

2.1

Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.




Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Louisiana State University Eunice has degree-granting authority from the [Louisiana Constitution](#) and by Louisiana statute. Article VIII §7 of the Louisiana Constitution established the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College with authority to supervise and manage the institutions, statewide agricultural programs, and other programs administered through its system. [R. S. 17:3351](#) (p. 3) defines the specific authority of the Board of Supervisors to "award certificates, confer degrees and issue diplomas." [R. S. 17:1521](#) authorized the LSU Board of Supervisors to establish Louisiana State University Eunice. Acting under the authority of this statute, the Board of Supervisors set in motion the chain of events leading to the establishment of a two-year commuter college at Eunice with groundbreaking ceremonies in May 1966.

Sources (In Order of Appearance)

 Article VIII, 7 Louisiana Constitution
 Revised Statute 17: 3351
 Revised Statute 17: 1521

2.2

Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

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 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 Board's Bylaws and Regulations. The State Constitution in [Article VIII Section 5](#) identifies the Board of Regents as having planning, coordinating, and budgetary responsibilities for higher education in Louisiana including final approval of new degree programs, elimination of existing programs, establishment of statewide core curricular requirements, and other policy-making responsibilities. The Board of Regents does not, however, have the responsibility for managing the individual systems according to the State Constitution [Article VIII Section 5-E](#).

Board Membership

The State Constitution of 1974 [Article VIII section 7-B](#) provided for the [membership](#) of the LSU Board of Supervisors prior to November 6, 2012, when voters approved Amendment Seven relating to [H.B. 524 Section 7](#). Board membership now comprises two members from each of the Congressional Districts for a total of 12, and three members at large appointed by the Governor with the approval of the Senate, for a total of 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. In accordance with the Bylaws and Regulations Part 1, [Article III section 1](#), the Chairman of the Board is elected in the third quarter of each year and immediately becomes the Chairman-Elect. The Chairman-Elect automatically becomes the Chairman and serves a maximum of one year. At the end of the year, the Chairman becomes the Immediate Past Chairman. [Article III section 1](#) also dictates the procedure in case the Chairman is absent or the position is vacant.

Per the State Constitution of 1974 [Article VIII section 8-C](#), Board members serve without pay. However, they may receive a per diem and reimbursement for expenses as provided by law. Responsibilities of Board members are outlined in their Bylaws and Regulations. Part 1, [Article VII section 2-d-5](#) of the Bylaws states that the President of the LSU System, subject to the direction and control of the Board, prepares and presents a consolidated budget for the LSU System and serves as the System's chief financial officer. [Article VII section 2-d-1](#) also establishes the Board's direction and control of the mission of each institution in the system, while [Article VII section 2-d-3](#) establishes direction and control of educational policies.

Responsibility for Policy

The Board's responsibility is for policy, fiscal viability, and overall control of the LSU System as demonstrated in Part 1, [Article VII section 8 part D](#), which defines "Significant Board Matters Requiring Approval by the Board." These are defined as significant fiscal, educational, or policy matters impacting the LSU System or any of its campuses or divisions. They 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 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 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 the general policy relating to internal budget controls, including adjusting the budget as necessary, transferring between categories, increasing or decreasing general funds, and adjusting all restricted funds. Section 5-3 defines 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 the Board of Supervisors Bylaws and Regulations 2008 Part 1, [Article VII section 8 part G](#), noting that the Board must not only approve the funding, but also the project itself through capital outlay prioritization process.

The daily operations of the LSU System are entrusted to the President. The Bylaws and Regulations, 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. ([Article VII section 4-b](#))

Committee Structure and Meetings

Standing committees of the Board of Supervisors are defined in the Bylaws and Regulations in Part 1, [Article V section 1](#) and [6-17](#). In addition to defining the committees, the Bylaws also defines that the Chairman of the Board selects the committee, Chair of the committee, and Vice Chair in Part 1, [section 2](#) of the Bylaws. The length of the term is also defined in section 2, while the majority of the members of any committee establishing a quorum is defined in Part 1, [section 4](#). Special committees including ad hoc committees are defined in Part 1, [section 18](#).

in Part 1, [Article II section 1](#), The Bylaws and Regulations establishes that that six meetings are held per year with at least one occurring per quarter. In [section 2](#), special meetings are addressed, indicating that the Chairman may call a meeting at any time. Further, the Secretary (the System President or Acting President according to Part 1, [Article 1-D](#)), upon the written request of at least nine members, may call a special meeting provided at least three calendar days notice are given. Ten members of the board eligible to vote constitutes a quorum for the transaction of official business according to [Article II section 4](#).

Control of the Board and Contractual, Employment, or Financial Interest

The Board of Supervisors is not controlled by a minority of board members or by organizations or interests separate from it. According to the Bylaws in Part 1, [Article IV section 4](#), "All official actions of the Board shall require the favorable vote of a majority of the Board members present and voting, and, in any event the favorable vote of at least seven (7) members. Proxy voting is prohibited."

Neither the presiding officer nor the majority of other voting members of the LSU Board of Supervisors have contractual, employment, or personal or familial financial interest in the institution. Item I [section B \(1\)](#) of the Louisiana Code of Governmental Ethics states that all "appointed members of boards and commissions" are affected by its policy to "ensure that public office and employment are not used for private gain" (Item I section A). Ethics training is mandated by [R.S. 42:1170](#). From Section III, the following items are prohibited:

[Item B](#). "Receipt of a thing of economic value for the performance of a service substantially related to public duties or which draws on non-public information." "Thing of economic value" is also prohibited by Section A (1) of [R.S. 42:1111](#) while "economic interest" is prohibited by Section E (1) of [R.S. 42:1111](#).

[Item C \(1\)](#). "Receipt of a thing of economic value by a public servant for services rendered to or for persons who have or are seeking to obtain a contractual or other business or financial relationship with the public servant's agency."

[Item F](#). "Receipt of a thing of economic value for assisting someone with a transaction with the agency of the public servant."

[Item G \(1\) and \(2\)](#). Participation by a public servant in a transaction involving the governmental entity in which the public servant or any member of his immediate family have a substantial economic interest. Business transactions are prohibited by Sections A and B of [R.S. 42:1113](#).

Board members must recuse themselves and not participate in the debate or discussion of any matter to avoid a violation of this provision.

[Item H](#). "Bidding on, entering into, or being in any way interested in any contract, subcontract or other transaction under the supervision or jurisdiction of the public servant's agency." Entering into contracts is also prohibited under Section A of [R.S. 42:1113](#).

[Item K \(1\) and \(3\)](#). "Members of the immediate family of an agency head may not be employed in the agency." Nepotism is defined in item 13 of [R.S. 42:1102](#) and prohibited under item A of [R.S. 42:1119](#). Further, nepotism is prohibited by the LSU Board of Supervisors Bylaws and Regulations 2008 in Part II, [Chapter 2 section 2-13](#).

[Item L \(2\)](#). "During the two year period following the termination of public service as a board or commission member, these individuals may not contract with, be employed in any capacity by, or be appointed to any position by that board or commission."

In addition, the Louisiana Code of Governmental Ethics in section VI [item C](#) states that "members and designees of

boards and commissions which have the authority to expend, disburse or invest \$10,000 or more in funds in a fiscal year" must file a Financial Disclosure Statement to the Board of Ethics according to Section A-1 of R.S. 42:1124.2.1; disclose employment; disclose income from state, political subdivisions and/or gaming interests; disclose other positions within business and non-profits; and disclose any contributions over \$1,000 made within one year of appointment to the Board of Ethics. The President must also file a financial disclosure according to Section A-5 of R.S. 42:1124. In addition, both the President and members of the Board must disclose if they have contributed more than \$1,000 to the campaign of the person who appointed them according to R.S. 42:1124.6. Penalties for not complying with state policy are discussed in section V. Finally, under the Open Meetings law, the Board must advertise upcoming meetings and hold those meetings in a public forum according to R.S. 42:12 and R.S. 42:14, and no votes can be conducted in executive session according to R.S. 42:16.

















Additional Evidence

1. [Flow chart](#) indicating that LSU Eunice is an academic institution within the Louisiana State University System and showing the relationship of the governing board administration to the institution.
2. Evidence of Board action related to contracts on [March 5, 2009](#).
3. Evidence of Board action related to personnel matters [August 28, 2008](#).
4. Evidence of Board action related to academic programs [March 6, 2008](#).
5. Evidence of Board action related to capital outlay on [October 21, 2011](#).
6. Evidence of Board action on the LSU System Budget in order to maintain fiscal stability:
 - o [August 27, 2009 meeting minutes for FY 2009-2010 Budget](#)
 - o [August 27, 2010 meeting minutes for FY 2010-2011 Budget](#)
 - o [August 26, 2011 meeting minutes for FY 2011-2012 Budget](#)
 - o [September 7, 2012 meeting minutes for FY 2012-2013 Budget](#)
7. Evidence of Quarterly Reports:
 - o [FY 2009-2010](#)
 - o [FY 2010-2011](#)
 - o [FY 2011-2012](#)
 - o [FY 2012-2013](#)

Most recent disclosure reports from 2010-2011 Executive Committee:

1. [Garret Danos 2011 disclosure report \(Chairman of the Board\)](#)
2. [Robert Yarborough 2011 disclosure report \(Chairman Elect\)](#)
3. [James Moore Jr. 2011 disclosure report \(Past Chairman\)](#)
4. [Ronald Anderson 2011 disclosure report \(member of the Executive Committee\)](#)
5. [R. Blake Chatelain 2011 disclosure report \(member of the Executive Committee\)](#)
6. [John George 2011 disclosure report \(member of the Executive Committee\)](#)
7. [Stanley Jacobs Jr. 2011 disclosure report \(member of the Executive Committee\)](#)
8. [Raymond Lasseigne 2011 disclosure report \(member of the Executive Committee\)](#)
9. [J. Stephen Perry 2011 disclosure report \(member of the Executive Committee\)](#)
10. President [John Lombardi 2011 disclosure report \(President until the spring 2012\)](#)
11. Interim President [William Jenkins 2011 disclosure report \(replaced John Lombardi\)](#)

Sources (In Order of Appearance)

	Establishment of LSU Eunice R.S. 17:1521
	State Constitution of 1974 Article VIII Section 7
	LSU Board of Supervisors Bylaws & Regulations 2008 (Page 4)
	Article VIII Section 5 Board of Regents
	Article 8 Section 5-E Board of Regents
	Louisiana State University Eunice Board of Supervisors
	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 (Page 10)
	LSU Board of Supervisors Bylaws & Regulations 2008 (Page 14)
	LSU Board of Supervisors Bylaws & Regulations 2008 (Page 39)
	LSU Board of Supervisors Bylaws & Regulations 2008 (Page 17)
	LSU Board of Supervisors Bylaws & Regulations 2008 (Page 11)
	LSU Board of Supervisors Bylaws & Regulations 2008 (Page 7)
	LSU Board of Supervisors Bylaws & Regulations 2008 (Page 8)

-  [LSU Board of Supervisors Bylaws & Regulations 2008 \(Page 9\)](#)
-  [Louisiana Code of Governmental Ethics \(outline\) \(Page 1\)](#)
-  [R.S. 42:1170](#)
-  [Louisiana Code of Governmental Ethics \(outline\) \(Page 3\)](#)
-  [R.S. 42:1111](#)
-  [Louisiana Code of Governmental Ethics \(outline\) \(Page 4\)](#)
-  [R.S. 42:1113](#)
-  [Louisiana Code of Governmental Ethics \(outline\) \(Page 5\)](#)
-  [R.S. 42:1102](#)
-  [R.S. 42:1119](#)
-  [LSU Board of Supervisors Bylaws & Regulations 2008 \(Page 33\)](#)
-  [Louisiana Code of Governmental Ethics \(outline\) \(Page 6\)](#)
-  [Louisiana Code of Governmental Ethics \(outline\) \(Page 8\)](#)
-  [R.S. 42:1124.2.1](#)
-  [R.S. 42:1124](#)
-  [R.S. 42:1124.6](#)
-  [Louisiana Code of Governmental Ethics \(outline\) \(Page 7\)](#)
-  [R.S. 42:12](#)
-  [R.S. 42:14](#)
-  [R.S. 42:16](#)
-  [LSU System Organizational Chart](#)
-  [Example of Board Action related to Contract Matters](#)
-  [Example of Board Action related to Personnel](#)
-  [Example of Board Action related to Academic Programs](#)
-  [Example of Board Action related to Capital Outlay](#)
-  [EX 8-27-2009 BOS Meeting Minutes Fiscal Stability](#)
-  [Budget FY 2009-2010](#)
-  [EX 8-27-2010 BOS Meeting Minutes Fiscal Stability](#)
-  [Budget FY 2010-2011](#)
-  [EX 8-26-2011 BOS Meeting Minutes Fiscal Stability](#)
-  [Budget FY 2011-2012](#)
-  [EX 9-07-2012 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 \(Quarters 1 and 2\)](#)
-  [Garret Danos Chair 2011](#)
-  [Robert Yarborough chair elect 2011](#)
-  [James Moore Past Chairman 2011](#)
-  [Ronald Anderson executive committee 2011](#)
-  [R Blake Chatelain executive committee 2011](#)
-  [John George Executive Committee 2011](#)
-  [Stanley Jacobs Executive Committee 2011](#)
-  [Raymond Lasseigne Disclosure Report 2011](#)
-  [J Stephen Perry Disclosure Report 2011](#)
-  [President Lombardi's 2011 Ethics Disclosure Form](#)
-  [William Jenkins Disclosure Report for 2011](#)

2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The authority of the Board of Supervisors to employ personnel is specified Part B of [R.S. 17:3301](#) and is outlined through the Bylaws and Regulations of the LSU Board of Supervisors in Part I, [Article VII](#). As identified in Section 2, "[t]he President shall be the executive head of the System in all its divisions and campuses, and shall serve as Secretary to the Board." Additionally, Part I, [Article VII, Section 4a](#) states that

There shall be a Chancellor for each campus or major administrative subdivision of the System 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.

William J. Nunez III, Ph.D., is the Chancellor of LSU Eunice ([Minutes of LSU Board of Supervisors Meeting, June 1996](#)). Specific responsibilities and prerogatives of the Chancellor are published in [PS 3: Responsibilities and Concerns of University Personnel](#).

The interim chief executive officer of the LSU System is Dr. William Jenkins, Ph.D.

Sources (In Order of Appearance)

-  [R.S. 17:3301](#)
-  [LSU Board of Supervisors Bylaws & Regulations 2008 \(Page 10\)](#)
-  [LSU Board of Supervisors Bylaws & Regulations 2008 \(Page 11\)](#)
-  [LSU Board Minutes, June 7, 1996](#)
-  [NO03 \(Page 2\)](#)

2.4

Institutional Mission

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

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The purpose of Louisiana State University Eunice is to serve the needs of its constituency in keeping with the mission of the [Louisiana State University System](#). Specifically, LSU Eunice seeks to provide programs and services normally associated with a comprehensive two-year college. Accordingly, the role, scope, and mission statement for LSU Eunice, [approved](#) by the LSU Board of Supervisors (2012) follows:

Mission of Louisiana State University Eunice

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.

