez to Dr. Belle Wheelan to offer the Associate of General Studies Degree at the Learning Center for Rapides Parish
2. May 22, 2007 letter of acceptance from Dr. Belle Wheelan to Dr. William Nunez
3. April 21, 2008 letter from Dr. William Nunez with substantive change prospectus to Dr. Belle Wheelan
4. June 17, 2008 letter of approval from Dr. Belle Wheelan to Dr. William Nunez

Offer electronically 34% of the credits leading to the Associate of Science Degree in Criminal Justice

1. March 28, 2008 letter of notification from Dr. William Nunez to Dr. Belle Wheelan
2. September 30, 2008 letter from Dr. William Nunez to Dr. Belle Wheelan with substantive change prospectus and submission of prospectus to offer electronically 50% or more of the credits leading to the Associate of Science Degree in Criminal Justice
3. March 12, 2009 letter of approval from Dr. Belle Wheelan to Dr. William Nunez

Offer electronically 50% or more of the credits leading to the Associate of Applied Science Degree in Fire and Emergency Services, the Technical Diploma in Quality Environmental Health and Safety Leadership, and the certificate programs in arson investigation, fire science, and environmental health and safety technology.

1. December 14, 2009 letter of notification from Dr. William Nunez to Dr. Belle Wheelan
2. June 1, 2010 letter of acceptance from Dr. Belle Wheelan to Dr. William Nunez

Terminate the Associate Degree in Paralegal Studies.

1. October 28, 2011 letter of notification with teach-out plan from Dr. Stephen Guempel to Dr. Belle Wheelan
2. December 12, 2011 letter of acceptance from Dr. Belle Wheelan to Dr. Stephen Guempel

Offer electronically 31% of the credits leading to the Certificate of Applied Science in Diagnostic Medical Sonography at Fletcher Technical Community College.

1. October 31, 2011 letter of notification from Dr. William Nunez to Dr. Belle Wheelan
2. December 12, 2011 letter of acceptance from Dr. Belle Wheelan to Dr. William Nunez

Cease offering the Associate of General Studies Degree with a business concentration at the Learning Center for Rapides Parish.

1. December 5, 2011 letter of notification with teach-out plan from Dr. William Nunez to Dr. Belle Wheelan
2. **January 3, 2012** letter of acceptance from Dr. Belle Wheelan to Dr. William Nunez

Offer electronically 25% but less than 50% of credits leading to the Technical Diploma in Crime Scene Management and the Certificate of Technical Studies in Evidence Recovery Technology.

1. December 15, 2011 letter of notification from Dr. William Nunez to Dr. Belle Wheelan
2. March 5, 2012 letter of acceptance from Dr. Belle Wheelan to Dr. William Nunez

Sources (In Order of Appearance)

- NO84
- NO86
- 2-22-13 Academic Council Meeting Minutes
- Curriculum Development Manual Fall 2012 (Page 7)
- New C & C form A (Page 2)
- New C & C form B (Page 2)
- New C & C form C (Page 2)
- Letter of Notification from Dr. William Nunez to Dr. Belle Wheelan April 23, 2007
- Letter of Acceptance from Dr. Belle Wheelan to Dr. William Nunez May 22, 2007
- Letter from Dr. William Nunez with Substantive Change Prospectus to Dr. Belle Wheelan April 21, 2008
- Letter of Approval from Dr. Belle Wheelan to Dr. William Nunez June 17 2008
- Letter of Notification from Dr. William Nunez to Dr. Belle Wheelan March 28, 2008
- Letter from Dr. William Nunez to Dr. Belle Wheelan with Substantive Change Prospectus September 30
- Letter of Approval from Dr. Belle Wheelan to Dr. William Nunez March 12, 2009
- Letter of Notification from Dr. William Nunez to Dr. Belle Wheelan December 14, 2009
- Letter of Acceptance from Dr. Belle Wheelan to Dr. William Nunez June 1, 2010
- Letter of Notification from Dr. Stephen Guempel with Teach Out Plan to Dr. Belle Wheelan October 28 2011
- Letter of Acceptance from Dr. Belle Wheelan to Dr. Stephen Guempel December 12, 2011
- Letter of Notification from Dr. William Nunez to Dr. Belle Wheelan, October 31, 2011
- Letter of Acceptance from Dr. Belle Wheelan to Dr. William Nunez December 12 2011
- Letter of Notification with Teach Out Plan from Dr. William Nunez to Dr. Belle Wheelan December 5 2011
- Letter from Belle Wheelan January 3, 2012
- Letter of Notification from Dr. William Nunez to Dr. Belle Wheelan December 15 2011
- Letter of Acceptance from Dr. Belle Wheelan to Dr. William Nunez March 5, 2012
- Letter of Acceptance from Dr. Belle Wheelan to Dr. William Nunez January 3, 2012
- Letter of Approval from Dr. Belle Wheelan to Dr. William Nunez June 17 2008