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



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





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

The mission is both appropriate and comprehensive for a two-year institution of higher education addressing the commitment for academic excellence in its education programs, including certificates, associate degrees, and transfer degrees, regardless of delivery method. Public service activities are also undertaken to meet the needs of the service area and to raise the level of education and improve the quality of life for area citizens.

Its mission statement is published in the [2012-2013 University Catalog](#), the Strategic Plan ([FY2011-2012 through FY 2015-2016](#)), and the [2012 Fact Book](#), all of which are available on the University's Web page. A detailed explanation of the development, review, and approval of LSU Eunice's mission statement is included in Core Requirement 2.5.

Sources (In Order of Appearance)

-  [Mission Statement from the LSU General Catalog 2012-2013](#)
-  [Board of Supervisors Approval of Mission](#)

-  [LSU Eunice Catalog 2012-2013 \(Page 8\)](#)
-  [LSU Eunice Strategic Plan 2011-2016 \(Page 1\)](#)
-  [LSU Eunice 2012 Fact Book \(Page 5\)](#)
-  [LSU System Strategic Plan 2012-2016 \(Page 1\)](#)

2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

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, in turn, 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 LSU Eunice to engage in a wide range of ongoing assessments of its effectiveness and, guided by the assessment results, develop and implement plans for continued improvements in accomplishing its mission. The systematic planning and evaluation also integrates resource planning, program evaluation, performance monitoring, and planning with the budgetary process to enhance institutional quality. Success in implementing the goals and objectives is then measured by effectiveness indicators that are used in revising and developing plans for the next year. 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. The template for this standard is [here](#).

Annual Planning and Evaluation Cycle

Each year, the Chancellor, the vice chancellors, program directors, and other unit heads are responsible for developing, assessing, and reviewing goals and objectives for each unit relating to the University's mission and strategic plan. Planning forms are used to define annual goals and objectives for each planning unit; identify links with the mission, strategic plan, and other planning goals; list expected outcomes (including student learning outcomes where appropriate); describe assessment procedures; and indicate budget requirements. 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 and revised as necessary in October and November. Using the planning forms, the 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 is ongoing throughout the year, individual units conduct annual performance reviews in June and July. Using the Outcomes Assessment Form, 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 in the Office of Information Technology compiles the reports into the Annual Summary Report on Institutional Effectiveness.

Institution Effectively Accomplishing its Mission

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 and evaluation paperwork as well as the institution's mission and goals. The Executive Planning Committee then conducts a final review, including a review of the mission statement, in preparation for the next planning cycle. The entire process involves all constituencies at LSU Eunice.

Improvements in Planning and Evaluation

The Planning and Evaluation Model provides for input and participation by directly involving campus units in all aspects of the cycle. The system provides valuable data and includes the proper mechanisms to insure that the assessment loop is closed. The process adds budget requests to the planning forms to provide the Budget Review

Committee with better planning information. Additionally, the model also includes the publication of the annual summary report on effectiveness so that the campus at large can follow the progress and see where future efforts should be concentrated.

Note: In June 2012, LSU Eunice replaced its self-designed evaluation system with the Compliance Assist Planning Module to further enhance institutional effectiveness. The [assessment forms](#) for Compliance Assist were designed to appear similar to the previous system.

Evidence

The following is offered as evidence that the Planning and Evaluation Model is implemented on an annual basis. Additional information, including student learning outcomes, is contained in the documentation for Comprehensive Standard 3.3.1.1.

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

1. 2009-2010 [summary](#) document sent to the Chancellor's Cabinet; Administrative Council Meeting minutes from [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 from [July 26, 2012](#); Executive Team's review [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 [December 5, 2012](#) (highlighted)

Institutional Effectiveness Documents.

1. [2009-2010](#) Planning Year (124 pages)
2. [2010-2011](#) Planning Year (150 pages)
3. [2011-2012](#) Planning Year (420 pages)

















Samples of the linkage between planning and budgeting, along with [budget preparation instructions](#).

1. Developmental Education tutoring: developmental education [planning](#), [budget request](#), and [Budget Review Committee Minutes](#)
2. Developmental Education ASSET testing: Division of Science [planning](#), developmental education [planning](#), [budget request](#), and Budget Review Committee Minutes
3. Respiratory Care: continued [planning from 2010-2011](#), request for funding for site visit, and Budget Review Committee Minutes from [April 11, 2011](#)
4. Library LOUIS membership funding: [planning](#), [budget request](#), and Budget Review Committee Minutes [April 11, 2011](#), and [April 26, 2012](#)
5. Budget preparation request letter from [March 19, 2012](#)

Sources (In Order of Appearance)



	Planning and Evaluation Model
	2-5 template for IE
	EX Planning-Assessment-Forms
	Planning and Evaluation Cycle
	LSU Eunice Strategic Plan 2011-2016
	EX CA Planning
	2009-2010 IE summaries
	Administrative Council Institutional Effectiveness Meeting 6 27 12
	Chancellor's cabinet meeting July 11, 2012
	2010-2011 IE Summaries
	Administrative Council Institutional Effectiveness Meeting 7 26 12
	Chancellor's Cabinet Minutes August 22, 2012
	2011-2012 IE Summaries
	Administrative Council Institutional Effectiveness Meeting 11-27-12
	Chancellor's Cabinet Meeting December 5, 2012
	LSU Eunice 2009-2010 IE Documents
	LSU Eunice 2010-2011 IE Documents

-  LSU Eunice 2011-2012 IE Documents
-  EX Requested Budget Memo
-  deved 0506 planning pp 3-4
-  dev ed 06-07 budget request
-  Budget Review Committee Minutes April 27 2006
-  ASSET Science planning 0607
-  ASSET p 2 only deved 0607 planning
-  asset budget request 07-08
-  RC continued planning 10-11
-  RC request for site visit funds
-  Louis Planning
-  LOUIS membership 2011
-  LOUIS Budget Review Committee Minutes--April 11 2011
-  LOUIS Budget Review Committee Minutes--April 26 2012
-  ASSET BRC minutes 042007
-  deved 0607 planning

2.6

Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable





Narrative

LSU Eunice has operated continuously since 1967 ([Enrollment Summary 1967](#)). Enrollment summaries from spring 1968 through spring 2004 are stored in paper form in the Office of Academic Affairs. Enrollment trends since the last reaffirmation of accreditation in 2004 are contained in an attached file ([Enrollment Records 2004-Present](#)).

In the fall of 2012, 3,074 students were enrolled; 2,560 were enrolled in academic degree programs and 514 were undecided, preparatory, or nonmatriculating ([2012 Fact Book](#)).

The number of associate degrees and certificates awarded, including year totals from 2004-2005 through 2011-2012, is also provided in the Fact Book ([2012 Fact Book](#)).

Sources (In Order of Appearance)

-  [Enrollment Summaries 67](#)
-  [enrollment records 04-present](#)
-  [LSU Eunice 2012 Fact Book \(Page 49\)](#)
-  [LSU Eunice 2012 Fact Book \(Page 41\)](#)

2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

LSU Eunice offers 11 associate degree programs based on at least 60 semester credit hours (Table 2.7.1-1). The Associate of Applied Science, Associate of Arts Louisiana Transfer, Associate of Science Louisiana Transfer, and associate degrees meet the standard minimum number of credit hours as established by the [Louisiana Board of Regents](#).

Table 2.7.1-1 Associate-Level Degree Programs

Division	Degree	# Hours	Concentrations/Tracks
Health Sciences and Business Technology	Associate of Science in Nursing	72	
	Associate of Science in Radiologic Technology	89	
	Associate of Science in Respiratory Care	84	
	Associate of Applied Science in Computer Information Technology (Business Information Technology)	60	Computer Information Technology, Business Information Technology
	Associate of Applied Science in Fire and Emergency Services	60	Emergency Services Technology, Safety and Health Compliance, Fire Service Technology
	Associate of Applied Science in Management	60	Accounting Management, Administrative Management, Business Management, Health Care Management, Hospitality Management, Marketing Management
Division of Liberal Arts	Associate of Arts Louisiana Transfer	60	Humanities, Social Sciences, Fine Arts, Mass Communication and Business
	Associate of General Studies	60	
	Associate of Science in the Care and Development of Young Children	61	
	Associate of Science in Criminal Justice	60	
Division of Sciences and Mathematics	Associate of Science Louisiana Transfer Degree	60	Biological Sciences and Physical Sciences

Sources (In Order of Appearance)

-  Definition of Undergraduate Degree (Page 3)
-  LSU Eunice Catalog 2012-2013 (Page 59)
-  LSU Eunice Catalog 2012-2013 (Page 69)
-  LSU Eunice Catalog 2012-2013 (Page 73)
-  LSU Eunice Catalog 2012-2013 (Page 75)
-  LSU Eunice Catalog 2012-2013 (Page 76)
-  LSU Eunice Catalog 2012-2013 (Page 78)
-  LSU Eunice Catalog 2012-2013 (Page 98)
-  LSU Eunice Catalog 2012-2013 (Page 105)
-  LSU Eunice Catalog 2012-2013 (Page 106)

 [LSU Eunice Catalog 2012-2013 \(Page 107\)](#)

 [LSU Eunice Catalog 2012-2013 \(Page 108\)](#)

 [LSU Eunice Catalog 2012-2013](#)

2.7.2

Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Louisiana State University Eunice offers nine Associate Degree, three Certificate of Applied Science, and eight Certificate of Technical Studies programs that embody a coherent course of study compatible with the stated [mission](#) and purpose of LSU Eunice and based on fields of study appropriate to higher education. LSU Eunice is committed to serve the educational and cultural needs of its service area by offering necessary certificate and associate degree programs. Since high-quality technical programs are crucial to economic development, the institution continues to expand its relationship with local business and industry to identify area workforce needs. The institution also works closely with four-year colleges in the area to further increase matriculation opportunities for its students.

It is widely recognized that students can prepare adequately in many fields of study for highly rewarding careers in only two to three years of concentrated study. Such areas of study include Office Administration, Management, Criminal Justice, Computer Information Technology, Care and Development of Young Children, Fire and Emergency Services, Radiologic Technology, Respiratory Care, and Nursing. The University offers associate degree programs in all of these areas, and employers throughout the state and nation actively seek to hire graduates of these programs. In addition, students may complete Technical Competency Areas, Certificates of Technical Studies, and Technical Diplomas in specific technical fields. LSU Eunice also offers Associate of Arts, Associate of Science, and Associate of General Studies degrees. One-year certificate programs are available in Arson Investigation, Fire Science Technology, Office Practices and Procedures, and Diagnostic Medical Sonography.

The general education component of each associate degree curriculum comprises at least [25 percent](#) of the total curriculum. It must include six semester hours of English composition (the completion of English 1002), three hours of mathematics (Mathematics 1011 or 1021) and the appropriate number of courses from Group I (Humanities), Group II (Natural Sciences), and Group III (Social Sciences) as specified by the [Board of Regents Statewide General Education Requirements](#).

Students must earn 25 percent of the credits required for an Associate Degree or Technical Diploma at LSU Eunice. The last 15 hours of degree or diploma requirements must be completed in residence. (The one exception to this rule is for students enrolled in fire and emergency services, who may satisfy the residency requirement with any 15 hours in residence.) All students must be enrolled at LSU Eunice during the semester in which degree or diploma requirements are fulfilled. Students must take a minimum of 15 semester hours within the academic division granting the associate degree or technical diploma.

The University's [General Education Requirements](#) represent a conviction on the part of the faculty that all students need to reason logically, communicate effectively, and relate to the world around them. General education courses are intended to foster artistic, cultural, historical, and scientific understanding. All graduates of LSU Eunice degree programs are expected to demonstrate the general education objectives as stated in the University's [General Education Requirements](#).

Degree Program Definitions

Associate of Arts (AA) and Associate of Science (AS). These academic degree programs require 60 to 72 credit hours and are designed primarily to serve as preparatory education for students transferring to a related baccalaureate program at a four-year institution. To assure maximum acceptance of credit, students are urged to consult their LSU Eunice advisors and a representative of the institution to which they plan to transfer.
[Example: Associate of Science in Criminal Justice](#)

Associate of Applied Science (AAS). This academic degree program requires 60 to 72 credit hours and is designed for immediate employment or career entry. Although some courses taken to fulfill requirements for this degree may be accepted by four-year institutions, this degree is normally considered a terminal degree.
[Example: Associate of Applied Science in Computer Information Technology](#)

Associate. This academic degree program requires 60 to 72 credit hours and is designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for a related baccalaureate program at a four-year institution. To assure maximum acceptance of credit, students are urged to

consult their LSU Eunice advisors and a representative of the institution to which they plan to transfer.

Example: [Associate of General Studies](#)

Technical Diploma (TD). This applied technical program requires 45 to 60 credit hours and is designed to provide students with a broad technical competency. Although some courses taken to fulfill requirements for this degree may be accepted by four-year institutions, this degree is normally considered a terminal degree.

Example: [Technical Diploma in Crime Scene Management](#)

Certificate, Certificate of Applied Science (CAS), and Certificate of Technical Studies (CTS). These applied technical programs require 21 to 33 credit hours and are designed to provide students with specialized technical competencies. These certificate programs are not intended for transfer to a four-year institution. Example: [Certificate of Technical Studies in Medical Records and Health Information Technology](#)

Technical Competency Areas (TCA). These applied courses or a series of courses (one to 12 credit hours) focus on workforce development. Example: [Technical Competency Area in Medical Coding](#)

The established policies and procedures for the development, approval, and revision of LSU Eunice academic programs are outlined in the [Curriculum Development Procedures Manual](#). The program appraisal process and [guide](#) provide a basis for sound, comparative evaluation of all University academic offerings. The Courses and Curriculum Committee, comprised of faculty and student representative and attended by the vice chancellor of academic affairs as a non-voting member, reviews all new course and curricular proposals and any revisions or changes to existing courses.

Approximately every five years, academic programs undergo close scrutiny and revision by faculty and administration. Faculty examine academic offerings in their respective divisions using the criteria of centrality, demand and potential demand, quality, and cost (from the [guide](#)). As part of the program approval process, any academic division submitting a new program must describe the nature and objective of the program, list and describe course offerings, outline the curriculum in sequence, confirm a need for the program, project student enrollment and graduation rates, list faculty members, detail library resources relevant to the program, and estimate costs associated with the new program. This process provides the sequencing necessary to establish a coherent program of study among all degree and certification programs. Program coherency is illustrated in degree audits from [Computer Information Technology](#), [Liberal Arts](#), [Nursing](#), [Radiologic Technology](#), [Diagnostic Medical Sonography](#) and [Respiratory Care](#).

In addition to internal course and curriculum audits, many professional and certificate programs are accredited by outside agencies that impose specific course content and practice requirements in order to achieve and maintain full accreditation. Preparation for accreditation of professional programs necessarily demands additional review and revision of curricula. Where programs include curricular requirements set by external [accreditation agencies](#), changes in such requirements may be made without prior notice, and students may be required to conform to such changes when they become effective. Should the University find it necessary to discontinue an academic program, every reasonable effort will be made to enable students already admitted to the program to complete degree requirements on schedule.

Transfer Agreements

The courses and programs of the University are based upon fields of study appropriate to higher education, as evidenced by their transferability. In keeping with its [philosophy](#) by offering associate degrees, certificates and continuing education programs as well as transfer curricula, LSU Eunice has established innovative matriculation and transfer agreements in high-demand disciplines with several four year universities across the state.

Division of Health Sciences and Business Technology

The Division of Health Sciences and Business Technology has established three 2+2 matriculation agreements with McNeese State University and Northwestern State University in the areas of [Business Administration](#), [Radiologic Technology](#), [Criminal Justice](#) and [Nursing](#).

Division of Liberal Arts

The Division of Liberal Arts has detailed written transfer agreements with the University of Louisiana Lafayette (ULL), McNeese State University, and Louisiana State University A&M Baton Rouge. The Division of Liberal Arts also provides a 2+2 curriculum in both criminal justice and elementary education. The [University of Louisiana Lafayette](#) offers LSU Eunice students majoring in [Elementary Education](#) an opportunity to earn a baccalaureate degree on the LSU Eunice campus. Under this cooperative program, freshmen and sophomore courses are provided by LSU Eunice, and UL Lafayette provides the junior and senior courses. In order to enroll in upper-level courses, LSU Eunice students must apply and be formally admitted into the teacher education program.

Through an agreement with Northwestern State University, LSU Eunice students who complete the Associate of Science degree in Criminal Justice can apply their two years of credits toward the remaining two years of course work to earn a bachelor's degree in Criminal Justice at Northwestern. All of the remaining courses required for the

bachelor's degree will be offered online by Northwestern. Course matriculation with McNeese State University also affords LSU Eunice students pursuing an associate degree in [Criminal Justice](#) to apply the first two years of course work toward obtaining the bachelor's degree in the discipline.

Division of Science and Mathematics

Within the Division of Science and Mathematics, [transfer programs](#) are provided in agriculture and natural sciences. These programs are established with Louisiana State University A&M Baton Rouge, University of Louisiana Lafayette, and McNeese State University. Course numbers at LSU Eunice are the same as those used by LSU in Baton Rouge, further simplifying the transfer process. In addition, the Board of Regents maintains an [Articulation Matrix](#) listing general education courses that are transferable at colleges throughout the state. Scheduling transfer courses for other colleges is also usually easy because LSU Eunice offers the standard classes included in most college curricula across the country.

[Pre-professional programs](#) are also offered for students who intend to study dentistry, medicine, medical technology, physical therapy, pharmacy, and veterinary medicine. The Division of Science and Mathematics offers a two-year core curriculum which prepares students for entry into the professional or clinical years of selected programs leading to B.S. degrees in allied health fields. In addition, students planning to enroll at the LSU Medical Center in [Medical Technology](#) have the option of either completing two years at LSU Eunice before transferring for the final two years (the 2 + 2 option) or remaining at LSU Eunice for three years before transferring to complete the final year (the 3 + 1 option). Admission to Allied Health programs at the LSU Medical Center is on a competitive basis. Potential applicants contact their choice of professional schools as early as a year in advance of the desired date of enrollment. The University's core curriculum is especially appropriate for Medical Technology (MT2 or MT3: either the 2 + 2 program or the 3 + 1 program), Cardiopulmonary Science (CPS) and Cytotechnology (CT).

Students interested in any curricula not detailed in the catalog may request information from the appropriate Division Head or faculty advisor. Sample catalog curricula are not meant to be comprehensive and do not reflect all areas in which a student may enroll.

Industry Agreements

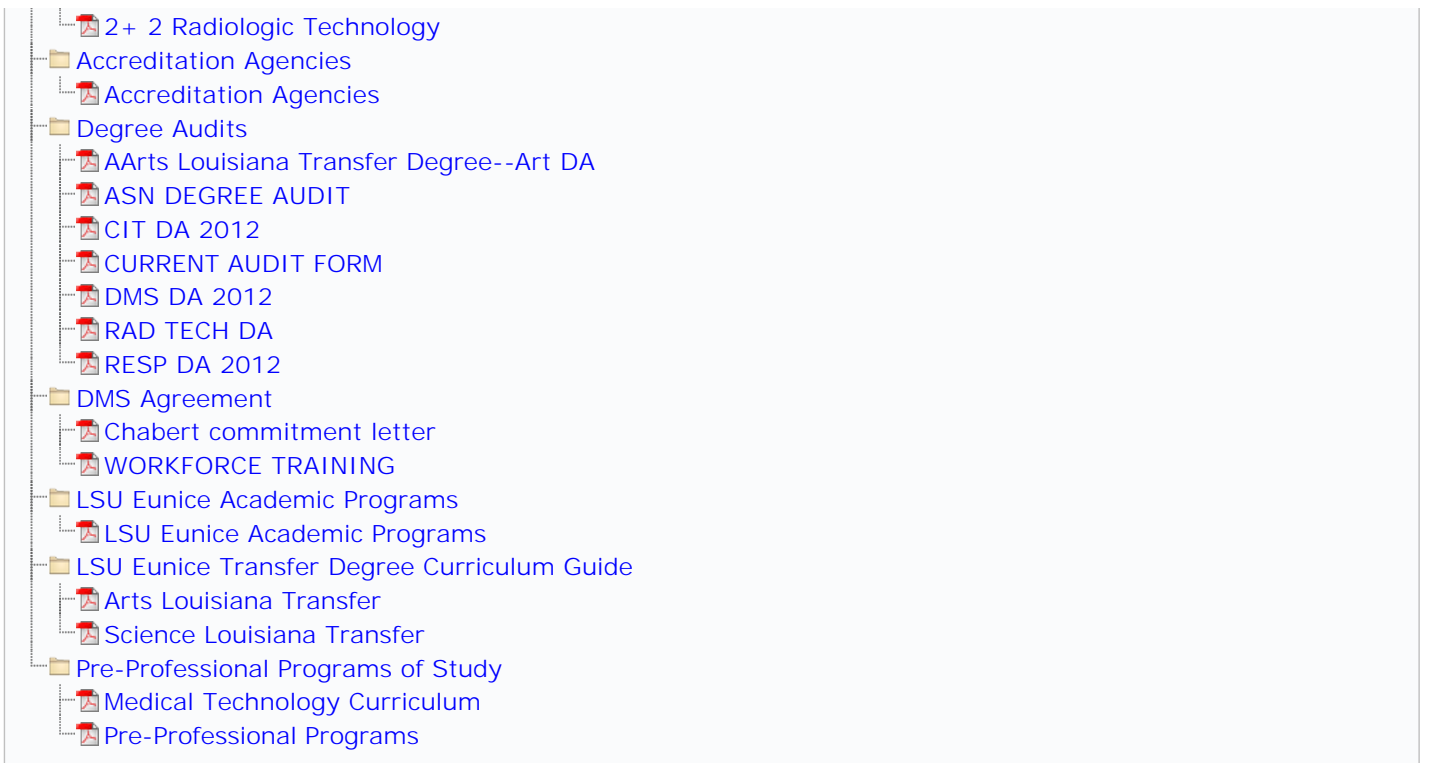
In order to meet industry demand in the area of Diagnostic Medical Sonography (DMS), the Division of Health Sciences and Business Technology created an [agreement](#) with Fletcher Community College and the Leonard J. Chaubert Medical Center, a Louisiana State University Health Sciences Center hospital. The agreement offers distance learning opportunities for students in DMS, thereby increasing access to this health science specialty in an area in need of such advanced skills and in a geographic location which lacks a program of this type. This training program was made possible through a [Workforce Training Grant](#), which illustrates how innovation in education can be achieved through cooperation between academia (LSU Eunice and the Louisiana Community and Technical College System) and the health care industry (L. J. Chaubert Medical Center).

The [LSU Eunice Catalog 2012-2013](#) provides detailed information about degree programs offered, course descriptions and specific requirements for all programs of study and is accessible from the [LSU Eunice main web page](#).

Sources (In Order of Appearance)



- [LSU Eunice Catalog 2012-2013 \(Page 8\)](#)
- [BOR General Education Requirements for Degrees](#)
- [LSU Eunice Catalog 2012-2013 \(Page 186\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 107\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 74\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 105\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 85\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 88\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 93\)](#)
- [Curriculum Development Manual Fall 2012 \(Page 16\)](#)
- [LSU Eunice Program Appraisal Guidelines](#)
- [UL College of Education](#)
- [BoR Articulation Matrix](#)
- [LSU Eunice Catalog 2012-2013 \(Page 55\)](#)
- [2+2 Matriculation Curricula](#)
 - [2 + 2 Liberal Arts-Elementary Education](#)
 - [2 + 2 Criminal Justice](#)
 - [2 + 2 Northwestern Agreement](#)
 - [2 + 2 Nursing](#)



2.7.3

General Education

In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Regardless of delivery method, LSU Eunice's associate and certificate programs conform to the Louisiana Board of Regents mandated statewide general education requirements as detailed in [Academic Affairs Policy 2.16: Statewide General Education Requirements](#) and its [Requirements for Degrees](#). The policy states, "The Board of Regents accepts fully the commonly accepted premise that graduates of similar undergraduate degree programs should attain a broad-based common educational experience. The most appropriate method to ensure that such occurs among students at state colleges and universities is through mandated statewide general education requirements" ([Academic Affairs Policy 2.16: Statewide General Education Requirements](#)).

For associate degree programs, LSU Eunice requires the successful completion of a common core of general education courses that exceeds the minimum of 15 semester hours or the equivalent. To ensure breadth of knowledge, degree programs must undergo a faculty review, a campus board review, and a Board of Regents review. In addition, a committee of LSU Eunice faculty, staff, and administrators generated objectives for all general education courses. The general education courses are listed in the 2012-2013 [Catalog](#).

The general education component of each associate degree curriculum shall comprise at least twenty-five percent of the total curriculum. The general education component must include six semester hours of English composition (the completion of English 1002), at least three hours of mathematics (Mathematics 1011 or 1021), and the appropriate number of humanities, natural sciences, and social sciences as specified by the [Board of Regents Statewide General Education Requirements](#).

The University's [General Education Requirements](#) represent a conviction on the part of the faculty that all students need to reason logically, communicate effectively, and relate to the world around them. LSU Eunice believes that students should acquire a substantial knowledge when completing any associate degree program. Specifically, students who attain an associate's degree, both on campus and through distance learning, must demonstrate competency in the following:

- 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 phenomena.

General education requirements and curricula for associate degrees are published in the [Catalog](#) and the [Curriculum Development Manual](#).

Table 2.7.3-1: General Education Requirements

Click in the total credit hours column to access each degree curriculum plan:

Degree Plan	Total Credit Hours	General Education Hours	English Hours	Math Hours	Humanities Hours	Fine Arts Hours	Social Sciences Hours	Natural Sciences Hours
Associate of Science in Nursing	72	33	6	6	3	3	3	12
Associate of Science in Radiologic Technology	89	32	6	6	3	3	3	11
Associate of Science in Respiratory Care	84	34	6	6	3	3	3	13
Associate of Applied Science in Computer Information Technology (Business Information Technology)	60	18	6	3	3		3	3
Associate of Applied Science in Fire and Emergency Services	60	24	6	3	3	3	3	6
Associate of Applied Science in Management	60	24	6	6	3		3	6
Associate of Arts Louisiana Transfer - Arts	60	39	6	6	9	3	6	9
Associate of Arts Louisiana Transfer Humanities	60	39	6	6	9	3	6	9
Associate of Arts Louisiana Transfer Social Sciences	60	39	6	6	9	3	6	9
Associate of General Studies	60	39	6	6	6	3	12	6
Associate of Science in Care and Development of Young Children	61	30	6	9	3	3	3	6
Associate of Science in Criminal Justice	60	30	6	6		3	9	6
Associate of Science Louisiana Transfer Natural Sciences (Biological Sciences)	60	42	6	6	9	3	6	12
Associate of Science								

Louisiana Transfer Natural Sciences (Physical Sciences)	60	44	6	9	9	3	6	11
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This broad foundation of traditional education coursework is designed to be transferred easily to other colleges and universities in Louisiana, as shown in the [Louisiana Board of Regents Master Course Articulation Matrix](#).

Sample LSU Eunice student degree audits:

- [Associate of Arts Louisiana Transfer Degree Sample Degree Audit](#)
- [Associate of Science in Care and Development of Young Children Sample Degree Audit](#)
- [Associate of Science in Radiologic Technology Sample Degree Audit](#)
- [Associate of Science in Radiologic Technology Sample Degree Audit \(2\)](#)
- [Associate of Science Louisiana Transfer Degree in Biological Sciences Sample Degree Audit](#)

Sources (In Order of Appearance)

- [Statewide General Education Requirements](#)
- [BOR General Education Requirements for Degrees](#)
- [LSU Eunice Catalog 2012-2013 \(Page 186\)](#)
- [Curriculum Development Manual Fall 2012 \(Page 47\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 63\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 63\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 69\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 75\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 76\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 78\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 98\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 99\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 101\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 105\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 106\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 107\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 109\)](#)
- [LSU Eunice Catalog 2012-2013 \(Page 110\)](#)
- [Master Course Articulation Matrix 2011-12](#)
- [Associate of Arts Louisiana Transfer Degree Sample Degree Audit](#)
- [Associate of Science in Care and Development Sample Degree Audit](#)
- [Associate of Science in Radiologic Technology Sample Degree Audit](#)
- [Associate of Science in Radiologic Technology Sample Degree Audit \(2\)](#)
- [Associate of Science Louisiana Transfer Degree in Biological Sciences Sample Degree Audit](#)
- [Curriculum Development Manual Fall 2012 \(Page 45\)](#)

2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program.

(See Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.") (Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information also requested in Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Regardless of delivery method, LSU Eunice provides instruction for all coursework required for each of its associate degrees, certificate programs, and diploma programs. In order to control and ensure the quality of its associate degree programs, to maintain the integrity of those degrees, and to carry out its mission of providing high-quality associate degree programs, the University does not delegate instructional responsibility for any of its educational programs. For each vocational/occupational associate degree program, a full-time faculty member in the discipline is assigned as a program coordinator or program director with the responsibility for curriculum development and review ([Roster of Program Directors and Coordinators](#)). The coordinator/director initiates course changes and curricular revisions according to procedures specified in the [Curriculum Development Procedures Manual](#). Faculty members are expected to update course syllabi annually to reflect any changes in content or methodology. Updated syllabi are reviewed and filed at the division level.

To document that LSU Eunice provides instruction for all coursework required for at least one degree program at each level at which it awards degrees, the University has provided a degree plan and transcript for a student who completed the Associate of Science Degree in Respiratory Care in the Fall of 2011 ([Degree Plan and Transcript: Associate of Science Degree in Respiratory Care](#)). As the attached documents illustrate, LSU Eunice provided all instruction for the degree including required respiratory care courses, general education courses, and other required courses.