3.13.1

Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The Commission on Colleges reaffirmed LSU Eunice at its 2004 Annual Meeting. The Commission had no recommendations nor took any negative actions against the University. In 2009, the University submitted to the Commission its Fifth Year Interim Report.   The Committee on Fifth-Year Interim Reports requested a Referral Report, addressing C.S. 3.3.1.1, F.R. 4.4, and F.R. 4.5. LSU Eunice sent the Referral Report to the Commission in August 2010. After review of the Referral Report, the Commission on Colleges requested a First Monitoring Report, addressing C.S. 3.3.1.1. The University submitted the report in August 2011. In a letter dated January 10, 2012, the Commission notified the University that no additional report was necessary.

Documentation of letters and correspondences:

1. January 6, 2005 letter to Chancellor Nunez from James Rogers reaffirming LSU Eunice's accreditation.
2. September 23, 2009 letter to Cheryl Cardell from Chancellor Nunez with the Fifth-Year Interim Report.
3. February 12, 2010 letter to Chancellor Nunez from Cheryl Cardell requesting referral reports on C.S. 3.3.1.1, F.R. 4.4, and F.R. 4.5.
4. August 12, 2010 letter to Cheryl Cardell from Stephen Guempel accompanying the Referral Reports on C.S. 3.3.1.1, F.R. 4.4, and F.R. 4.5.
5. January 7, 2011 letter to Chancellor Nunez from Belle Wheelan requesting a First Monitoring Report on C.S. 3.3.1.1.
6. August 30, 2011 letter to Cheryl Cardell from Chancellor Nunez submitting the First Monitoring Report.
7. January 10, 2012 letter to Chancellor Nunez from Belle Wheelan accepting the First Monitoring Report and requesting no additional reports.

Other Accrediting Agencies

Louisiana State University Eunice describes itself in identical terms to each Department of Education recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies. Additionally, since the University has had no negative actions taken by accrediting bodies nor had any change in accreditation status, it has not been necessary to notify other accrediting bodies of a change in its accreditation status.

In addition to the Southern Association of Colleges and Schools Commission on Colleges, the following programs currently hold accreditation from federally recognized agencies:

1. The National League for Nursing Accrediting Commission accredits the Associate of Science in Nursing Degree.
2. The Joint Review Committee on Education in Radiologic Technology accredits the Associate of Science Degree in Radiologic Technology.

Purpose

Nursing: The mission and philosophy of LSU Eunice are identical in the 2007 self-study and the current LSU Eunice Catalog. The nursing program's mission is contained on page 20 while the philosophy is described on page 21 of their 2007 self-study. The identical language for the mission and abbreviated language for the nursing program's philosophy are published in the current LSU Eunice Catalog. The entire philosophy that matches that 2007 self-study is contained in the nursing program's 2012-2013 Student Orientation Manual.

Radiologic Technology: The 2012 self-study exhibit 4 contains the June 2011 edition of the Clinical Handbook for Radiologic Technology Students Program. The mission and goals from the 2012 Clinical Handbook matches the mission that is published in the current LSU Eunice Catalog.