Sources (In Order of Appearance)

-  [2011-2012 Coordinator Roster](#)
-  [Curriculum Development Manual Fall 2012](#)
-  [Degree and Transcript AS Respiratory Therapy](#)

2.8

Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Introduction

Regardless of delivery method of courses and programs, the number of full-time faculty adequately supports the [mission](#) of LSU Eunice as a comprehensive, open admissions institution of higher education by providing "educational opportunities to meet the changing employment needs" for the citizens of Louisiana (Goal 8). Central to this is the commitment to an adequate number of full-time faculty so that students may "complete associate degree or certificate programs" (Goal 1) or "transfer to a four-year institution" (Goal 2). This also requires an adequate number of full-time faculty to provide developmental instruction so students may "acquire the knowledge and skills to prepare them for collegiate study" (Goal 4). Further, the number of full-time faculty is adequate to provide "general education and continuing education...at various teaching sites and times" (Goal 3). Finally, the number of full-time faculty is adequate to provide students both "support and assistance in reaching academic, personal, career, and employment goals" (Goal 5) along with "facilities and resources adequate in classrooms, laboratories, the library, and recreational areas" (Goal 7).

The Number of Faculty and Student-to-Faculty Ratio

According to the National Center for Education Statistics, the Integrated Postsecondary Education Data System (IPEDS) lists

- Eastern New Mexico University Roswell Campus (Roswell, NM)
- Honolulu Community College (Honolulu, HI)
- Lamar Institute of Technology (Beaumont, TX)
- Phillips Community College of the University of Arkansas (Helena, AR), and
- University of Arkansas Community College-Morrilton (Morrilton, AR)

as peer institutions. [Table 2.8-1](#) shows the student-to-faculty ratio at the six institutions for fall 2009, fall 2010, and fall 2011, along with the mean for each year. Fall 2012 data were not available at the time this Requirement was written. In each year, LSU Eunice was above the mean but approximated the University of Arkansas Community College-Morrilton in establishing the upper bound for the number of students per full-time faculty member.

Next, [Table 2.8-2](#) shows the faculty breakdown for LSU Eunice and the peer institutions for fall 2009, fall 2010, and fall 2011. Because Honolulu Community College has double the number of faculty members as any other institution in the peer group, the averages were calculated both with and without the Honolulu data. LSU Eunice is below the average for the three semesters for full time-faculty with 72 compared to an overall average of 87 if the Honolulu data is included. LSU Eunice was also slightly above the average of part-time faculty with 67 compared to 66 and slightly above the average in overall faculty members with 139 compared to 137 including the Honolulu data. In each case, the number of full-time faculty at LSU Eunice approximated the mean of the peer group without Honolulu Community College being included. Please note that as many as seven full-time administrators (such as the Vice Chancellor for Academic Affairs, the Division Heads, and various Directors) teach each fall and are included as part-time faculty since their primary duties are administrative.

[Table 2.8-3](#) uses institutional data to break out the total number of faculty by academic program in fall 2010, fall 2011, and fall 2012 while [Table 2.8-4](#) details the number of continuing full-time, full-time temporary, and part-time faculty for each of the three fall semesters. Please note that the three most current years were calculated using institutional data. Over the course of the three years, LSU Eunice increased the proportion of full-time faculty from 47% in fall 2010 to 53% in fall 2012. The data indicate that LSU Eunice is behind its peers in the ratio of full-time to part-time faculty; however, it again should be noted that as many as seven administrators teach each fall. Moving them to the full-time category would increase the average percentage of full-time faculty to 57% over the three years. Please also note that the Paralegal program had no faculty in fall 2011 or fall 2012. It was discontinued in 2011 (see the [Letter of Notification](#) to terminate the program).

Determining the Number of Faculty

To insure that its programs maintain high academic standards, the University has invested full-time faculty with

oversight responsibility for all of its educational programs. The recruitment of faculty is one of the most serious obligations of the University, with recruitment guided by [PS 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members](#). The search process is guided by [PS 11: Search and Selection of Faculty, Administrative, Professional, and Classified Staff](#). PS 12, in effect, determines the number of faculty members employed based on the mission of the University, which is to provide programs of instruction, research, and service of the highest order for the people of Louisiana (see lines 8-11, PS 12). The number of faculty members is also guided by [PS 3: Responsibilities and Concerns of University Personnel](#), so that the faculty may perform the duties necessary on a daily basis in order to achieve the mission of the University.

Collectively, the faculty members determine the educational policy of the University. Within the departments and divisions, the faculty members determine educational policy for their respective units insofar as these policies do not conflict with the policies of other units. Matters over which faculty members have authority (subject to the superior authority of the Board of Supervisors) include:

1. Criteria for membership on the faculty itself
2. Criteria for admission of students
3. Degree requirements
4. Courses and curricula
5. Student honors
6. Standards of instruction and grading
7. Faculty meetings (at division and department levels) ([PS 3: Responsibilities and Concerns of University Personnel](#), p. 1).

In order to fulfill the mission and maintain academic excellence, each degree program and major course content area has a coordinator, even if only one full-time faculty member teaches in the program. In several disciplines (for instance fine arts, humanities, and social studies), the Division Head serves as the Program Coordinator. The Coordinator Rosters are presented here for convenience: [Fall 2010](#), [Fall 2011](#), and [Fall 2012](#).

Definitions Including Policies on the Employment of Part-Time Faculty

The LSU Board of Supervisors' Bylaws and Regulations, the Employee Handbook, and [PS 3: Responsibilities and Concerns of University Personnel](#) define full-time faculty members as:

A. Academic Employees

1. **Faculty.** Full-time members of the academic staff on the various campuses with the rank of instructor or above and equivalent ranks. A minimum workload for full-time faculty members during a regular semester is generally considered to be twelve credit hours or sixteen contact hours according to [PS 46: Guidelines for Faculty Workloads](#).
2. **Other Academic Employees.** Part-time members of the academic staff, members of the academic staff below the rank of instructor or equivalent, and other personnel with academic responsibilities not holding faculty rank. ([Employee Handbook](#), p. 15 and Chapter II, Section 2-1, Part a (1) of [Bylaws and Regulations](#), p. 25).

For the purposes of this standard, members of the faculty below the rank of instructor but teaching full-time according to PS 46 were classified as temporary full-time faculty.

Departmental faculty membership consists of all members of the academic staff of a department having the rank of instructor or higher (or equivalent), who are appointed full-time for at least a one-year period, and a part or all of whose work for the current year is in that particular department. As a class, part-time members of the academic staff having a rank of instructor or higher (or equivalent) may be enfranchised to the degree deemed appropriate by the faculty of the department ([Employee Handbook](#), p. 46).

Responsibilities of Full-Time Faculty Members

In support of the mission of LSU Eunice, the full-time faculty "determines [the] educational policy of the University" according to [PS 3: Responsibilities and Concerns of University Personnel](#). This includes (but is subject to the authority of the Board of Supervisors):

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

As a result, full-time faculty members serve on divisional, Faculty Senate, and University committees as part of their

service to the University. At the division level may be:

- search committees ([example](#) with faculty member, division head, and Vice Chancellor for Academic Affairs - see item 1)
- pre-tenure review committees
- planning committees

The Faculty Senate has two standing committees of faculty members:

- the Courses and Curriculum Committee ([membership](#) for 2012-2013)
- the Academic Policies Committee ([membership](#) for 2012-2013).

Full-time faculty also serve on the following University-wide committees:

- Affirmative Action/Equal Employment Opportunity Committee ([membership](#) for 2012-2013)
- Safety Committee ([membership](#) for 2012-2013)
- Committee on Student Conduct ([membership](#) for 2012-2013)
- Faculty Professional Development Committee ([membership](#) for 2012-2013)
- Campus-wide Promotion and Tenure Committee ([membership](#) for 2012-2013)
- Institutional Review Board ([membership](#) for 2012-2013)
- Endowed Professorship Committee ([membership](#) for 2012-2013)
- Budget Review Committee ([membership](#) for 2012-2013).

According to [PS 46](#): Guidelines for Faculty Workloads, a minimum workload for a full-time faculty member is 12 credit hours (lecture hours) or 16 contact hours (combined lecture and laboratory/studio hours) per semester. A maximum workload (without extra compensation) for a full-time faculty is generally considered to be 15 credit hours or 21 contact hours per semester. As a general rule, full-time faculty members teach 15 credit hours or between 16 and 21 contact hours each semester. In the summer, a full-time faculty load is considered to be nine credit hours.

In addition to their teaching responsibilities, full-time faculty members also serve as academic advisors to students. Full-time faculty are designated as advisors in specific areas in the three divisions, usually based upon academic discipline or associate degree program. They assist students with the registration process, degree plans, special permission forms, questions relating to academic regulations, and transfer requirements. The average advisee load for full-time faculty members across the campus was 49 in fall 2010, 42 in fall 2011, and 43 in fall 2012.

Responsibilities of Part-Time Faculty

Part-time faculty members teaching course sections offered during regular business hours are typically employed through the respective academic divisions; part-time faculty for evening sections and off-campus sites are employed through the Office of Continuing Education. According to [PS 12](#): Recruitment, Retention, Promotion, Tenure and Evaluation of Faculty Members (line 56), part-time faculty members are those who are appointed for a year or less of service. Part B, Section 2 a (line 32) of [PS 47](#): Continuing Education and Extension Activities guides the recruitment and employment of part-time faculty members for evening and off-campus course sections. The Director of Continuing Education, in consultation with the appropriate division head, considers all aspects of the professional preparation of an applicant, including the appropriate graduate degree, specialized training in professional, technical, vocational fields, or other evidence of professional competency.

Policies for part-time faculty are included either in University Policy Statements or in the Employee Handbook. A few of the policies are:

- Appointment ([Employee Handbook](#) and [PS 12](#) - see line 53)
- Nepotism ([Employee Handbook](#))
- Membership and Duties for Departmental Faculty ([Employee Handbook](#))
- Academic Freedom ([Employee Handbook](#))
- Evaluation ([Employee Handbook](#) and [PS 12](#) - see line 404)
- Ranks ([Employee Handbook](#))
- Workloads and Compensation ([PS 46](#) - see line 1)
- Continuing Education ([PS 47](#) - see line 32)

Part-time faculty are not expected to serve on University committees nor to act as academic advisors. They may be asked to attend departmental meetings or in-service training. Some examples of inclusion of part-time faculty are:

- **From Sciences:** Part-time faculty member's participation on [February 17, 2009](#) in training for interactive software related to biology.
- **From Developmental Education and Sciences:** Modular mathematics meeting minutes of [November 20, 2012](#) with part-time faculty highlighted, along with an e-mail from [November 26, 2012](#) that included a table summarizing possible issues with modular mathematics. Please note that LSU Eunice administrators do not

expect part-time faculty to drive down from central Louisiana to attend meetings. Part-time faculty at that location are expected to read the meeting minutes and attachments and to offer input.

- From Developmental Education: [March 21, 2011](#) scheduling a part-time faculty member's participation in a post-test for college reading.
- From Developmental Education: [May 2, 2011](#) input from part-time faculty on a newly developed reading-comprehension form.
- From Continuing Education: [December 11, 2012](#) notice of in-service training for part-time-faculty members.
- From Health Sciences and Business Technology: Input from a part-time faculty member on a course syllabus from [April 17, 2011](#).
- From Health Sciences and Business Technology: Input from a part-time faculty member about a textbook choice from [May 24, 2011](#).

Data on Credit Hours Taught

This section presents the information requested for the Core Requirement 2.8 Template, broken up by major site of instruction, for fall 2010, fall 2011, and fall 2012. As requested in the template, the data are disaggregated by method and type of faculty. Blank spaces in the tables indicate that no credit hours were taught using that method for that semester.

For the LSU Eunice Main Campus, Tables 2-8.5 through 2.8-7 disaggregate the data by program for both face-to-face and online instruction. As the tables show, full-time faculty have been the primary providers of credit hours taught at the Main site. In fall 2010, however, part-time faculty were responsible for 43.9% of the credits taught in Criminal Justice, where there was only one full-time and one part-time faculty teaching in the program, as [Table 2.8-3](#) indicates. The teaching duties for Criminal Justice were set up so that the full-time faculty member would teach face-to-face on campus while the part-time faculty member taught at a distance. Similar circumstances existed for Fire and Emergency Services for both fall 2011 and fall 2012; however, it should be noted that the Fire and Emergency Services Program uses credentialed firefighters to teach in strategic locations around the state of Louisiana, mostly in Baton Rouge and Lake Charles. All are coordinated through the full-time faculty member based at the Main site. As mentioned above, the Paralegal program had no faculty in fall 2011 or fall 2012 and, as a result, had no credit hour production. It was terminated in spring 2011 (see the [Letter of Notification](#) to terminate that program, sent to Belle Wheelan on October 28, 2011).

LSU Eunice Main Campus Multiple Degrees and Certificates			
Description	Fall 2010	Fall 2011	Fall 2012
Overall Credit Hour Production Face-to-Face and Online	Table 2.8-5	Table 2.8-6	Table 2.8-7
General Education Credit Hour Production Face-to-Face and Online	Table 2.8-8	Table 2.8-9	Table 2.8-10

General education courses for the Main site are given in Tables 2.8-8 through 2.8-10. The tables for the three years, once again, indicate that for the most part full-time faculty are teaching those courses. The one exception is Fine Arts, which uses a majority of part-time faculty coordinated through one full-time faculty member (see [Table 2.8-3](#)).

The data for the Learning Center for Rapides Parish (LCRP) also detail both overall and general education credit hours taught by full-time and part-time faculty. Two items are worth noting for this site. First, the site was small, generating at peak only 724 credit hours in fall 2010 and then decreasing in fall 2011 and fall 2012. Second, in a letter to Belle Wheelan dated [December 5, 2011](#), LSU Eunice notified SACSCOC that the Associate of General Studies with a Business Concentration degree was being discontinued at the LCRP site and proposed a Teach Out Plan for the few students involved. Based upon the low enrollment and completion rate, the University could no longer justify offering the degree program. SACSCOC approved the proposed action and notified the campus in a letter from Dr. Wheelan ([Letter from Dr. Belle Wheelan, January 3, 2012](#)). Consequently, beginning in the fall of 2012, the University no longer admitted students into the degree program at the site. However, it should be emphasized that LSU Eunice will continue to offer developmental education and college level courses at the LCRP. In fact, courses were offered at the LCRP in fall 2012, though most were canceled due to low enrollment.

Learning Center for Rapides Parish Associate of General Studies Degree with a Business Concentration			
Description	Fall 2010	Fall 2011	Fall 2012
Overall Credit Hour Production Face-to-Face and Online	Table 2.8-11	Table 2.8-12	Table 2.8-13
General Education Credit Hour Production Face-to-Face and Online	Table 2.8-14	Table 2.8-15	Table 2.8-16

Lastly, the data for LSU Alexandria, located in close proximity to the LCRP site, detail the overall and general education credit hours taught by full-time and part-time faculty. LSU Eunice provides developmental courses along with some general education course offerings, so students may meet the entrance requirements and then transfer to LSU Alexandria. Tables 2.8-17 through 2.8-19 give information on the total number of student credit hours taught at the LSU Alexandria site, disaggregated by program. The data point out that no distance education courses are offered from this site by LSU Eunice and that only a minimal number of credit hours are taught each fall, increasing to 1,488 in fall 2012. The data also indicates that the courses are mostly taught by part-time faculty, coordinated by full-time faculty at the Main site.




