Governance

Nursing: Participation in governance is reported on pp. 27-30 of its 2007 self-study. An Organizational Chart and job description for the Division Head from its 2007 self-study is also included. The current Organization Chart indicates that the Division of Business and Technology and Division of Nursing and Allied Health were merged into the Division of Health Science and Business Technology beginning in fall 2009. The recommendation to merge and meetings with the faculty occurred during spring 2009, with the Board of Supervisors' approval occurring at the June 4, 2009 meeting. PS 3: Responsibilities and Concerns of University Personnel, details the current job description for all Division Heads. Participation in governance for LSU Eunice is published in C.R. 3.2.2.3 (Governing Board Control: Institutional Policy); C.S. 3.2.7 (Organizational structure); and C.S. 3.7.5 (Faculty role in governance).

Radiologic Technology: Participation in governance of the Radiologic Program is noted in several ways in the 2012 self-study - evaluation and planning is documented on page 81, curriculum changes are documented on page 81, and review of the mission statement is contained on page 83. The current organizational chart in the 2012 self-study shows the current arrangement with the Division of Health Sciences and Business Technology. In addition, PS 3: Responsibilities and Concerns of University Personnel details the current job description for all Division Heads. Participation in governance for LSU Eunice is published in C.R. 3.2.2.3 (Governing Board Control: Institutional Policy); C.S. 3.2.7 (Organizational structure); and C.S. 3.7.5 (Faculty role in governance).

Programs

Nursing: The prerequisites and the competitive selection process for the nursing program are detailed in the 2007 self-study beginning on page 58, with the actual curriculum beginning on page 98. Since the last accreditation visit by the National League for Nursing Accrediting Council in 2007, the Nursing program curriculum has undergone changes introduced in phases over the last five years due to various environmental factors to reflect a decrease in the regional demand for Licensed Practical Nurses; an increased regional demand for Registered Nurses; the decline in regional per capita income forcing already employed health care workers to seek further education, skill acquisition, and higher wages; and innovations in nursing education. The Nursing Program, however, still requires a total of 72 hours (neglecting any developmental education courses that might be needed) as demonstrated in both the 2007 self-study and the current LSU Eunice Catalog.

Radiologic Technology: The Radiologic Technology Program lists all science and general education courses on pages 50-51 and didactic and clinical courses on pages 52-53 of the self-study. The courses listed match those contained on the current LSU Eunice Catalog.

Degrees, Diplomas, and Certificates

Nursing: The program is listed as an Associate of Science in Nursing in the 2007 self-study and is listed as Associate of Science in Nursing in the current LSU Eunice Catalog at the bottom of the page. There are no certificates offered in the Nursing Program according to the current LSU Eunice Catalog.

Radiologic Technology: According to the 2012 self-study, "graduates of the program are awarded the Associate of Science Degree in Radiologic Technology" (p. 50). This is in agreement with the language in the current LSU Eunice Catalog. There are no certificates offered in Radiologic Technology Program.

Personnel

Nursing: Faculty information for the Nursing Program is contained on page 38 of its 2007 self-study. A roster of faculty appears on page 41 of the same document. A current roster of nursing faculty from the current LSU Eunice Catalog is here. The Interim Nursing Director emailed a rational for the hiring of a nurse with a Bachelor's Degree. Also provided was Section 3515, Item B 7. b. and 8. discussing the required credentials for faculty teaching in Nursing programs from the Louisiana State Board of Nursing.

Radiologic Technology: The faculty roster from the 2012 self-study, including those from the clinical sites, is contained in Exhibit 23. The Radiologic Technology Program also publishes the full-time faculty for the program on its website.

Finances

Nursing: LSU Eunice and Nursing Program financial resources are discussed beginning on page 120 of its 2007 self-study. It includes information about financial resources, salary comparisons with the SREB, endowed professorships, and faculty surveys. A discussion of current LSU Eunice financial resources is discussed in C.R. 2.11.1.

Radiologic Technology: The Division of Health Sciences and Business Technology and the Radiologic Technology financial resources are discussed on page 42 of the 2012 self-study. Carl Perkins, capital outlay, and instructional technology resources are also discussed. A discussion of current LSU Eunice financial resources is discussed in C.R. 2.11.1.

Constituencies (students, faculty, other divisions)

Nursing: Constituencies, specifically students and student policies, are detailed on pp. 55-63 of the 2007 self-study. The self-study refers to the LSU Eunice Catalog for general admissions policies and admissions policies to the nursing program. Information is also available in the student brochure which reflects the information in the LSU Eunice Catalog at the time the self-study was written. The information in the self-study related to the admissions process is reflective of the current admission process to LSU Eunice; however, the admissions process to the nursing program has been revised to reflect the changes discussed in "Programs" above. Students must adhere to the LSU Eunice Student Code of Conduct as well. Other policies specific to the nursing program are also spelled out for all students--many of these policies are covered in the Nursing Student Orientation Manual. The appeal process is also mentioned in self-study referring to the LSU Catalog.

Radiologic Technology: Requirements for admission to LSU Eunice and selective admission to the Radiologic Technology Program are contained on pages 15-16 of the 2012 self-study. The admissions policies are also stated on the program's website. Appeal procedures are contained on page 10 of the self-study.

Sources (In Order of Appearance)

- 1-6-05 letter to Dr Nunez
- 9-23-09 letter to Dr Cardell
- 2-12-10 letter to Dr. Nunez
- 8-12-10 to Dr Cardell
- 1-7-11 letter to Dr Nunez
- 8-30-11 letter to Dr Cardell
- 1-10-12 letter to Dr Nunez
- NLNAC Response for LSU Eunice Self-study 2007
- JRCERT Interim report 2009 for continuance of re-accreditation
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 20)
- LSU Eunice Catalog 2012-2013 (Page 8)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 21)
- LSU Eunice Catalog 2012-2013 (Page 57)
- Nursing Student Orientation Manual 2012-2013 (Page 7)
- RADT Mission and Goals from June 2012 Clinical Handbook
- LSU Eunice Catalog 2012-2013 (Page 66)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 27)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 194)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 195)
- LSU Eunice Organizational Chart
- Merger BT and Nursing
- Board meeting minutes from June 4, 2009
- NO03 (Page 6)
- RADT Self Study 2012 for JRCERT (Page 81)
- RADT Self Study 2012 for JRCERT (Page 83)
- RADT 2012 Self Study LSU Eunice Organizational Chart
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 58)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 98)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 15)
- LSU Eunice Catalog 2012-2013 (Page 60)
- RADT Self Study 2012 for JRCERT (Page 50)
- RADT Self Study 2012 for JRCERT (Page 52)
- LSU Eunice Catalog 2012-2013 (Page 69)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 7)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 38)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 41)

- nursing roster for 2012-13
- email from Nursing Interim Program Director
- Rules and Regulations LSBN
- RADT 2012 Self Study Faculty Roster
- RADT Faculty from Website
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 120)
- RADT Self Study 2012 for JRCERT (Page 42)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 55)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 59)
- Nursing Brochure
- LSU Eunice Catalog 2012-2013 (Page 19)
- LSU Eunice Catalog 2012-2013 (Page 58)
- Nursing Student Orientation Manual 2012-2013 (Page 19)
- LSU Eunice Associate Degree Nursing Program Self Study 2007 (Page 56)
- LSU Eunice Catalog 2012-2013 (Page 46)
- RADT Self Study 2012 for JRCERT (Page 15)
- RADT Self Study 2012 for JRCERT (Page 10)
- RADT 2012 Self Study LSU Eunice Organizational Chart

3.13.2

Agreements Involving Joint and Dual Academic Awards: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment
☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☑ Not Applicable

Narrative
LSU Eunice has not entered into any collaborative agreements as defined by the Commission on Colleges' policy on "Agreements Involving Joint and Dual Academic Awards". Accordingly, this compliance standard is not applicable to the University.