LSU Alexandria Site			
No Degree Program - Developmental Education and General Education Only			
Description	Fall 2010	Fall 2011	Fall 2012
Overall Credit Hour Production Face-to-Face and Online	Table 2.8-17	Table 2.8-18	Table 2.8-19
General Education Credit Hour Production Face-to-Face and Online	Table 2.8-20	Table 2.8-21	Table 2.8-22































Tables 2.8-20 through 2.8-22 indicate the number of credit hours taught by faculty in general education; most are taught by part-time faculty coordinated by the full-time faculty and administrators from the Main site.

As mentioned previously, each associate degree program has a coordinator and at least one full-time faculty member. Additionally, the student/faculty ratio in nursing and allied health associate degree programs conforms to standards established by each program's accrediting agency. Faculty qualifications and courses taught are found in the Faculty Roster Form in [Comprehensive Standard 3.7.1](#).

Lastly, data from the 2012 ACT Student Opinion Survey indicate a high level of student satisfaction with class size relative to course type. Students rated class size 4.34 (5 point scale) compared to the national average of 4.26 (Fall 2012 Fact Book).

Sources (In Order of Appearance)

-  [LSU Eunice Catalog 2012-2013 \(Page 8\)](#)
-  [Table 2.8-1 Student to Faculty Ratio](#)
-  [Table 2.8-2 IPEDS Comparison - Number of Faculty](#)
-  [Table 2.8-3 Total Number of Faculty - LSU Eunice](#)
-  [Table 2.8-4 Type of Faculty - LSU Eunice](#)
-  [10-31-11 Paralegal Program Termination Letter to Belle Wheelan](#)
-  [NO12](#)
-  [NO11](#)
-  [NO03](#)
-  [2010-2011 Coordinator Roster](#)
-  [2011-2012 Coordinator Roster](#)
-  [2012-2013 Coordinator Roster](#)
-  [NO46](#)
-  [LSU Eunice 2012 Employee Handbook \(Page 15\)](#)
-  [LSU Board of Supervisors Bylaws & Regulations 2008 \(Page 25\)](#)
-  [LSU Eunice 2012 Employee Handbook \(Page 46\)](#)
-  [3-28-12 Search Process Checklist for Business Position](#)
-  [2012-2013 Listing of Committees Under Academic Affairs](#)
-  [Senate 2012-2013 Academic Policies Committee](#)
-  [2012-2013 General University Standing Committees](#)
-  [1-9-13 Budget Review Committee Membership](#)
-  [NO12 \(Page 2\)](#)
-  [NO47](#)
-  [LSU Eunice 2012 Employee Handbook \(Page 28\)](#)
-  [LSU Eunice 2012 Employee Handbook \(Page 45\)](#)
-  [LSU Eunice 2012 Employee Handbook \(Page 47\)](#)
-  [NO12 \(Page 10\)](#)

-  [LSU Eunice 2012 Employee Handbook \(Page 48\)](#)
-  [2-17-09 Part Time Biology Faculty Participating in Training](#)
-  [11-20-12 math meeting on modular dev math](#)
-  [11-26-12 email on modular mathematics](#)
-  [3-21-11 scheduling a post test in Alexandria](#)
-  [5-2-11 input on a reading comprehension form](#)
-  [12-11-12 Part Time Faculty Notification of Continuing Education Inservice](#)
-  [4-17-11 Part Time Faculty Member about Syllabus](#)
-  [5-24-11 Part Time Faculty About Book Choice](#)
-  [Table 2.8-5 Fall 2010 Overall Credits Taught Main](#)
-  [Table 2.8-6 Fall 2011 Overall Credit Hours Taught Main](#)
-  [Table 2.8-7 Fall 2012 Overall Credit Hours Taught Main](#)
-  [Table 2.8-9 Fall 2011 Gen Ed Credits Taught Main](#)
-  [Table 2.8-8 Fall 2010 Gen Ed Credits Taught Main](#)
-  [Table 2.8-10 Fall 2012 General Education Credit Hours Taught Main](#)
-  [Letter to Belle Wheelan December 5, 2011](#)
-  [Letter from Belle Wheelan January 3, 2012](#)
-  [Table 2.8-11 Fall 2010 Overall Credits Taught LCRP](#)
-  [Table 2.8-12 Fall 2011 Overall Credits Taught LCRP](#)
-  [Table 2.8-13 Fall 2012 Overall Credit Hours Taught LCRP](#)
-  [Table 2.8-14 Fall 2010 Gen Ed Credits Taught LCRP](#)
-  [Table 2.8-15 Fall 2011 Gen Ed Credits Taught LCRP](#)
-  [Table 2.8-16 Fall 2012 Gen Ed Credits Taught LCRP](#)
-  [Table 2.8-17 Fall 2012 Overall Credits Taught LSUA](#)
-  [Table 2.8-18 Fall 2011 Overall Credits Taught LSUA](#)
-  [Table 2.8-19 Fall 2012 Overall Credits Taught LSUA](#)
-  [Table 2.8-20 Fall 2010 Gen Ed Credits Taught LSUA](#)
-  [Table 2.8-21 Fall 2011 Gen Ed Credits Taught LSUA](#)
-  [Table 2.8-22 Fall 2012 Gen Ed Credits Taught LSUA](#)
-  [LSU Eunice 2012 Fact Book \(Page 15\)](#)

2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

LSU Eunice is compliant in providing appropriate facilities, services, and other learning and instructional resources to support its teaching, research, and service mission. These resources are sufficient to support University, distance education, and various educational and cultural activities for the community service area.

As noted in the ACT Student Opinion Survey in the [2012 Fact Book](#), respondents agreed that library and learning resources for the University are adequate, even scoring above the national average in this category. Annual faculty and staff assessment and surveys, [2012 Faculty Survey Statistics](#) and [2012 Staff Survey Statistics](#), also indicate that LeDoux Library collections and services are one of the campus' top performing and highly ranked academic units.

Library

The Arnold LeDoux Library is a 37,700-square-foot facility with many and varied resources for students, faculty, staff, and community users. The library houses group-meeting rooms, smaller study rooms, media viewing rooms, and a photocopy room. The new Information Commons is furnished with over 38 networked computers, a plasma screen television, and a separate information literacy classroom with wireless Internet access, 30 computer workstations, and overhead projection instructional technology capability. The library's main lobby area serves as a gateway for displays and exhibits as well as computer printing and access to the online catalog and electronic resources. The Louisiana Room facilitates noontime programs and performances, providing additional enrichment opportunities for the campus and the local community. The library also issues borrowing cards to community members as well as to high school early admissions and advanced placement students to accommodate their distance education needs.

The library's physical collection includes [128,746 print books](#), [123 serial subscriptions](#), over [25,000 digital government documents](#), [113,871 e-books](#), and [85,106 e-journals](#). Digital subscriptions also provide electronic and remote access to over 600 e-reference works, a complete Nursing Reference Center, and over 7,000 digital films and video productions. The library also maintains a number of special collections. These include the Louisiana Collection, local genealogy, and a media software collection of CD, DVD, VHS, and other materials. The course reserve collection includes a variety of materials to support specific courses.

The professional library staff collaborates with instructional faculty and staff on collection development, which, like other library operations, is guided by [written policies](#) that are periodically reviewed and updated. [Weeding](#) enables the library to adapt to change and to continue to build collections. Policies on [library distance learning services](#) direct the integration of change into user and information technology services. Periodic end-user evaluation of distance services and resources enables the library to enhance digital acquisitions as well as improve the delivery of these electronic services. For budget year 2011-2012, nearly \$55,000 was allocated for books and periodicals [[Book Budget 2011-2012 / Periodicals 2011-2012](#)], while additional funds from the Carl Perkins grant were used to purchase digital subscriptions for Career and Technical Education content to meet these focused instructional needs [[Library Procurement Record - Carl Perkins Funds - 2012](#)].

LSU Eunice is a member of the Louisiana Academic Library Network Consortium (LALINC) [[LOUIS Membership Fees 2011 - 2012](#)]. It provides for the statewide sharing of library resources among academic libraries and their users. LeDoux Library users may apply for a LALINC borrower's card to check out materials from participating LALINC Libraries [[LALINC Membership Brochure](#)]. Users in good standing may obtain a card in the office of the Library Director [[LALINC Borrowing Agreement](#)]. Library materials not available in the LeDoux Library may be obtained through interlibrary loan.

Another service of LALINC is LOUIS: The [Louisiana Library Network](#), which allows the LeDoux Library to offer enhanced and expanded access to a variety of information, learning resources, and information technology services. The network links the collections of every higher-education academic library in Louisiana, public and private; a centralized support staff provides consortium members with such services as a union catalog, a digital library, automation, and other electronic resources, accommodating and enhancing the work of learners and

researchers on campus and at a distance. Established in 1992 by the Louisiana Board of Regents, LOUIS has 47 member institutions and receives over \$3 million annually in contracts and fees from members. As a consortium member, the LeDoux Library is able to offer an online catalog through which all users, including distance learners, may access the collections of every LOUIS library.

The LeDoux Library staff continues to succeed in providing sufficient services and timely access to information to meet the curricular and research needs of students and faculty. Qualified staff with appropriate education and useful experience are being utilized fully to accomplish the mission of the institution. Library and information services for students, faculty, and the community include

- library orientations and tours
- library presentations at adjunct, new faculty, in-service and staff workshops
- digital content workshops for faculty
- information literacy, bibliographic instruction guides and workshops for students
- 24/7, remote access to digital library content provided: digital books, reference works, journals and films and videos
- librarian on duty during 45-hour weekly operating schedule with e-mail access to librarian, to accommodate distance, evening, and commuting students
- media equipment available for use by faculty and students
- reserve collection with online access capability
- open-access Information Commons and Information Literacy classroom with staff
- Interlibrary loan services
- cultural and educational programs and services like income tax preparation.

As noted, the level of satisfaction with the library, its collections, and its services remains high. Annually, both faculty and staff indicate that the library is meeting their needs and is accomplishing its mission. As an institutional planning unit focused on outcomes and student learning, the LeDoux Library annually sets goals and analyzes outcomes [2011 - 2012 Library - Outcomes Assessment Plan] to make changes, enhance services, and improve support for classroom instruction, the focus of the University. Progress on these goals and their outcomes is reviewed annually. Questionnaires, surveys, compiled usage statistics [Library Circulation - Data Trend '07 - '11], and informal staff meetings [Library Staff Meeting Agenda - Spring 2010] and discussions are employed in the outcome review process as a way of generating solutions and improvement for library services and resources. As an example, informal e-mail discussions and resulting documentation between the library and the Radiologic Technology program director about a program accreditation review demonstrates how these two units bring about change and improve program resources.

Learning and Instructional Support

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

Media and Duplication Services

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. Mobile Smartcarts have computers that also enable faculty and students to use presentation software to accompany their classroom activities. Lecture auditoriums in Manuel Hall and the Science Building have web access and large-screen video projection equipment with touch screens for use during class lectures. In the new Community Education Building, all classrooms are equipped with TechPod Interactive podiums connected to ceiling-mounted projectors for faculty use. The building also has two auditoriums with projectors, cameras, television monitors, and video recording equipment for compressed video.

Media services are available to faculty through the library and division offices. The LeDoux Library has TV/VCR/DVD combos, audio tape recorders, slide projectors, and overhead projectors that faculty may use in their classrooms. The LeDoux Library also offers in-house audio and video collections for both instructional support and leisure enjoyment, as well as digital subscriptions, such as Films on Demand, to provide distance students and online students with access to a plethora of documentaries, films, and instructional media productions that support many topics and types of classroom instruction. Academic divisions also maintain a variety of equipment to meet specific needs of their respective faculty. Any faculty members teaching off campus may make arrangements with the Director of Continuing Education or the Director of the Library to use digital resources, multimedia, and audio-visual equipment at their off-campus sites to supplement and support distance classroom instruction and learning.

Duplication services are available to faculty for instructional and professional needs. Most faculty members have computer printers in their offices. In division offices, computer printers as well as other types of duplicating machines are available. Faculty members also have access to photocopying machines near their offices. Students

have access to two photocopiers in the library. The Office of Continuing Education provides duplicating services for off-campus and evening faculty.

Sources (In Order of Appearance)

-  [LSU Eunice 2012 Fact Book \(Page 15\)](#)
-  [2012 Faculty Survey](#)
-  [2012 Staff Survey Library](#)
-  [Print Books by LC Heading in LeDoux Library 2012](#)
-  [Periodicals List 2011](#)
-  [Government Documents 2012](#)
-  [Library Policies INDEX](#)
-  [Weeding Policy](#)
-  [Library Distance Education Policy](#)
-  [Book Budget 2011 - 2012](#)
-  [Periodicals 2011 - 2012](#)
-  [Library Procurement Record - Carl Perkins Funds - 2012](#)
-  [LOUIS Membership Fees 2011 - 2012](#)
-  [LALINC Membership Brochure](#)
-  [LALINC Borrowing Agreement](#)
-  [LOUIS Brochure](#)
-  [Library In-service Meeting 2011 Documentation](#)
-  [Faculty Workshop 2010 - Business and Technology](#)
-  [Library Staff Meeting Agenda - Spring 2010](#)
-  [Library Cultural Program 2011](#)
-  [Library Educational Program 2011](#)
-  [Library Tax Preparation Services 2011 - 2012](#)
-  [2011 - 2012 Library - Outcomes Assessment Plan](#)
-  [Library Circulation - Data Trend '07 - '11](#)
-  [Email Correspondence - Library & Rad Tech 2012](#)
-  [2012 Radiologic Technology Library Resource List](#)
-  [Computer Labs & Student Ratio](#)
-  [Library Audio & Video Materials 2012](#)
-  [Films on Demand - Digital Library Resource](#)
-  [2010 Staff Survey Statistics](#)
-  [NO65](#)

2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

LSU Eunice provides student support programs, services, and activities consistent with its [mission](#) through the Office of Student Affairs and Enrollment Services which are intended to promote student learning and enhance student development. All students have opportunities outside the classroom to learn and develop themselves intellectually, socially, culturally, spiritually, emotionally, and physically by taking advantage of free access to programs and services offered in the University [Catalog](#).

The LSU Eunice student body in 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% from the remaining 59 parishes and Texas
- 68% were female; 32% 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, other programs, or undecided
- 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 15 and the oldest 80

LSU Eunice has the ability to serve the broad spectrum of academic and professional career needs of traditional first-time, transfer, adult, and distance students. Student needs and services are determined with several instruments: an annual online survey of student satisfaction with a variety of campus academic programs and services conducted by the Office of Information Technology, feedback via ACT Student Opinion Surveys, surveys taken randomly through the "Absent Professor Program," and informal surveys at various campus events throughout the year. A review of best practices for Student Affairs professionals as identified by the [National Association of Student Personnel Administrators](#) is also considered.

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's [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, a [CALL brochure](#) provides contact and general information on program offerings and campus services. From the CALL website, 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, 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 Admissions office as all other students, except that they are exempt from the required on-campus orientation session. That notification includes contact information for their assigned academic advisor to assist with course registration and requirements, a username and password for their University e-mail and myLSUE accounts, and any requests for transcripts, test scores, etc. to complete their admissions file. Following registration, students can immediately connect with their course instructor for course content/lecture information, tutorials, testing, and grade reports.