3.13.3

Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
LSU Eunice is committed to responding to complaints in a fair, timely, and professional manner. Procedures are in place to guide the University response to complaints, appeals, and other serious concerns. Procedures for submitting complaints/appeals are available in the Student Handbook on the University website, PS 8: Appeal Procedures Available to Students, and PS 30: Sexual Harassment Policy, and Discrimination. During new student orientation, students are also given a handout which directs them to the link to access that information in the handbook.

All formal complaints must be submitted in writing. Once received, complaints are recorded in either the Student Conduct/General Complaints log, Financial Aid Appeals log, or Parking/Traffic Appeals log. Complaints may be handled informally or formally, depending on the circumstances and facts involved. Appeals submitted which are related to financial aid or parking are always handled formally and go directly to the appropriate committee for action.

Generally, student complaints come to the Office of Student Affairs and Enrollment Services, but those related to specific areas of concern may be referred to the Academic Affairs area which handles complaints involving grades, admission status, academic action, transcripts, advising, academic support services, academic programs, and graduation requirements, or to the Business Affairs area which responds to complaints related to tuition and fee collections, bookstore, cafeteria, and campus facilities and grounds. Student Affairs and Enrollment Services handles complaints and appeals related to student conduct, financial aid, student employment, and parking/traffic and acts as the primary referral source for the broad variety of complaints. Decisions made by the Vice Chancellor in each area that are deemed unsatisfactory by the complainant are forwarded to the appropriate appeals committee for review and resolution. Ultimately, the Chancellor of the University has the authority to make a final ruling on any complaint if necessary.

The flowchart describes the process used to respond to complaints and appeals. Below is a listing and example of the types of appeals submitted:

- Academic Appeals - records kept in the Registrar's/Records office
- Grade Appeals - records kept in the Registrar's/Records office
- Financial Aid Appeals - records kept in the Student Affairs & Enrollment Services office
- Parking/Traffic Appeals - records kept in the Student Affairs & Enrollment Services office
- Crime Conviction Appeals - records kept in the Registrar's/Records office
- Student Conduct Appeals (no appeals of administrative action related to violations of the Code of Student Conduct have been requested or received between 2004-2012)

Student complaints involving claims of discrimination based on race, creed, national origin, sex, age, handicap, veteran's status, and sexual harassment are filed with and investigated by the Affirmative Action/Equal Opportunity officer. Additionally, the University has a published policy on sexual harassment, PS 30: Sexual Harassment Policy, which defines sexual harassment and delineates procedures for investigation and resolution by the AA/EEO officer and/or the AA/EEO appeals committee. An example of an informal inquiry is here. There have been no formal AA/EEO complaints filed over the course of the last five years.

Procedures for filing a complaint against the University or the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are available on the SACSCOC website. **To date, no such complaints have been received.**

If a student is required to provide direct testimony to an administrator or appeals committee, accommodations are made to allow distance students to provide testimony via tele-conference or video-conference.

Sources (In Order of Appearance)

- 2011-2012 Student Handbook (Page 27)
- NO08
- NO30
- Orientation Good Advice (2012)
- 2011-2012 Discipline and Other Appeals
- 2011-2012 Financial Aid Appeals
- 2011-2012 Traffic Ticket Appeals
- Academic Complaint
- Business Office Complaint
- Student Affairs Complaint
- Flowchart of the Student Complaint Process
- Academic Appeal
- Grade Appeal
- Financial Aid Appeal
- Traffic Appeal
- Conviction of Crime Appeal
- AAEEO Complaint
- SACSCOC Complaints
- 2012 AA EEO Manual

3.13.4.a

Reaffirmation of Accreditation and Subsequent Reports
Applicable Policy Statements
a. An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
In Fall 2008, LSU Eunice began its first entirely online program of study through the Center for Adult Learning in Louisiana (CALL): the Associate of Science in Criminal Justice. In Fall 2010, LSU Eunice added the Associate of Applied Science in Fire and Emergency Services to CALL. Previously, both of these academic programs were offered in the traditional face-to-face format with some individual courses being offered online. Thus, the online programs added a new delivery method to already existing programs.