Services available to distance students also include [financial aid](#) information, with updates via student e-mail and myLSUE accounts, and academic 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 (in English and in Spanish), nursing, reading, science, and Spanish, and writing. 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. More detailed information on library support services for distance students is outlined in Core Requirement 2.9.

Upon registration, all students are informed via the [Student Handbook](#) of their personal responsibility to work within the framework of the University to achieve their personal and career goals. The specific campus units that manage

the dissemination of information, support programs, services, and the activities for students include those listed below:

Student Support Services

Consistent with its mission as a comprehensive, open admissions institution of higher education and its purpose of serving the needs of its constituency, LSU Eunice 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.

This office identifies, selects and serves up to 400 students from a pool of eligible students enrolled. Specific services include developing academic and needs [assessments](#); identifying students who are members of under-represented groups, including students with disabilities and non-traditional students; facilitating focus groups to discuss programs, services, and various aspects of life at LSU Eunice; assigning faculty mentors to serve as role models and to provide students with someone to motivate them; the Early Detection System to identify students who are not making satisfactory academic progress by mid-semester; peer and faculty tutorials and supplemental instruction; financial aid and housing assistance; exposure to cultural and educational events, self-help workshops, and activities covering study skills, time management, test taking and other areas; and accommodation for students with disabilities. LSU Eunice also provides supplemental institutional funding to cover a portion of operating expenses which allows tutorial services to be available to all students.

In addition to Student Support Services, LSU Eunice offers a developmental program, [Pathways to Success](#), to help students whose ACT composite score is 15 or below, or those with no ACT scores, prepare for general education coursework. This mandatory one-year program requires completion of developmental courses and includes free tutorials in developmental [math](#) and [English](#).

A variety of accommodated services is provided for disabled students who need specific equipment and/or support such as tape recorders, electronic books, note takers, or special housing accommodation. A [verification form](#) and access to auxiliary equipment and/or support is provided by the Accommodated Services Coordinator, who works through the Office of Student Affairs and Enrollment Services to verify and approve delivery of identified services.

Testing

The University is an [ACT testing](#) site for those who need ACT scores for admission to any 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 and for placement in general education courses that are in line with their ability and potential to be successful in either developmental, regular, or honors coursework. The residual tests are offered prior to each fall, spring and summer session.

Financial Aid

The Office of [Financial Aid](#) supports the University's mission to provide high-quality, low-cost educational opportunities to all students. Information and assistance is available to students who need financial assistance to help pay for college and related expenses. The financial aid staff encourages all students to apply annually for any of the numerous aid packages made available by the federal and state governments. The present Director of Financial Aid, who has served as President of the Louisiana Association of Student Financial Aid Administrators (LASFAA), President of the Southwest Association of Student Financial Aid Administrators (SWASFAA), and is currently a LASFAA Delegate-at-Large for the LSU system, makes numerous financial aid [presentations](#) throughout the year on and off campus and at all orientation sessions for new students and their parents. Information about the [financial aid application](#) and award process is completely available online. Students can access their personal financial aid information 24 hours a day through their [myLSUE](#) account and receive correspondence from the department through their LSU Eunice [e-mail](#) account.

In addition to the many grants, loans, and work-study opportunities available to students, the Office of Financial Aid also works closely with the Office of Student Affairs and Enrollment Services to help manage the state's [Tuition Opportunity Program for Students](#), a program that awards tuition scholarships to high school graduates whose ACT composite score is 20 or higher. Since the inception of the program, LSU Eunice has consistently ranked at or near the top of the list [TOPS Payment Summary Award Level for All Academic Years](#) which shows the total number of TOPS recipients for all two-year institutions in the state. TOPS awards increased from \$382,822 in Fall 2009 to \$448,389 in Fall 2011. The University also strives to increase the amount in institutional scholarships and other funds given to students each year.

As one of its annual goals, the Office of Financial Aid seeks to increase overall awards given to qualified students by
Louisiana State University Eunice

1% each year. The chart below shows the outcome data for this goal for 2009 through 2011:

Table 2.10-1: Overall Awards

	Awards 2009	Awards 2010	Awards 2011	Projected for 2012
	2010	2011	2012	2013
Number of Students	2191	2249	2369	1% = 2393
Award \$\$\$ Totals	\$14,839,504	\$16,047,526	\$19,933,680	1% = \$20,133,017
Average Award Per Student	\$6,773	\$7,135	\$8,414	1% = \$8,498

The Office of Financial Aid also tracks the academic progress of all recipients to assure that they are in compliance with matriculation requirements. Students who have fallen below minimum academic requirements are notified by letter of their insufficient progress and are encouraged to appeal to the Financial Aid Appeals Committee. An appeal form is included with the notification letter. The appeals committee reviews each student appeal and votes to approve or deny the appeal based on information provided by the student in each case. The student is then sent a letter informing him or her of the committee's decision.

An annual audit of the Office of Financial Aid is conducted by the Louisiana State Legislative Auditors and the University has had no audit findings during the past four years. As reported by the ACT Student Opinion Survey, LSU Eunice student response to financial aid services averaged a 4.15 level of satisfaction on a 5-point Likert scale compared to the national average of 4.05.

Student Orientation

In accordance with its mission to allow access for all students who can benefit from its resources and programs, the University requires that new students planning to enroll either at the LSU Eunice campus, the Learning Center for Rapides Parish (LCRP) site or the LSU Alexandria site participate in an orientation prior to the start of classes. These orientations provide an introduction to University life and include an overview of general academic requirements, University policies and procedures, student rights and responsibilities, services, and activities. Exceptions to the required orientations are allowed for distance students and for transfer students who have accumulated at least 24 credit hours.

In preparation for the orientation sessions, student leaders at LSU Eunice are recruited and trained to assist students, professional staff, and faculty during the orientation program. The student leaders act as role models and peer sources of information to help new students acclimate to the campus environment. Parents, spouses, and family members are also invited to participate in an orientation on the same day. They receive Parent Orientation information similar to that given to the student orientation participants, but their sessions focus more on how they can provide support and assist their students in becoming more independent in developing a plan for success rather than being the decision maker for the student.

Prior to the actual orientation, students with ACT mathematics subscores of 18 or below have the option of taking a free mathematics assessment to determine their initial placement in MATH 0001 (Pre-algebra) or MATH 0002 (Introduction to Algebra) using ACT's ASSET. Information about the test is contained in each LSU Eunice Bulletin. Due to limited time, this is the only placement assessment given on orientation day. However, during the Developmental Education Assessment Day just prior to each semester, three assessments are offered: a writing assessment to determine their initial placement in ENGL 0001 (Developmental English Composition) or ENGL 1001, the first general education English composition course; a reading test; and a placement test for MATH 0001, MATH 0002, or MATH 1021 (College Algebra), the first general education math course.

During the course of the day, student orientation leaders guide the new students through check-in, distribution of information and materials, campus tours, break-out sessions by academic division and/or major, and they escort students to faculty offices for advising and scheduling of classes. Once students have registered for classes, student leaders direct them to the various services needed or requested, including Financial Aid, Disability Services, Veterans Affairs, Fee Payment, Bookstore, Campus Housing, Meal Plan, or to the Office of Student Affairs and Enrollment

Services for other assistance.

At off-campus orientations, an LSU Eunice professional team consisting of academic advisors and one or more representatives from the Offices of Student Affairs and Enrollment Services, Admissions and Registrar, Developmental Education, Financial Aid, and Business Affairs travel to the sites and collaborate with the enrollment services personnel there to coordinate access and dissemination of information about our academic programs and services for students at those sites. Students attending off-campus orientations are also given the opportunity to take the mathematics assessment. Off-site students such as those at the LCRP and LSU Alexandria may travel to the Eunice site if they wish to participate in Developmental Education Assessment Day to determine their initial placement beyond their ACT scores; however, students often take ACT's COMPASS assessment at a local technical college or at LSU Alexandria. Online students may also choose to take ACT's COMPASS at an approved COMPASS testing site and have their scores forwarded to the LSU Eunice Admissions Office. Students with no ACT scores who do not wish to take the assessments are placed in the lowest level developmental education course.

Following orientation, students are sent an online [Orientation Survey](#) asking them to evaluate their orientation experience. During 2010-2011, the university received 483 survey responses from participants. In addition, the overall results from responses to the [ACT Student Opinion Survey](#) in 2010-2011 showed an average satisfaction rate of 4.24 on a standard 5.0 Likert scale. 212 parents who attended the parent sessions during 2010-2011 were given paper-and-pencil surveys which were collected immediately after their sessions. The results of [Parent Surveys](#) showed satisfaction at an overall average of 4.72 on the 5.0 Likert scale. Those results along with comments are reviewed by the Student Affairs and Enrollment Services staff and used to make adjustments to future orientation programs.

Student Development

The Office of Student Development supports the University's mission which acknowledges the dignity and worth of every individual. Confidential personal counseling and referrals are available for all members of the LSU Eunice community. The term "counseling" here refers to the relationship between an individual and a licensed professional counselor who completes a [referral](#) form which identifies and assesses the client's needs and outlines a follow-up plan to address the issues presented. The goal in counseling is to guide the person toward achievement which enhances overall success and/or general health and well-being. Typical counseling sessions may include issues related to depression, anxiety, recovery from substance abuse, social skills deficits, relationship conflicts, anger management, post-traumatic stress disorder, ADD/ADHD, and others.

The LSU Eunice licensed professional counselor in the Office of Student Development accepts self-referrals and those from third parties. Such referrals are handled using the guidelines and procedures from the [American Counseling Association Code of Ethics and Standards of Practice](#) which also covers the Family Educational Rights and Privacy Act (FERPA) regulations. Individuals may walk in or be referred. Any member of the University community may contact the Office of Student Development for an appointment to receive counseling, resources, or referrals. Decisions are made as quickly as possible so that individuals may resume their routine with the least amount of disruption to themselves or the University community.

Emergency counseling and crisis intervention procedures are implemented when there is evidence of an individual's potential to harm self or others. Issues beyond the scope and training of the licensed professional counselor are referred off campus for appropriate treatment and follow-up. LSU Eunice makes an annually updated written agreement with a local professional counseling agency, [The Counseling Center of South Louisiana](#), for direct referrals of cases that require more intensive oversight and case management. Such cases are accepted with no out-of-pocket charge for the initial referral made by the University. Individuals needing more extensive counseling are given the option of continuing with the agency for a fee or being referred to a state agency for free mental health services where available. Two to three times each semester, the licensed professional counselor sends out an e-mail [Wellness Report](#) to campus entities which provides educational information on a variety of general mental health topics.

In addition to counseling services, the Office of Student Development collaborates with the Office of Academic Assistance to coordinate [workshops](#) for area school counselors, assists with advising students with "undecided" majors, coordinates the University's adult marketing and recruitment activities, plans adult orientation sessions, coordinates high school district speech, drama and literary rally competitions, coordinates the [Honors Convocation](#) program in recognition of outstanding LSU Eunice students, provides consultation to the Phi Theta Kappa honors organization, and provides overall coordination of [Commencement](#) for University graduates each fall and spring.

Student Activities

The Office of Student Activities supports the University's mission of providing lifelong learning experiences and resources for a diverse population and its goal of offering extra-curricular activities to meet personal, artistic, and intellectual interests. The Student Activities Coordinator works directly with student organizations and other individuals and groups to organize and sponsor events that expand opportunities for students to engage in activities that stimulate student intellectual, social, cultural, recreational, and personal growth and development. Student activity programs are developed primarily by the LSU Eunice Campus Activities Board (CAB) [\[Constitution\]](#). A variety

of events through the year are held on campus and all allow students to enter or participate free with a current I.D. Most activities are paid for with student activity fees. Some additional activities are also funded and/or co-sponsored through a [Tobacco- Free Living Grant](#). Activities include

1. [Welcome Back Days](#) - During the first week of classes each semester, the Campus Activities Board (CAB) provides new students with information and assistance with class schedules and location information for various student services in addition to providing free refreshments and give-aways such as t-shirts and University paraphernalia.
2. [Lunch With Your Professor](#) - Students invite their favorite professors to a free lunch sponsored by CAB.
3. [Fall and Spring Live Music and Cultural Performances](#) co-sponsored by CAB and the LSU Eunice Performing Arts Series
4. Student Organization Fair - All student organizations are invited to set up tables/booths/demonstrations to publicize their activities and to recruit interested students
5. [Career Fairs](#) - in coordination with the Office of Career Services, CAB assists with set-up for professional recruiters.
6. [African-American History Program](#)
7. [Women of Excellence Luncheon/Recognition Program](#)
8. [Alcohol & Drug Awareness Programs](#)
9. Undergraduate Summer Research Institute (URSI) - a academic enrichment program over the summer when faculty and students have the opportunity to collaborate on various research topics and later present their findings at a fall colloquium
10. [Library-sponsored presentations, literary programs, workshops, and children's programs](#)
11. Tobacco Free Living Activities and Cessation Programs
12. [Campus Religious Centers](#) - Free lunch and speakers weekly; weekend spiritual retreats for students during the year
13. Student Government Association's Bengal Bash at the end of each regular semester
14. [U.S. Constitution Day program](#) - education and celebration of various aspects of our constitutional democracy
15. Fall/winter/spring holiday social activities - Halloween, Thanksgiving, [Christmas](#), Mardi Gras, Spring Break
16. Martin Luther King recognition program
17. [Community Day](#) activities for the entire family - various activities, games, food, and entertainment, open to the public
18. Recreational activities - [flag football](#); basketball; softball; volleyball; swimming, dance, aerobic and weight-room classes; equipment check-out

CAB is composed of volunteer students interested in student programming; it conducts random surveys to find out what students want and how they feel about what is being offered. This provides an opportunity for ongoing improvement in the quality and quantity of activities offered to students. Faculty are asked to encourage student attendance and/or participation at events related to course content by offering classroom points or extra credit.

The Student Activities Coordinator is charged with maintaining records of student activities and with assuring that all student organization leaders are duly informed of University regulations ([Student Handbook](#) and [PS 1](#): Procedures Related to Activities on the LSU Eunice campus; [PS 14](#): Campus Disturbances During Student/Institutional Activities; [PS 15](#): Use of University Vehicles; and [PS 17](#): Use of University Facilities & Premises).

Student Organizations

In support of the University's mission to expand knowledge and lifelong learning, numerous [student organizations](#) are available which provide opportunities for student leadership and collaboration with professionals on and off campus. The organizations appeal to a variety of interests and provide activities that:

- embrace the acquisition and sharing of knowledge
- promote the development of leadership skills
- encourage service on campus and in the larger community
- provide opportunities for healthy, diverse peer interaction and support, and
- positively influence student retention and graduation

New students are issued an [Orientation Guide](#) which includes a listing of all active campus organizations and their contact information. Student leaders from the organizations are also invited to set up information tables to get their message out as well as recruit new members. Faculty and staff advisors work with the clubs and organizations to plan activities that extend student learning experiences. Organizations exist in almost all of the associate degree programs offered at the University.