Prior and subsequent to the rollout of these two programs, LSU Eunice has offered individual courses delivered through distance education technologies which comprised the following:

- One hundred percent online courses,
- Fifty percent hybrid online and face-to-face courses,
- Seventy-five percent hybrid online and face-to-face courses, and
- Courses delivered site-to-site using videoconferencing technology.

The University's distance courses are reflected in the institution's mission. The University does not distinguish between students in face-to-face programs and courses and students in distance education programs and courses because the University considers all students to be equal stake-holders in, and beneficiaries of, the mission and goals of the University. LSU Eunice seeks to ensure the rigor and quality of all programs and courses it offers, regardless of mode of delivery. According to LSU Eunice's mission statement,

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

Distance learning fits the overall mission of the University because LSU Eunice's online programs and distance education courses have expanded the number of "All who can benefit from its resources" by offering distance education programs and courses to those who would otherwise be unable to benefit from LSU Eunice's resources and educational opportunities by the constraints of time and space and would thus not have "the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice." The University's distance learning programs are integral to the overall plan of LSU Eunice. Goal I of Louisiana State University at Eunice Strategic Plan (FY 2011-2012 through FY 2015-2016) is to "Increase Opportunities for Student Access and Success." To that end, Strategy I.1.2 seeks to "Promote electronic (distance) learning activities in each region of the state."

LSU Eunice's distance education programs and courses are integrated into the University's other academic programs. As a result of this integration, LSU Eunice includes a review of its distance learning programs throughout the Compliance Certification Report. In the Compliance Report, please see the pertinent Core Requirements, Comprehensive Standards, and Federal Regulations listed below.

Core Requirements

2.1	Degree-granting Authority
2.2	Governing Board
2.3	Chief Executive Officer
2.4	Institutional Mission

Comprehensive Standards

Federal Requirements

Additionally, LSU Eunice has drafted **Louisiana State University** Distance Learning Course and Program Guidelines that will become effective as policy pending approval of the Academic Council and subsequent campus review.

Sources (In Order of Appearance)

- CALL Main Page
- CALL CJ Page
- CALL FES Page
- LSU Eunice Strategic Plan 2011-2016 (Page 4)
- LSUE Distance Learning Course and Program Guidelines

3.13.4.b

Reaffirmation of Accreditation and Subsequent Reports
Applicable Policy Statements
b. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment
☒ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative
Louisiana State University Eunice is a member of the Louisiana State University System. The LSU System includes nine academic institutions located throughout the state. Louisiana State University and Agricultural and Mechanical College is the flagship research one public institution located in Baton Rouge, Louisiana. LSU Shreveport is primarily a four-year undergraduate degree-granting campus which offers graduate study in selected fields. LSU Alexandria is a four-year campus offering baccalaureate degrees, and LSU Eunice is a two-year campus offering associate degrees. The LSU Health Sciences Centers in New Orleans and Shreveport include Schools of Medicine, Dentistry, Nursing, and Allied Health Professions, as well as a graduate school. The LSU Paul M. Hebert Law Center is located in Baton Rouge. The Pennington Biomedical Research Center, also located in Baton Rouge, focuses on research and education in nutrition and preventive medicine.

The LSU Agricultural Center is an autonomous element of the LSU System with administrative offices located in Baton Rouge. The Center includes the Agricultural Experiment Station and the Cooperative Extension Service, as well as their statewide offices and research stations.

The Board of Supervisors of Louisiana State University and Agricultural and Mechanical College was established by Article VIII, Section 7 of the Louisiana Constitution. Board membership was amended on November 6, 2012, when voters approved Amendment Seven relating to H.B. 524 Section 7. Board membership remained at sixteen; however, the Board is now made up of two members from each of the Congressional Districts for a total of twelve and three members at large appointed by the Governor with the approval of the Senate making up fifteen members. Those members serve six-year terms, which are staggered. In addition, Article VIII, Section 8 (B) provides for a student member selected to serve a one-year term. The Chairman of the Board is the Supervisor who is the duly elected Chairman. The Board is guided by the Bylaws and Regulations of the Board of Supervisors for Louisiana State University and Agricultural and Mechanical College. The Board is the governing body of the LSU System, empowered with the authority and responsibility to "supervise and manage the institutions, statewide agricultural programs, and other programs administered through its system."