The Student Government Association [[SGA Constitution](#)] is the only organization on campus that requires officers and members to be voted into office by the student body. Regular bi-weekly [meetings](#) are open to all students. The SGA holds executive officer elections each spring semester and Senate elections are held in the fall semester. The SGA's

primary roles are to address issues and concerns that affect students and to advocate on their behalf. The executive officers also represent the University at state SGA meetings and conferences. SGA also co-sponsors programs and activities with the Campus Activities Board. "Bengal Bash" is the culminating event on the last day of each fall and spring semester. Students, faculty, and staff are invited to a specially prepared lunch and participate in various games and fun activities before the start of final examinations. During final exam week, SGA also collaborates with the Campus Activities Board to provide testing supplies and refreshments to students.

The Student Activities Coordinator provides direct supervision to the Campus Activities Board [[CAB Constitution](#)] which receives student self-assessed fees. CAB is required to develop and execute programs that are of interest to students and in line with the University's mission to support student growth and development. CAB meets weekly and is divided into working committees with specific programming functions. Most of the major student sponsored events on campus are either sponsored or co-sponsored by CAB.

During the third or fourth week of each fall semester, a Student Organizations Fair is co-sponsored by both CAB and SGA. The goal is to promote campus involvement and encourage LSU Eunice students to become involved in something that interest them. Opportunities for new and continuing students to join clubs, groups and formal organizations in academic, social, spiritual, leisure, recreational and various special interests groups are extensive. Information about groups that requires higher academic standards for membership such as honorary and academic organizations are also made available to students.

Veterans Affairs

The Office of Veterans Affairs supports the mission of the University in its efforts to provide access to all who can benefit from its resources, particularly those individuals who have served their country in the military. Information and guidance is available for veterans and eligible dependents of deceased or disabled veterans who wish to enroll in the University. This office assists veterans and dependents with the required [certification](#) process authorized by the [U.S. Department of Veterans Affairs](#).

Contact information for access to veterans services at LSU Eunice is included in the student [Orientation Guide](#) given to all new students prior to enrollment. Veterans and dependents are invited to attend a brief breakout session during orientation which provides them with an opportunity to become familiar with eligibility requirements and educational benefits. Student eligibility information is sent to the regional Office of Veterans Affairs in Oklahoma for review and approval. Veteran students are informed that the process takes 60-90 days from the date of application. They are also encouraged to seek financial aid assistance if needed. After their certification process is completed and approved, students begin receiving regular monthly benefits as long as they remain enrolled in the University. LSU Eunice is required to provide the regional Office of Veterans Affairs with an update on the enrollment status and academic progress of veteran students each semester.

Campus Housing

[Bengal Village](#) is a 220-unit, privatized student apartment complex that offers on-campus housing for LSU Eunice students. In keeping with the University's mission and goal to provide facilities and services that support personal development, an appreciation for diversity, and lifelong learning, the residential facility opened in Fall 2002 and provides an opportunity for students to develop a residential community within the larger campus environment. Persons leasing apartments must be either current LSU Eunice students or have been admitted to the University.

Student residents are able to enjoy the convenience and comfort of living in a modern, fully furnished apartment on campus that allows for enhanced peer engagement and participation in a variety of educational, social, and recreational activities. The apartment complex includes a clubhouse with big-screen television, laundry facilities, individual and group study areas, swimming pool, outdoor barbecue pavilion, basketball court, and volleyball area. The property is gated and parking is restricted for residents and their registered guests only. Students also have access to a full-service kitchen and can choose to prepare their own meals or take advantage of the campus meal plans in the cafeteria which are also available to all members of the University community.

A Residence Life Manager who specializes in student housing provides professional, on-site, day-to-day management of the facility. The manager is assisted by student resident assistants whose primary responsibilities include getting to know their student residents and helping them learn how to adapt to independent adult living in the University environment. Resident assistants are expected to disseminate information and encourage students to participate in academic and extra-curricular activities. They also respond to student personal concerns and emergencies, and they make appropriate referrals as needed.

Interested students may contact a Bengal Village staff person directly to get information on availability, costs, and general lease information. The housing staff participates in all LSU Eunice orientation programs and provides information and tours of the facility to prospective students and their parents.

Health Clinic Services

As a result of a University endowed professorship granted to a nursing faculty member, LSU Eunice approved the establishment of a walk-in [Health Clinic](#) which opened in Fall 2008. The services provided are in keeping with the University's mission that recognizes the worth of all individuals. The specific objective here is to provide access to basic health care and information to students who may not have convenient and immediate access to such care.

A local physician serves as the medical director and referral source for the clinic which is managed by a registered nurse practitioner from the University nursing faculty. As manager of the clinic, this individual conducts patient intakes; assessments and physicals for employment, school, and sports program participation; treatment of common illnesses; monitoring/management of pre-existing medical conditions; and a tobacco cessation program.

The health clinic is located in the Acadian Center for easy access in the center of campus. It is currently open each week with limited hours when classes are in session. Medical equipment and supplies were donated by local health providers. The clinic also operates in full compliance with [Health Insurance Portability and Accountability Act](#) regulations which require that all medical information remain strictly confidential and not be released to a third party without the written consent of the patient.

At the end of treatment, students are asked to complete an evaluation of services received. The nurse practitioner reports the results of the surveys to the Office of Student Affairs and Enrollment Services which works with the clinic to market, improve, and expand medical services to students based on staffing and resource availability.

Career Services

Consistent with the University's mission and goal to provide educational opportunities to meet changing employment needs, the Coordinator of [Career Services](#) works with students to provide information and assistance in making career and vocational choices. That office provides assistance to students in the following areas:

- Career Decision Making - selecting an academic major and/or career choice
- Experiential Education - exploring occupations and job opportunities
- Job Search - sharpening their job search skills
- Employment Services - finding full-time or part-time work

The Coordinator of Career Services also manages the University-sponsored [Kuder Career Assessment](#) program which gives students objective and reliable information about potential career options, based on their skills and interests, in its [College and Career Planning System](#). This information is very helpful in giving students guidance before deciding on a major and starting their academic coursework.

Career Services also helps students gain access to internships, cooperative education, and work-study jobs in their chosen majors. In addition, referrals, employment services, individual career counseling sessions, and group workshops are provided throughout the year.

In an effort to link area employers with students, this office also sponsors annual career fairs on campus. Students receive exposure to the kinds of general information, technical knowledge, and skills needed to enter the workforce in their preferred area. Prior to the career fairs, the coordinator offers assistance in helping students develop resumes that are appropriate for the type of employment they are seeking [[College Central Network Program](#)]. Students then have the opportunity to sign up for on-site interviews held during the fair, or they can schedule a follow-up interview at the employer's business site.

Campus Security

LSU Eunice maintains a safe yet accessible campus environment for students, faculty, staff, and visitors which is consistent with its mission as an open admissions institution. 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](#). Four full-time security guards provide coverage of the campus seven days a week throughout the year. Additionally, one full-time commissioned Eunice police 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 referrals of cases which fall under the authority of the [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 conduct violation. For discipline cases where sanctions deny students certain access or privileges, Campus Security guards may be notified in order to assist with compliance and enforcement as needed.

and/or alcohol, personal mental health, 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 investigation, crime prevention information, and emergency response procedures.

At the end of their shifts, 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 if needed. Guards are also in constant communication with area law enforcement agencies that provide additional assistance and support to the campus when needed.




Guards work in collaboration with University Physical Plant personnel to assure the general safety and security of campus equipment, vehicles, buildings, facilities, and grounds. They also assist in compiling information forwarded 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.

LSU Eunice has also partnered with Rave Mobil 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 e-mail and text messaging.

Sources (In Order of Appearance)

-  [LSU Eunice Catalog 2012-2013 \(Page 8\)](#)
-  [LSU Eunice Catalog 2012-2013 \(Page 50\)](#)
-  [NASPA-About Us](#)
-  [Call Information](#)
-  [Call Brochure](#)
-  [Contact Us Form - Center for Adult Learning in Louisiana \(CALL\)](#)
-  [CALL Response](#)
-  [Admissions Letter](#)
-  [Financial Aid](#)
-  [Services-Smarthinking, Inc](#)
-  [LOUIS Basic Search](#)
-  [2011-2012 Student Handbook](#)
-  [Student Support Services](#)
-  [St Supp Serv Assessment](#)
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-  [ACT Testing](#)
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-  [FAFSA on the Web](#)
-  [Financial Aid myLSUE](#)
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-  [TOPS](#)
-  [TOPS2011-12](#)
-  [SatPro Letter](#)
-  [FinAid Appeal Form 12-13](#)
-  [Academic Plan](#)
-  [Management Report \(Page 6\)](#)
-  [ACT SOS Financial Aid Services](#)
-  [Orientation](#)
-  [Parent Orient Schedule](#)

-  [Developmental Education Assessment Day](#)
-  [Veterans Affairs](#)
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-  [Bengal Village](#)
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-  [CAB Constitution](#)
-  [Tobacco-Free Living](#)
-  [Welcome Week Flyer Spring 2012](#)
-  [Lunch with Your Professor](#)
-  [Doug Duffey Flyer, March 12](#)
-  [Career Expo Flyer - CJ Ed BT](#)
-  [Black History Flyer](#)
-  [WOE-Program \(2012\)](#)
-  [iChoose Days Flyer](#)
-  [The Jacob Crouch Foundation](#)
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-  [Orient Organizations](#)
-  [SGA Constitution](#)
-  [SGA Agenda and Minutes](#)
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-  [College Central Network](#)
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-  [2011-2012 Student Handbook \(Page 11\)](#)
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-  [No72](#)
-  [Day Shift Report 6-15-12](#)
-  [Crime Survey](#)

-  [Emergency Alert Signup](#)
-  [Emergency Alert](#)
-  [ACT SOS 2012](#)
-  [ACT SOS 2012 \(Page 14\)](#)
-  [Emergency Response Procedures](#)
-  [Kuder](#)
-  [LSU Eunice Catalog 2012-2013](#)

2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions."

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Louisiana State University Eunice possesses adequate financial resources and financial stability to support the mission of the institution and the scope of all of its programs and services. Through prudent planning and spending, fiscal stability is ensured. An examination of the financial history of LSU Eunice reveals a stable institution that has developed steadily over the years of its existence. LSU Eunice is committed to maximizing resources to accomplish its mission.

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 2.11.1-1 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 2.11.1-2, LSU Eunice's financial stability is reflected in the steady increase in net assets. 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 FY 2008-09 to \$18,885,236 in FY 2011-12. For consistency and comparison of information, a [History of Revenues, Expenses and Changes in Net Assets](#) for 2009, 2010, 2011, and 2012 have 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 2.11.1-3, "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. This schedule also demonstrates the University's ability to manage financial resources to respond to the institution's growing needs in instruction.

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 2.11.1-4](#) 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 2.11.1-1](#), 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 was allowed by the Louisiana Legislature, which controls the increase of tuition and fees, to raise its tuition rates in FY 2010-2011 and FY 2011-2012. The per semester [tuition and fees](#) charged for a full-time (12 hours) resident student increased from \$1,150 in Fall 2009 to \$1,410 in Fall 2012, and for a non-resident it increased per semester from \$1,590 to \$2,586 for the same time period. Effective with the 2011 fiscal year, the legislature implemented the Louisiana Granting Resources and Autonomy for Diploma Act ([GRAD Act](#)) which stated that any public postsecondary education institution could enter into an initial six-year performance agreement to be granted limited operational autonomy and flexibility in exchange for meeting established performance targets. The Board of Regents would determine if institutions are making satisfactory progress and, if so, allow institutions to raise tuition to the southern region average. For fiscal year 2011-2012, [LSU Eunice's GRAD Act Annual Report](#) showed that the campus scored 100% on the Performance Objectives for Articulation and Transfer, Workforce and Economic Development, and Institutional Efficiency and Effectiveness. However, the same review identified that LSU Eunice did not meet the Student Success Objective with a score of 67%. A campus must score at least 80% in an objective to "pass" that objective. By law, an institution must pass the Student Success Objective in order to pass the GRAD Act. At its June 28, 2012, meeting, the Board of Regents voted that since LSU Eunice did not meet its GRAD Act targets in 2011-2012, the campus was unable to raise tuition or receive performance funding for 2012-2013.

However, under the Board of Regents' GRAD Act Intervention Policy adopted in February, LSU Eunice is allowed to earn access to a portion of its performance funding--75% of the 15% performance fund. In order to be eligible for this funding, LSU Eunice submitted a [remediation plan](#) of actions which would be taken to address the failed GRAD Act targets. The remediation plan was accepted by the Board of Regents which then entered into a [GRAD Act Performance Improvement Contract](#) with LSU Eunice. The approved remediation plan includes a predetermined schedule when funds can be released to the institution if the Regents determine that satisfactory progress is being made. For 2012-2013, if LSU Eunice is making satisfactory progress, all of the funds except \$184,711 will be released to the institution. LSU Eunice should meet the GRAD Act targets for 2012-2013 and thus will be able to increase its tuition for FY 2013-2014 to generate additional revenue.

The last bonds issued were in 1998 for the LSU Eunice Acadian Center Expansion and in 2002 for the Eunice Student Housing Foundation apartments. Both of these issuances were prior to the 2004 SACS visit to campus.

Institutional Audits

Annually, the University is included in a system-wide audit by state legislative auditors. 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 only 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 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. In addition, an [institutional management letter](#) is provided for the fiscal year ending June 30, 2012.

The review was performed on the financial statements of LSU Eunice's fiscal year 2012 activities. A review includes applying analytical procedures to the financial data and making inquiries of management. The review procedures disclosed that no modifications needed to be made of the fiscal year 2012 financial statements; improper purchases (discovered by LSU Eunice management) using federal funds were made by employees within a department at LSU Eunice; and that LSU Eunice has become more dependent on tuition, fees, and other revenues as state appropriations have decreased. LSU Eunice's [financial statements](#) are included in the Office of Louisiana Legislative Auditor's audit of the LSU System. 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.

The Board of Regents performs annual audits on [student credit hours](#) and the [GRAD Act](#). The LSU System has internal auditors perform [periodic audits](#) on the LSU Eunice campus. Overall, these audits have been favorable with recommendations and corrections made.

Unrestricted Net Assets

LSU Eunice prepares annual financial statements consistent with generally accepted accounting principles, as prescribed by the Governmental Accounting Standards Board (GASB). Included in these audited financial statements are the [Statement of Net Assets](#) and the [Statement of Revenues, Expenses, and Changes in Net Assets](#). LSU Eunice has included a multi-year [Statement of Financial Position of Unrestricted Net Assets, exclusive of plant assets and plant-related debt](#), which represents the change in unrestricted net assets attributable to operations for the most recent year. Even though LSU Eunice's net assets as shown in [Table 2.11.1-2](#) show an increase, the unrestricted net assets exclusive of plant assets and plant related debt show a decline due to the reductions in state appropriations.

A multi-year [Statement of Financial Position](#) shows a steady increase in total assets for fiscal years 2009 through 2012. This helps to prove the point that LSU Eunice is financially sound and stable. As a result of LSU Eunice's commitment to maximize its resources and adhere to prudent planning and spending, the University has helped to ensure fiscal stability and adequate resources by increasing net assets.

