The published mission of the LSU System is as follows:

> The Louisiana State University System has the mission of creating an environment of learning and exploration which will provide the people of Louisiana with the opportunities and benefits of a full-scale university endowed with special responsibilities of a land grant institution to effect improvement in the quality of life of the people in the state. This mission involves development of the highest levels of intellectual and professional endeavor in programs of instruction, research, and service. The System, therefore, serves the people as an instrument for discovery as well as transmission of knowledge. Each campus has a unique but complementary role in the overall mission of the System. The principle of geographic as well as academic differentiation allows the campuses to extend basic as well as unique programs to citizens throughout the state.

The President of the System is the executive head of the System in all its divisions and campuses and serves as Secretary to the Board. The President is responsible to the Board for the conduct of the System in all of its affairs and executes and enforces all of the decisions, orders, rules, and regulations of the Board with respect to the conduct of the System. Presidential Memoranda are the official policy statements of the System and are issued by the President.

Each campus or major administrative subdivision of the System has a Chancellor who is appointed by the board upon the recommendation by the President. The Chancellor is the administrative head of the campus and exercises complete executive authority of the campus subject to the direction and control of the President and the Board.

Sources *(In Order of Appearance)*

- LSU System Organizational Chart
- R. S. 17:3202
- State Constitution of 1974 Article VIII Section 7
- H.B. 524 Section 7
- State Constitution of 1974 Article VIII Section 8
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 5)
- LSU Board of Supervisors Bylaws & Regulations 2008
- R. S. 17:3301
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 2)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 10)
- LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
- R. S. 17:3351

3.13.5.a

Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.

a. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

LSU Eunice does not have branch campuses as defined by the SACSCOC policy.

Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.

b. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. *No response required by the institution.*

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☑ Not Applicable

Narrative

LSU Eunice does not have any branch campuses as defined by the Commission on Colleges' policy on "Separate Accreditation for Units of a Member Institution." Accordingly, this compliance standard is not applicable to the University.

3.14.1

Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.
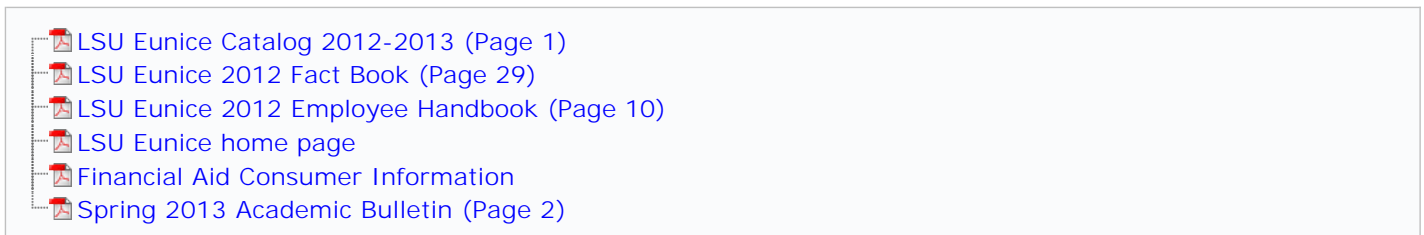
Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

LSU Eunice represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in the LSU Eunice Catalog 2012-2013, the LSU Eunice 2012 Fact Book, the Employee Handbook, the LSU Eunice website (bottom of page), the Financial Aid website, and the Academic Bulletin in accordance with Commission requirements and federal policy.

Sources (In Order of Appearance)

- LSU Eunice Catalog 2012-2013 (Page 1)
- LSU Eunice 2012 Fact Book (Page 29)
- LSU Eunice 2012 Employee Handbook (Page 10)
- LSU Eunice home page
- Financial Aid Consumer Information
- Spring 2013 Academic Bulletin (Page 2)