Annual Budgets

The preparation of the annual operating budget is a culmination of sound planning in the yearly planning and assessment cycle. The [budget process](#), which is subject to sound financial procedures, involves all administrative and educational units of LSU Eunice with representative input from across the institution. 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. A [memo is sent to budget heads](#) from the Vice Chancellor for Business Affairs concerning preparation of their requested budget. Each unit head and [appropriate vice chancellor confers](#); after analysis and discussion, a proposed budget for each unit is prepared. Any special requests must be justified in a memo attached to the unit's requested budget. A Budget Review Committee consisting of the three vice chancellors, two faculty members, and a staff representative reviews and makes final budget recommendations to the Chancellor. Examples of 2009-2012 [Budget Review Committee Minutes](#) are included as source documents. The vice chancellors and Chancellor discuss, negotiate, and set priorities in preparing the final operating budget.

Once the final budget figure is received after the conclusion of the State legislative session, the University budget is finalized and the required Board of Regents budget forms ([2009-10](#), [2010-11](#), [2011-12](#), [2012-13](#)) are completed. The Vice Chancellor for Business Affairs is responsible for the preparation and oversight control of the University budget. The finalized budget is forwarded to the LSU System Office for review and for final approval by the LSU Board of Supervisors at the August or September board meeting (LSU Board of Supervisors Minutes from [August 2009](#), [August 2010](#), [August 2011](#), and [September 2012](#)). Expenditures are monitored by each administrative unit, the appropriate vice chancellor, and the Office of Business Affairs.

[Financial Worksheet Template](#) for 2.11.1 is attached.

Sources (In Order of Appearance)

	Table 2.11.1-1
	Table 2.11.1-2
	History of Revenues
	Table 2.11.1-3
	Table 2.11.1-4
	Retention Rates
	Budget Review Committee Minutes
	Tuition and Fees
	Grad Act
	GRAD Act Annual Report
	LSU Eunice GRAD Act Remediation Plan 8-20-12
	GRAD Act Performance Improvement Contract
	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
-  2011-2012 Standard Review Report
-  2011-2012 Standard Review Management Letter
-  Financial Statements
-  student credit hours
-  Grad Act Audit
-  periodic audits
-  net assets
-  revenues expenses and changes in net assets
-  unrestricted net assets
-  financial position
-  Requested Budget Cycle
-  faculty 2012 budget process survey
-  faculty 2011 budget process survey
-  requested budget department memos
-  budget memos
-  BORs 2009-2010
-  BORs 2010-2011 - Regents Electronic Submission
-  2011-2012 BOR
-  2012 13 BORs
-  LSU Board of Supervisors minutes-8-09
-  LSU Board of Supervisors minutes-8-10
-  LSU Board of Supervisors minutes August 26 2011
-  September 2012 BOR minutes
-  template 2.11.1
-  Generic GRAD Act Agreement

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Determination of Physical Resource Requirements

LSU Eunice's physical resources are sufficient to support the mission and scope of its programs and services. The University includes 432,055 [square feet of facilities](#) and 196 acres of land. A [campus map](#) shows the current layout of the campus. The 2012 [Fact Book](#) gives a description of the various buildings and a map of the campus. Visitors to the LSU Eunice website can view an interactive campus map. Packets are available upon request. As a part of LSU Eunice's continuing to strive for academic excellence, the [Campus Master Plan](#) was updated in 2005 to address the future building needs of the University. The plan includes a thorough analysis of the campus site, projections of space needs based upon anticipated enrollment and educational specifications, and standards and parameters for the design for facilities and infrastructure necessary to meet these needs. The Master Plan for LSU Eunice was approved at the March 2005 [LSU Board of Supervisors meeting](#). Consistent with its mission, the University works to achieve Goal 7, that "students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas." The five-year capital outlay process provides the means to request funding for facilities.

Facilities

Every year the campus administration evaluates the existing facilities inventory and the academic needs of the institution in order to properly plan for the housing of the academic programs, the anticipated student population, and the needs of faculty, administration, and ancillary services. Despite recent fiscal challenges, the campus has completed 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. Every August in response to the Board of Regents' request, LSU Eunice prepares and submits a Five-Year Capital Outlay Plan. The latest Fiscal Year [2013-14 Capital Outlay Budget Request](#) for major projects totals \$24,513,800. All these requests are reviewed, discussed, and [prioritized by the LSU Board of Supervisors](#) and the Board of Regents.

LSU Eunice conducts classes off-campus at [Louisiana State University Alexandria](#), which provides classroom facilities for all LSU Eunice course sections offered on its campus. LSU Eunice personnel provide a full range of services including admissions, financial aid, business affairs, bookstore, advising, orientation, and counseling. There have been no complaints from students, faculty, or staff regarding the physical resources at LSU Alexandria. The needs of students and personnel at this off-campus site are sufficiently being met. Based on [student surveys](#) conducted at LSU Alexandria, students find technology adequate. Of 621 students surveyed at LSU Alexandria, 76.16 percent agreed or strongly agreed that classroom technology was adequate.

The University also offers courses for dual high school and college credit in [regional high schools](#), all of which are Louisiana State accredited institutions. As such, these schools' facilities meet standards for safety and instruction mandated by the schools' local districts as well as the State Department of Education. The Director of Continuing Education observes classes in these schools to ensure that environment and the facilities are appropriate for collegiate learning. Courses are also offered at the University Medical Center's Voorhies Auditorium in Lafayette, Louisiana. As a teaching hospital in the LSU System Health Science network, the Voorhies Auditorium features state of the art instructional technology. The Medical Center's physical and personnel resources in general, including hospital security and Facilities Administration, support LSU Eunice's teachers and students in this setting. The Director of Continuing Education is likewise responsible for negotiating and scheduling the University's use of the Auditorium and its instructional features. LSU Eunice offers diagnostic medical Sonography (DMS) courses through Webex at Fletcher Technical Community College in Houma, Louisiana. Equipment for the program was purchased through a Rapid Response Grant in 2011. The state-of-the-art ultrasound equipment is a "mirror" lab to the equipment in the LSU Eunice campus.

In order to satisfy the continued identified space needs, LSU Eunice recently constructed the Classroom Community Education Building. Overall, the University has experienced a 35 percent growth in physical space since 2000. The adequacy and currency of facilities are demonstrated by classroom and laboratory utilization reports. In addition, the Classroom Community Education Building, which opened in Fall 2012, added 10 classrooms and several laboratories which are not included in the space utilization reports. The following information from the lengthy [2011-12 Facilities Inventory and Utilization Study](#) documents the adequacy of space. 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

Maintenance of Facilities

The Physical Plant Department is responsible for maintenance and operation of all facilities and mechanical equipment. Its goal is to provide safe, clean, attractive, and energy-efficient buildings that support the teaching and service responsibilities of the University as defined by its mission. LSU Eunice recognizes that these services are critical in order to maximize the useful life and ensure dependable performance of facilities. A comprehensive maintenance program employs a full-time Director of Physical Plant, 13 full-time grounds/maintenance/operations personnel, and 10 full-time custodians who service the facilities. The custodians clean and sanitize the facilities daily in compliance with established standards. They report safety issues observed and work required to the Physical Plant for corrective action ([attached](#)).

Descriptions of the management programs and procedures for repairs and maintenance are also [attached](#). The University has contracted for all [elevator service](#) and maintenance, including an annual certification inspection of elevators in accordance with state regulations. Examples of other maintenance services include roof repair, fire alarm systems, building environment controls, and pest and termite control. The Physical Plant has a [work-order system](#) for repairs and preventive maintenance which documents dates of completion and items used. A visual inspection of the campus reveals that facilities are well-maintained and attractive.

Satisfaction with Facilities

The ACT Student Opinion Survey, administered each spring, gathers data on student, faculty, and staff satisfaction with all services, including those related to facilities and grounds. Over the last four years, satisfaction with the adequacy of facilities and grounds has been high as seen in the chart below (using a low-to-high Likert scale of 1-5). LSU Eunice's averages are higher than national norms in all four years.

	2009	2010	2011	2012
Faculty	4.80	4.61	4.78	4.81
Staff	4.40	4.44	4.59	4.37
Students - LSU Eunice	4.28	4.22	4.28	4.16
Students - National	4.02	4.01	4.00	4.00

Students were also surveyed concerning their satisfaction with classrooms. As the survey results illustrate, their satisfaction was also higher than the national norm.

	2009	2010	2011	2012
Students - LSU Eunice	4.11	4.16	4.20	4.11
Students - National	4.00	4.00	4.02	4.02

Student satisfaction with laboratory facilities is reported below, and again, LSU Eunice's satisfaction with laboratory facilities exceeds the national norm.

	2009	2010	2011	2012
Students – LSU Eunice	4.02	3.96	3.94	3.95
Students – National	3.87	3.86	3.87	3.87

Student satisfaction with parking has improved over the years, as seen below, exceeding national averages in all four years. Parking is sometimes cited as an area of concern by students; however, it is usually an issue of proximity to buildings rather than the number of parking spaces.

	2009	2010	2011	2012
Satisfaction with Parking –LSU Eunice	3.59	3.85	3.88	3.98
Satisfaction with Parking – National	3.44	3.49	3.51	3.51

There is adequate parking on campus. In the fall of 2012, there were 2,350 on-campus students, approximately 175 faculty and staff, and 1,515 available parking spaces, with a ratio of 3 spaces for every 5 individuals. The satisfaction ratings and the number of parking spaces available indicate that campus parking is meeting the needs of students, faculty, and staff. The Vehicle Registration and Parking Lot Maintenance account is funded by \$20 parking decals. This account is used to build and maintain campus streets, parking lots, and sidewalks.

Equipment

LSU Eunice has been successful in providing its programs and services with the equipment and technology needed to be successful. In addition to unrestricted funds, grant funds such as [Carl Perkins](#) and [Student Technology Fees](#) are available for the purchase of equipment and technology. The Director of Grants receives [requests](#) from academic departments before preparing the Carl Perkins fiscal-year budget; the Student Technology Committee obtains technology project [requests](#) from campus [departments](#) to benefit students. Recently, LSU Eunice received grant funds to obtain costly equipment such as a fire truck, diagnostic medical sonography equipment, and radiologic technology equipment. Funds from endowed professorships are also an avenue for faculty to obtain equipment. The Office of Information Technology equips and maintains two compressed video classrooms. The distance education classrooms are equipped with state-of-the-art equipment. LSU Eunice also plans to equip two classrooms in the new Classroom Community Education Building with equipment for distance education capabilities.

Allocation of technology resources for academic purposes is a primary priority of the University. The total information technology resources available in a given year vary depending upon funding. Based on a [replacement-cost](#) assessment for insurance purposes, building contents for programs are valued at \$19.3 million with an additional \$2.1 million for technology equipment. Another \$1 million in equipment and furniture for the new Classroom Community Education Building will be added to these costs. LSU Eunice has 11 computer labs on campus. Faculty and staff are surveyed yearly as to whether the computer equipment in the labs and offices meets their needs. The ratings for the past four years were as follows:

	2009	2010	2011	2012
Faculty	4.12	3.61	3.72	4.00
Staff	4.03	3.89	3.98	4.00

In the ACT Student Opinion Survey administered each spring, students indicated a very high satisfaction with computer services available to them or used by their instructors.

	2009	2010	2011	2012
Satisfaction with Computers – LSU Eunice	4.40	4.46	4.31	4.36
Satisfaction with Computers – National	4.27	4.26	4.23	4.23

Some of the innovative technology assisting academic programs in meeting the University’s technology goals include:

- TechPod lecterns in 24 classrooms on campus
- "Smart" computer carts in 16 classrooms on campus
- Wireless access for laptops and mobile devices in all campus buildings
- Library Instruction Lab equipped with 30 computers
- Digital X-ray imaging system with image archiving

- Science lab's having student computer centers viewable from the instructors' TechPod allows for use of current technology in the field of health care, while the web lab space allows for instruction in traditional laboratory techniques






















Most classrooms have "smart technology" equipment including a ceiling-mounted projector screen, computer, DVD player, Apple TV, lecture-capture using Camtasia, speakers, and lectern. Every effort is made to continue to meet the physical and virtual resources of LSU Eunice in support of its mission and vision.

LSU Eunice has a [Property Control Manager](#) responsible for all property. The Property Control Manager, or designee, oversees the property inventory and ensures compliance with [PS 31: Property Control](#). This policy provides guidelines for acquisition, disposition, and reporting of institutional assets. A complete physical inventory of the property owned by LSU Eunice is conducted each fiscal year.

Template on "[Adequacy of Physical Resources](#)" is attached.

Sources (In Order of Appearance)

-  [2012 computers](#)
-  [square feet of facilities](#)
-  [LSU Eunice 2012 Fact Book \(Page 65\)](#)
-  [LSU Eunice 2012 Fact Book \(Page 22\)](#)
-  [Master Plan](#)
-  [Board of Supervisors Meeting Minutes March 2005](#)
-  [Capital Outlay and Maintenance Projects](#)
-  [Capital Outlay Budget Request 13 14](#)
-  [Capital Outlay Priority Order](#)
-  [Grice Employment Memo 12-13](#)
-  [AnnualSurveyofStudents10](#)
-  [Acadia Parish MOU 2012-13](#)
-  [LSU Eunice 2011-2012 Facilities Inventory and Utilization Study](#)
-  [LSU Eunice 2011-2012 Facilities Inventory and Utilization Study \(Page 9\)](#)
-  [LSU Eunice 2011-2012 Facilities Inventory and Utilization Study \(Page 14\)](#)
-  [LSU Eunice 2011-2012 Facilities Inventory and Utilization Study \(Page 19\)](#)
-  [LSU Eunice 2011-2012 Facilities Inventory and Utilization Study \(Page 24\)](#)
-  [LSU Eunice 2012 Fact Book \(Page 66\)](#)
-  [LSU Eunice 2011-2012 Facilities Inventory and Utilization Study \(Page 40\)](#)
-  [work orders example](#)
-  [EQUIPMENT MANAGEMENT PROGRAM AND PROCEDURES](#)
-  [elevator service](#)
-  [work order system](#)
-  [2009 Faculty Survey grounds](#)
-  [2010 Faculty survey](#)
-  [2011 Faculty Survey](#)
-  [2012 Faculty Survey](#)
-  [2009 Staff Surveys](#)
-  [2010 Staff Survey](#)
-  [2011 Staff Survey](#)
-  [2012 Staff Survey](#)
-  [2009 Buildings grounds](#)
-  [2010 buildings grounds](#)
-  [2011 buildings grounds](#)
-  [2012 buildings and grounds](#)
-  [2009 Classroom](#)
-  [2010 classroom](#)
-  [2011 classroom](#)
-  [2012 classroom](#)
-  [2009 labs](#)
-  [2010 labs](#)

-  2011 labs
-  2012 labs
-  2009 parking
-  2010 parking
-  2011 parking
-  2012 parking
-  Process for determining how the Perkins grant is spent each year
-  TechFeeStrategicPlan
-  Grants
-  Tech Fee Proposal Email
-  2012TechFeeMinutes
-  replacement cost
-  2009 Faculty Survey
-  2009 computers
-  2010 computers
-  2011 computers
-  inventory
-  NO31
-  adequacy of physical resources
-  2012 Annual Faculty Survey (Page 2)
-  Perkins requests

2.12

Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. **(Note: *This requirement is not addressed by the institution in its Compliance Certification.*)**

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative