

4.1

Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria include enrollment data, retention and graduation rates, norm referenced measures of student learning, student performance on professional licensing examinations, and job placement rates.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Louisiana State University Eunice consistently and conscientiously evaluates success with respect to student achievement consistent with its mission, using a broad variety of measures and indicators.

Key statements from the [LSU Eunice Mission Statement](#) indicate the critical need to determine and measure student success, as the mission declares the following aims:

3. Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.
4. Provide programs which parallel four-year college and university courses ... which are directly transferable.
5. Prepare students to meet employment opportunities as determined by regional needs.
6. Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.

LSU Eunice is also accountable to the State of Louisiana through the Louisiana GRAD Act, administered by the Board of Regents, for setting and achieving retention and completion targets that document effectiveness. In the "Introduction" to the [LSU Eunice 2012 Grad Act Annual Report](#), the purpose of the GRAD Act is cited from the enabling legislation as aiming "to support the state's public postsecondary educational institutions in remaining competitive and increasing their overall effectiveness and efficiency by providing that the institutions achieve specific, measurable performance objectives aimed at improving college completion"; and "to meet the state's current and future workforce and economic development needs and by granting the institutions' limited operational autonomy and flexibility in exchange for achieving such objectives." The GRAD Act prescribes performance objectives to achieve those ends, the first objective notably to increase student achievement as measured by retention and graduation rates.

To the end of defining and measuring achievement as related to the University's and the State's effective achievement of institutional goals and mission, regardless of mode of course delivery, the University relies on indicators and measures that include the following:

1. Retention and completion data
2. Norm referenced measures of achievement
3. Performance on professional licensing examinations
4. Job placement data.

1. Retention and Completion Data

Retention and completion rates are collected by the Office of Information Technology and disseminated publicly to the campus community and its stakeholders in the annual [LSU Eunice Fact Book](#). In addition to compiling enrollment and demographic statistics, the Fact Book provides comparative and qualitative data on retention and completion that enables the administration and faculty to assess and compare its performance among other colleges and universities in the State. The 2012 Fact Book shows LSU Eunice's ranking among other State universities in several categories that are commonly acknowledged as indicators of institutional success.

For example, [tables on page 13](#) of the Fact Book document the University's standing as first statewide for graduation rate, third statewide for total associate degrees awarded by two-year institutions based on institutional enrollment, and first statewide for retention rate in Louisiana higher education among peer institutions. Such data notably substantiates the University's assertion to clients and stakeholders that students who attend LSU Eunice achieve and succeed at rates beyond the statewide norm.

Of course, the comparative data in those tables represents a 2011-12 snapshot. As shown in the tables below, the consistency of such data over time convincingly presents the University's long-term stability in maintaining these key indicators of successful student achievement.

For example, the following table from page 51 of the Fact Book shows the pattern of fall-to-fall retention over a period of ten years.

**Table 4.1-1
Fall-to-Fall Retention of First-Time Full-Time Students**

Initial Enrollment	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retention Rate
01/02	677	353	76	62.6%
02/03	585	281	89	62.7%
03/04	772	370	124	63.6%
04/05	794	357	130	61.5%
05/06	702	356	95	64.2%
06/07	659	313	134	67.2%
07/08	698	319	143	66.0%
08/09	706	354	138	69.8%
09/10	799	353	184	66.7%
10/11	678	335	137	69.2%

Likewise, the Fact Book provides data on persistence and completion over a similar period of time.

**Table 4.1-2
Graduation Rates and Student Persistence**

Percentage of Students Receiving the Degree in a Given Number of Years							
Session	Less than 3 Years	3 years	4 years	5 years	6 years	7 Years	8 Years
FALL 04	2.5	8.7	11.2	12.3	13.0	13.1	13.5
FALL 05	3.4	9.1	12.2	15.3	15.9	16.2	
FALL 06	3.5	8.9	12.7	14.2	14.8		
FALL 07	2.4	6.1	9.3	10.1			
FALL 08	3.8	8.0	10.0				
FALL 09	3.4	7.5					
FALL 10	5.0						

**Table 4.1-3
First-Time Full-Time Associate Degree Seeking Students**

Percentage of Students Receiving the Degree in a Given Number of Years							
Session	Less than 3 Years	3 years	4 years	5 years	6 years	7 Years	8 Years
FALL 04	1.7	8.4	11.4	12.1	12.6	12.8	13.3
FALL 05	3.6	10.2	14.4	17.1	18.0	18.3	
FALL 06	4.5	12.1	18.2	19.5	20.4		
FALL 07	2.5	7.7	12.3	13.0			
FALL 08	4.0	8.0	10.5				
FALL 09	2.7	7.7					
FALL 10	3.8						

**Table 4.1-4
Persistence Data on All First-Time Freshmen Students**

Students Continuing in Subsequent Years									
Session	# FF	2005	2006	2007	2008	2009	2010	2011	2012
FALL 04	935	401	210	87	41	35	24	18	14
FALL 05	833		400	223	109	62	45	24	17
FALL 06	755			348	177	83	52	26	19
FALL 07	830				373	171	95	34	25
FALL 08	839					422	193	89	42
FALL 09	917						390	176	102
FALL 10	847							414	194
FALL 11	801								390

In addition to compiling and publishing the data, the University more importantly uses retention and graduation rate information to improve student achievement. Here are specific examples of how data informs practice in teaching and in the administration of academic programs.

Retention and Completion in Pathways to Success

LSU Eunice's developmental studies program, evolved from the University's 2004 Quality Enhancement Plan and founded on the [best practices](#) for successful developmental education as determined by the National Association for Developmental Education (NADE), relies extensively on data from year to year that monitors student achievement and progression through the developmental course sequence. Specific planning goals within the program are aimed specifically at retention and progression.

- [Planning Goal 1](#) addresses support for students' progress through the developmental course sequence.
- [Planning Goal 2](#) addresses support for students' progress through the basic general education course sequences in English, mathematics, and social science.
- [Planning Goal 3](#) addresses program effectiveness through the study of fall to fall retention and program completion.

The Pathways annual [End of Year Report](#) provides extensive year-to-year analysis of student performance and achievement of programmatic goals which the Director of Developmental Education and staff additionally use to inform [decision-making](#) and program improvement. The Director provides leadership and resources to the teaching staff to enable their uniform implementation of Pathways' researched best practices that promote student success and achievement. An example of a Pathways faculty resource provided by the Developmental Studies Office is the [Pathways to Success Intervention/Activities](#) flow chart that details the incoming student's progress through early phases of the program, specifying interventions that faculty and staff should effect to enable students to persist and achieve.

Retention and Completion in The Nursing Program

The Educational Effectiveness [Standard VII](#) of the National League for Nursing Accreditation Commission relates to student achievement in requiring programs under its purview, including the accredited associate degree in Nursing at LSU Eunice, to document that "There is an identified plan for systematic evaluating including assessment of student achievement." One of the expressed levels of achievement expected for compliance with that relates to program completion: 75% of students admitted to the clinicals phase of nursing will graduate within six semesters, while 90% of LPN's entering through advanced standing will graduate within one year. Nursing Planning [Objective 2.2](#) in the outcomes assessment plan for the Division of Health Sciences and Business Technology, "Nursing Retention," shows how the department gathers, reports, and analyzes such program completion data (1) to demonstrate compliance with the standard and (2) to inform decisions and changes to improve results when the data indicates the program did not meet its objective, as occurred in 2011-12 when nursing administrators and faculty determined the need to review the results and agree "upon making the selection criteria more stringent and change type of entrance test." The Nursing Committee will meet and re-evaluate the result of that change in Spring 2013 as part of the process of using student achievement data, in this case completion data, for decision making and program improvement.

Retention and Completion in the Radiologic Technology Program

Similar to nursing, Radiologic Technology gathers, reports, and analyzes retention data as required by the program's accreditation and review procedures. In the Institutional Effectiveness cycle for the Division of Health Sciences, Planning [Objective 3.2](#) expresses the Department's program completion rate benchmark of 75% annually, a benchmark related to program accreditation standards promulgated by the Joint Review Committee on Education in Radiological Technology (JRCERT). The program's [Attrition Report](#) submitted to the Joint Review Committee on (JRCERT) as part of the 2011 annual report to the accrediting agency illustrates the Radiologic Technology Program's procedure for reporting its completion results.

Retention and Completion in the Respiratory Care Program

Like the other allied health programs at LSU Eunice, Respiratory Care also gathers, reports, and analyzes retention data as required by the program's accreditation and review procedures. In the Institutional Effectiveness cycle for the Division of Health Sciences, Planning [Objective 4.2](#) for Respiratory Care expresses the program's standard: "No more than 40 percent of an annual Respiratory Care class cohort will be classified as 'true' attrition as required by Committee on Accreditation for Respiratory Care (CoARC)." The Program's [Annual Report](#) submitted to the Committee on Accreditation (CoARC) illustrates the Respiratory Care Program's procedure reporting its completion results to the agency and also shows the Program's "on-time" completion rate for 2010 and 2011 was 100%.

Retention and Completion in Liberal Arts Degree Programs

In the Institutional Effectiveness [Planning Cycle](#), the Liberal Arts Division sets retention objectives and tracks retention data for all of its majors as a measure of evaluating program effectiveness related to student achievement.

- [Arts](#)
- [Care and Development of Young Children](#)
- [Criminal Justice](#)
- [Education](#)
- [General Studies](#)
- [Psychology](#)
- [Sociology](#)
- [Undecided Liberal Arts](#)

Retention and Completion in the Division of Science and Math

Science and Math faculty have identified course progressions that are key indicators of student achievement and success that lead to retention and graduation.

For example, the Division tracks successful [retention in Biology 1001](#) as an indicator of success in progressing students into the human anatomy and physiology sequence that are prerequisites for the allied health degree programs, such as Nursing, Radiologic Technology, and Respiratory Care. The Division similarly sets achievement aims for [completion of developmental mathematics](#) since developmental math courses prepare students for success in college algebra, which is a critical general education requirement for graduation.

2. Norm Referenced Measures of Student Achievement

CAAP Test

LSU Eunice uses results from the [Collegiate Assessment of Academic Proficiency \(CAAP\)](#) as the broadest, norm-referenced institutional measure of student achievement. As described by ACT, the CAAP test developer, CAAP is "the standard, nationally-normed assessment program that enables post-secondary institutions to assess, evaluate, and enhance student learning outcomes and general education programs."

Each semester, students enrolled in Math 1021 take the Mathematics CAAP exam, and students enrolled in English 1002 take the Writing Skills and Critical Thinking CAAP tests. The ACT reports from the past three years show the consistency of the tests' administration.

CAAP Linkage Reports

- Fall 2009 [writing](#) compared to national norms
- Academic Year 2010-2011
 - [Writing](#) compared to national norms
 - [Mathematics](#) compared to national norms
 - [Science](#) compared to national norms
- Academic Year 2011-2012
 - [Writing](#) compared to national norms
 - [Mathematics](#) compared to national norms
 - [Science](#) compared to national norms

CAAP Content Analysis Reports

- CAAP Content Analysis 2009
 - [Writing](#) compared to national norms
 - Mathematics compared to national norms ([version 1](#))
 - Mathematics compared to national norms ([version 2](#))
- CAAP Content Analysis 2010-11
 - [Writing](#) compared to national norms
 - [Mathematics](#) compared to national norms
 - [Critical thinking](#) compared to national norms
- CAAP Content Analysis 2011-12
 - [Writing](#) compared to national norms
 - [Mathematics](#) compared to national norms
 - [Critical thinking](#) compared to national norms

Because the CAAP results are referenced to national norms, the CAAP reports provide valuable feedback to administrators and faculty for curricular planning and decision-making, as evidenced by the Liberal Arts and Science Divisions' designation of select CAAP results as performance indicators and achievement objectives. The following specific uses of CAAP results in institutional planning show how planners set goals for student achievement based on CAAP results, analyzing those results in turn to inform curricular and pedagogical practice.

- [Writing Exit Exams](#)
- [Written Communication](#)
- [Mathematical Competence](#)
- [Critical Thinking](#)

Nursing Standardized Testing

The Nursing Student Orientation Manual 2012-13 explains procedures for standardized tests that provide formative and summative evaluation for students and faculty during and at the end of the students' clinical experience. During clinicals, all students are required to take a nationally standardized test each semester. The Student Orientation Manual explains on [page 55](#) how the results on the test each semester (1) impact course final grades for the semester and (2) are used by students and faculty to make decisions about content remediation for underperforming students. Also, in Nursing students' final semester, The ACT Critical Thinking Examination is administered to all associate degree candidates as part of the CAAP testing program. For Nursing graduates, the CAAP Critical Thinking test is mandatory. The policy and procedure are explained on [page 55](#) of the Nursing Student Orientation Manual, which also explains how exam results are used by the faculty to assess student mastery of course content and to revise curricula.

3. Student Performance on Professional Licensing Examinations

One of the strong indicators of student achievement for a university is the rate of success on a professional licensing or certification examinations. Passing these examinations to obtain the professional credential at the end of the degree not only validates the content, structure, and rigor of the program, but also documents the University's fulfillment of its stated mission to meet local workforce needs.

At LSU Eunice, graduates in Nursing, Radiologic Technology, Respiratory Care, and Diagnostic Sonography all sit for professional licensing examinations. The respective programs measure and track success on the licensing examinations as part of their program review for accreditation as well as for annual outcomes assessment reporting.

Nursing

Registered nursing graduates are required to sit for the National Council of Boards of Nursing's NCLEX-RN exam, a nationally-standardized capstone measuring competence in professional nursing knowledge. The standard of [nursing competency](#) documented by NCLEX-RN is embedded in the Nursing Program's accreditation criteria and, as such, is reported annually by Nursing faculty as part of their [planning cycle](#). Nationally-normative NCLEX criteria for the LSU Eunice program is expressed in [Planning Objective 2.12](#):

Based on Accreditation mandates the licensure exam pass rates will be at or above the national mean. Eighty-five percent of the graduates will pass the NCLEX-RN examination on their first attempt. The NCLEX-RN exam is broken out into the following Client Needs Domains (student learning outcomes):

- Management of Care
- Safety and Infection Control
- Health Promotion and Maintenance
- Psychosocial Integrity
- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

[Nursing NCLEX-RN Overall Pass Rate from Spring 2011](#) shows graphically the Program graduates' achievement over three years and also compares the LSU Eunice local results to regional and statewide cohorts. The data documents student achievement, consistently showing the Program meets and usually exceeds the programmatic objective.

Radiologic Technology

[Objective 5.2](#) of the Radiologic Technology Program's 2012 Self-Study expresses the Joint Review Committee for Certification in Radiologic Technology's (JRCERT) requirement for licensure success on State credentialing examination: "Five-year average credentialing examination pass rate of not less than 75 percent at first attempt." Achievement of that objective is documented in the Program's [2012 Self-Study](#) for Program accreditation which notes "the credentialing exam pass rate (first attempt) for the past five years was 98%."

Respiratory Care

The Division of Health Science's Planning [Objective 4.11](#) for "Respiratory Care Competency" expresses the standard for achievement based on the National Board of Respiratory Care (NBRC) pass rates for the Certified Respiratory Therapist (CRT) credential. The Program's objective for success, stated in that objective, is at least 80%. [2011 NBRT results](#) show the pass rate of 100% exceeded the minimum criteria. Furthermore, the [2011 Respiratory Care Annual Report](#) for the LSU Eunice program shows the pass rate was 100% for both 2011 and 2010, strong indications that document consistently high levels of student achievement in the program.

Diagnostic Medical Sonography (DMS)

As a measure of "DMS Professional Competency," the Division of Health Science's Planning [Objective 1.1](#) states the standard of achievement for program completers as follows: "60% pass the American Registry of Diagnostic Medical Sonographers (ARDMS) Abdomen/Small Parts Registry on their first attempt" and "60% of graduates pass the

Obstetric/Gynecology Registry on their first attempt." The [DMS Statistics](#) from the most recent Assessment show that while only one student sat for the exam, that student passed for a rate of 100%.

4. Job Placement Data

The final indicator that LSU Eunice values as a measure of student achievement, and an indicator also directly linked to the University's mission to provide a trained and competent workforce, is job placement data. The University's commitment to enabling students to achieve post-graduation is immediately evident in services provided by the Office of Career Services. That Office's annual Career Fair, for example, brings to campus a wide variety of prospective employers from the University's service area to interact and network with students planning for employment. The Career Fair invites prospective employers for all of the University's programs, including employers for the [health sciences](#) and employers for careers in [Criminal Justice, Education, and Business Technology](#).

The Career Services Office also measures success in institutional planning by tying planning objectives to both prospective employer and student satisfaction. Career Services [Planning Objective 4.1](#), for example, objectifies and tracks employer satisfaction with LSU Eunice graduates. Career Services [Planning Objective 3.1](#) likewise objectifies and tracks student utilization of the Office's services, with the ultimate aim of increasing participation and utilization of services.

In addition to the centralized support of the Career Services Office, five individual programs at LSU Eunice measure student achievement and program success by tracking post-graduation employment of their graduates: Diagnostic Medical Sonography (DMS), Nursing, Respiratory Care, Radiologic Technology, and Fire and Emergency Services.

Diagnostic Medical Sonography (DMS) Job Placement

DMS Planning [Objective 1.3](#) objectifies employment aims: "80% of the graduates who seek employment will be employed in sonography within six months of graduation. Benchmark is based on Commission on Accreditation of Allied Health Education Programs." The [DMS Employer Survey](#) and [Employer Survey Results](#) from the last completed Institutional Planning cycle (2010-11) illustrate how the survey is administered and how the results are disseminated. Those results also show the Program's successful attainment of employment objectives for its graduates.

Nursing Job Placement

Nursing Planning [Objective 3.1](#) objectifies employment aims: "Ninety-five percent of graduates who seek employment will be employed in nursing within six months of graduation." The Program surveys graduates after the six month period each year to gather the data to indicate the objective is met. The [survey results](#) are published in the Program's institutional planning report each year, as shown for 2010-11, the most recent planning year completed. Those results also show the Program's 100% successful job placement rate exceeded the 95% objective.

Respiratory Care Job Placement

Respiratory Care [Planning Objective 4.3](#) objectifies employment aims for its graduates: "At least 70 percent of the graduates (3 year average) of the Associate of Science Degree in Respiratory Care will be employed within twelve (12) months after graduation." Data for measuring compliance is obtained from surveys administered six months post-graduation, one survey completed by [graduates](#) and another completed by [employers](#). The [Respiratory Care Annual Report](#) from 2011 shows both student placement and employer satisfaction results from these surveys for 2010 and 2011 and further shows that the Program consistently meets employment objectives for its graduates.

Radiologic Technology Job Placement

Radiologic Technology [Planning Objective 3.3](#) objectifies employment aims for its graduates: "Over a five-year period, the job placement rate of the graduates who seek employment will not be less than seventy-five percent within six months of graduation." The Program gathers data by sending a [survey](#) to graduates one year after graduation. Summary employment data is reported in the Program's [Annual Report](#) and consistently shows successful placement rates that meet or exceed the 70% employment objective.

Fire and Emergency Services Employment

The Fire Science Program's [Planning Objective 5.2](#) objectifies employment aims for its graduates: "Have 80% of all students surveyed employed or continuing their education within one year of graduation." Survey results are obtained through student advising and phone interview. The Program's 2011-12 Outcomes Assessment, the most current, reported "89.58% (43 out of 48) graduates were employed within six months of completing the curriculum," indicating the Program's successful attainment for that measure of its effectiveness and the students' achievement.

Sources (In Order of Appearance)

-  [LSU Eunice Catalog 2012-2013 \(Page 8\)](#)
-  [Grad Act](#)
-  [LSU Eunice 2012 Fact Book](#)

-  [Fact Book 4.1](#)
-  [Pathways Mission](#)
-  [In working to maintain an effective developmental education program, Pathways to Success will provide students the necessary support for the successful completion of their developmental coursework.](#)
-  [General Education: Pathways to Success will provide students the necessary support for the successful completion of their first general education course in English, mathematics, and social science.](#)
-  [In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.](#)
-  [Pathways to Success 2010-2011 Year End Report](#)
-  [2-13-12 Developmental Education Advisory Committee Meeting Minutes](#)
-  [Pathways Intervention](#)
-  [LSU Eunice Associate Degree Nursing Program Self Study 2007 \(Page 179\)](#)
-  [Nursing Retention](#)
-  [Radiologic Technology Retention](#)
-  [Rad Tech Attrition Report](#)
-  [Respiratory Care Retention](#)
-  [RC Annual](#)
-  [Planning Cycle](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as: Arts](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as: Care and Development of Young Children](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as Criminal Justice.](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as: Education Undecided](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as General Studies.](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as Psychology](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as Sociology](#)
-  [Maintain Fall to Fall retention of all students declaring their chosen major as: Undecided Liberal Arts](#)
-  [General Biology Retention \(11-12\)](#)
-  [Developmental Mathematics Completion](#)
-  [CAAP](#)
-  [CAAP Linkage Report FA 2009 \(Page 8\)](#)
-  [CAAP Linkage Report 2010-2011 \(Page 8\)](#)
-  [CAAP Linkage Report 2010-2011 \(Page 16\)](#)
-  [CAAP Linkage Report 2010-2011 \(Page 20\)](#)
-  [CAAP Linkage Report 2011-2012 \(Page 8\)](#)
-  [CAAP Linkage Report 2011-2012 \(Page 16\)](#)
-  [CAAP Linkage Report 2011-2012 \(Page 20\)](#)
-  [CAAP Content Analysis FA 2009 \(Page 3\)](#)
-  [CAAP Content Analysis FA 2009 \(Page 10\)](#)
-  [CAAP Content Analysis FA 2009 \(Page 17\)](#)
-  [CAAP Content Analysis 2010-2011 \(Page 3\)](#)
-  [CAAP Content Analysis 2010-2011 \(Page 10\)](#)
-  [CAAP Content Analysis 2010-2011 \(Page 17\)](#)
-  [CAAP Content Analysis 2011-2012 \(Page 10\)](#)
-  [CAAP Content Analysis 2011-2012 \(Page 3\)](#)
-  [CAAP Content Analysis 2011-2012 \(Page 17\)](#)
-  [Writing: Exit Exams](#)
-  [Written Communication Using CAAP](#)
-  [Competency in Mathematics](#)
-  [Critical Thinking Using CAAP](#)
-  [Nursing Student Orientation Manual 2012-2013 \(Page 55\)](#)
-  [Nursing Professional Competency](#)
-  [RADT Self Study 2012 for JRCERT \(Page 79\)](#)
-  [Respiratory Care Professional Competency](#)
-  [RC NBRC Results 2011](#)
-  [DMS Professional Competency](#)

-  [DMS Results](#)
-  [Career Fair Health Sci.](#)
-  [Career Fair](#)
-  [Employment Services-Employer Satisfaction](#)
-  [Employment Services-Placement](#)
-  [DMS Employment](#)
-  [DMS Employer Survey](#)
-  [DMS Employer Survey Results](#)
-  [Nursing Employment](#)
-  [Nursing Graduation Survey](#)
-  [Respiratory Care Employment](#)
-  [RC Student Survey](#)
-  [RC Employer Survey](#)
-  [Radiologic Technology Employment](#)
-  [Rad Tech Student Survey](#)
-  [Rad Tech Annual Report](#)
-  [Fire and Emergency Services Employment](#)
-  [2011-12 LSU Eunice catalog \(Page 9\)](#)
-  [Career Decision Making and Experiential Education](#)
-  [Fact Book Comparison Data](#)
-  [Graduate within three years of full time enrollment at LSU Eunice.](#)
-  [LSU Eunice 2012 Fact Book \(Page 14\)](#)
-  [LSU Eunice Strategic Plan 2011-2016](#)
-  [NLNAC Response for LSU Eunice Self-study 2007 \(Page 22\)](#)
-  [Nursing Pass Rate](#)
-  [RADT Self Study 2012 for JRCERT \(Page 35\)](#)
-  [RADT Self Study 2012 for JRCERT \(Page 55\)](#)
-  [RADT Self Study 2012 for JRCERT \(Page 81\)](#)
-  [Retention](#)

4.2

Program curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The LSU Eunice curriculum is directly related and appropriate to the University's mission and goals and to the diplomas, certificates, and degrees awarded regardless of the instructional delivery method. According the LSU Eunice [mission](#), "LSU Eunice seeks to provide programs and services normally associated with a comprehensive two-year college" and "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."

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 Louisiana Board of Regents Academic Affairs Policy 2.16 states that

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](#)).

LSU Eunice requires the successful completion of a common core of general education courses in associate degree programs

that exceeds the minimum of fifteen semester hours or the equivalent. To ensure breadth of knowledge, degree programs must undergo a faculty review, campus board review, and Board of Regents review. In addition, a committee of LSU Eunice faculty, staff, and administrators generates objectives for all general education courses. The general education courses are listed in the [Catalog 2012-2013](#), along with information concerning the general education [competency examinations in English and mathematics](#).

[General Education Committee Memo](#)

In accordance with [goals #3 and #4](#) of the LSU Eunice Mission Statement, which concern providing a general education and offering programs which parallel four-year college and university courses, completion requirements for programs are identified in the University Catalog. The catalog also details the total number of credit hours to be earned for graduation, any specified distribution of general education credits needed, and other requirements to be satisfied in the earning of a degree ([see pages 56-118](#)).

- [Sample Completion Requirements -- Associate of Science in Nursing Degree](#)
- [Sample Completion Requirements -- Associate of Applied Science in Computer Information Technology Degree](#)
- [Sample Completion Requirements -- Associate of General Studies Degree](#)
- [Sample Completion Requirements -- Associate of Science in Care and Development of Young Children Degree](#)
- [Sample Completion Requirements -- Associate of Science in Criminal Justice Degree](#)
- [Sample Completion Requirements -- Associate of Arts and Associate of Science Louisiana Transfer Degrees](#)
- [Sample Completion Requirements -- Certificate in Diagnostic Medical Sonography](#)

Program Review

LSU Eunice conducts periodic systematic evaluations of all curricula and program requirements; the program appraisal guidelines and reports reside in the office of the Vice Chancellor of Academic Affairs. Evaluations consider all aspects of curriculum, courses, and faculty.

As per institution organizational policy statements, [PS 3: Responsibilities and Concerns of University Personnel](#) establishes the university Committee on Courses and Curricula. The Courses and Curricula committee of the University charged with oversight and monitoring of the institutions curriculum continues to routinely meet, adding, dropping, and changing courses, descriptions, competencies, and certificate or degree requirements to effect

positive changes in the graduate product. A [Curriculum Development Manual](#) organized and designed by the Office of Academic Affairs and utilized by the committee in guiding their deliberations and work is provided for review. Committee minutes are distributed through email and available on file in the Office of Academic Affairs.

- [Courses and Curricula Minutes -- May 10, 2012](#)
- [Courses and Curricula Minutes -- May 23, 2012](#)
- [Courses and Curricula Minutes -- December 6, 2012](#)
- [Courses and Curricula Minutes -- January 8, 2012](#)
- [Sample Board of Regents Program Approval](#)

Academic program reviews provide the basis for sound, comparative evaluation of all Louisiana State University Eunice academic offerings. [Program Appraisal Guidelines](#) set forth the criteria used to review programs: centrality, demand and potential demand, quality, and cost. Each criterion is defined and described by a number of specific factors that provide data and guidance in the reallocation of resources.

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

Pathways Program

LSU Eunice's nationally recognized [Pathways to Success](#) program continues to extend an academic curriculum bridge that aids students with an ACT composite of 15 or below (or those with no ACT scores) in becoming successful in general education coursework. The intent is that these learners will experience academic success and will continue toward the completion of a degree.






[Pathways to Success 2010-2011 Year End Report](#)










CALL Initiative

In 2008, LSU Eunice became a part of the [CALL \(Center for Adult Learning in Louisiana\)](#) initiative, which makes it easier for adults to either begin or complete a postsecondary education through online degree programs, accelerated learning formats, and Prior Learning Assessment. [CALL is a joint initiative](#) between the Louisiana Board of Regents and the Southern Regional Education Board (SREB). LSU Eunice's [CALL Courses and degrees](#) are delivered entirely online, which helps to fulfill [goal #1](#) of the University mission to "encourage traditional and nontraditional populations to take advantage of educational opportunities." Currently, LSU Eunice offers the Associate of Science in Criminal Justice degree and the Associate of Applied Science in Fire and Emergency Services degree through the CALL initiative. Most students seeking a degree in Fire and Emergency Services are online students. Classes delivered on the campus and online are evaluated in the same manner.

- [Criminal Justice Outcomes Assessment Goals and Objectives](#)
- [Fire and Emergency Services Outcomes Assessment Goals and Objectives](#)

Sources (In Order of Appearance)

 LSU Eunice Catalog 2012-2013 (Page 8)
 Statewide General Education Requirements
 BOR General Education Requirements for Degrees
 General Education Courses
 LSU Eunice Catalog 2012-2013 (Page 190)

-  [General Education Committee Programmatic Goals Objectives and Student Learning Outcomes Memo](#)
-  [LSU Eunice Catalog 2012-2013 \(Page 56\)](#)
-  [LSU Eunice Catalog 2012-2013 \(Page 59\)](#)
-  [LSU Eunice Catalog 2012-2013 \(Page 74\)](#)
-  [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 \(Page 80\)](#)
-  [NO03](#)
-  [Curriculum Development Manual Fall 2012](#)
-  [Courses and Curricula Minutes 5-10-12](#)
-  [Courses and Curricula Minutes 5-23-12](#)
-  [Courses and Curricula Minutes 12-6-12](#)
-  [Courses and Curricula Minutes 1-8-13 \(2\)](#)
-  [Program Approval by Board of Regents](#)
-  [Program Appraisal Guidelines](#)
-  [Program Review -- Art 2012](#)
-  [Program Review -- Business and Technology 2012](#)
-  [Program Review --Communication Studies 2012](#)
-  [Program Review -- Computer Information Technology \(BIT\) 2012](#)
-  [Program Review -- Criminal Justice 2012](#)
-  [Program Review -- Diagnostic Medical Sonography 2012](#)
-  [Program Review -- Education 2012](#)
-  [Program Review -- Fire and Emergency Services 2012](#)
-  [Program Review -- General Studies 2012](#)
-  [Program Review -- History 2012](#)
-  [Program Review -- Honors 2011-2012](#)
-  [Program Review -- Nursing 2012](#)
-  [Program Review -- Pathways](#)
-  [Program Review -- Psychology 2012](#)
-  [Program Review -- Rad Tech 2012](#)
-  [Program Review -- Respiratory Care 2012](#)
-  [Sciences Program Review](#)
-  [Pathways to Success Website](#)
-  [Pathways to Success 2010-2011 Year End Report](#)
-  [CALL Louisiana Homepage](#)
-  [CALL--About CALL Page](#)
-  [CALL Program--LSU Eunice Online and Fast-Track Programs](#)
-  [Criminal Justice Outcomes Assessment Goals and Objectives](#)
-  [Fire Science Outcomes Assessment Goals and Objectives](#)
-  [Courses and Curricula Minutes on Shared Drive](#)
-  [LSU Eunice Catalog 2012-2013 \(Page 108\)](#)

4.3

Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative


LSU Eunice electronically publishes its academic calendar in the [LSU Eunice 2012-2013 Catalog](#) located on the LSU Eunice website. The academic calendar is also published in the [Academic Bulletin](#) for each semester. Finally, an academic calendar also appears on students' [myLSUE](#) account when they log on. During the [orientation](#) program attended by new students, the links for the current Catalog and Academic Bulletin are distributed and reviewed in a computer lab.

The University's general grading policy is also provided and explained in the [LSU Eunice 2012-2013 Catalog](#). The specific grading policy is provided by the course instructor in the course syllabus. Course syllabi are based upon the model found in the [Curriculum Development Manual](#). Examples of grading policies follow.

- [ENGL 1002](#) from fall 2012
- [MATH 0002](#) from fall 2012
- [UNIV 0008](#) departmental syllabus

Information regarding tuition refund policies is provided in the [LSU Eunice 2012-2013 Catalog](#). The information on refunds is also published in the [Academic Bulletin](#) for students' convenience. Students are also alerted to financial aid refunds through the University [website](#) and linked informational [articles](#).

Sources (In Order of Appearance)



- LSU Eunice Catalog 2012-2013 (Page 3)
- Spring 2013 Academic Bulletin (Page 13)
- Sample Student myLSUE
- Orientation
- LSU Eunice Catalog 2012-2013 (Page 38)
- Curriculum Development Manual Fall 2012 (Page 28)
- Syllabus from David Pulling FA 2012
- SYLLABUS section 50 Spring 2013
- UNIV 0008 General Syllabus
- LSU Eunice Catalog 2012-2013 (Page 28)
- Spring 2013 Academic Bulletin (Page 18)
- Refunds Website
- Refunds Website Article
- Spring 2013 Academic Bulletin (Page 8)

4.4

Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Louisiana State University Eunice follows accepted practices in higher education to ensure that program length and completion requirements are appropriate, regardless of instructional delivery method. The [LSU Eunice Catalog](#) shows the sequential, course-by-course degree completion plans for all certificates and associate degrees offered, including online programs. All curricular outlines are organized according to the traditional semester calendar. As common among two-year degree-granting institutions, the University's associate degree programs are designed for completion in two to three years, assuming a student is college-ready and enrolls full-time.

LSU Eunice also follows established procedures at the local, LSU System, and State Board of Regents levels to ensure that program length requirements conform to commonly accepted standards and practices for undergraduate programs. All programs meet the length in semester hours criteria specified in the [Board of Regents Policy Statement 2.15](#), which sets forth the definitions and standards for program length among the various categories of certificates, diplomas, and associate degrees.

The following review processes, which include consideration of program length, are mandated.

- The process for designing and securing approval for new programs is outlined in the [Curriculum Development Manual](#), which further requires conformity to procedures outlined in the Louisiana Board of Regents Academic Affairs Policy 2.05, [Review of Proposals for New Academic Programs/Units](#).
- Furthermore, each division undertakes a comprehensive review of existing programs annually to assess the quality of their programs and to determine needs for change following procedures of the [LSU Eunice Program Appraisal Guidelines](#).
- Additionally, programs accredited by discipline-specific accreditation agencies are obligated to periodically review their program requirements according to accrediting agency standards.

As a result, numerous checks and provisions are in place to ensure that the length of LSU Eunice's programs are appropriate and commensurate with commonly-accepted standards and practices.

Table 4.4-1 shows the established length ranges, in semester hours, for all degree, diploma, and certificate programs offered at LSU Eunice.

Table 4.4-1: Program Length for Degrees, Diplomas, and Certificates

Associate of Arts	60-72 hrs.
Associate of Science	60-72 hrs.
Associate of Applied Science	60 hrs.
Technical Diploma	48-54 hrs.
Certificates	33 hrs.
Technical Competency Areas	15 hrs.

Sources (In Order of Appearance)

-  [LSU Eunice Catalog 2012-2013 \(Page 54\)](#)
-  [Definition of Undergraduate Degree \(Page 1\)](#)
-  [Curriculum Development Manual Fall 2012 \(Page 16\)](#)
-  [BoR AA Policy 2.05](#)
-  [LSU Eunice Program Appraisal Guidelines \(Page 1\)](#)

4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.")

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

LSU Eunice is committed to responding to student complaints in a fair, timely, and professional manner for both on-campus and distance education students. Procedures are in place to guide the University response to complaints, appeals, and other serious concerns. Information is available on the University website via the [Student Handbook](#) (includes the Code of Student Conduct which outlines the process for complaints/appeals), [PS 8: Appeal Procedures Available to Students](#), and [PS 30: Sexual Harassment Policy, and Discrimination](#). During orientation, students are also encouraged to review information related to their rights and responsibilities and are given a [handout](#) which directs them to the link to access that information in the Student Handbook.

All student complaints must be submitted in writing. Once received, complaints are recorded in the Student Conduct & General Complaints/Appeals [log](#), Financial Aid Appeals [log](#), or Parking/Traffic Appeals [log](#). Complaints may be handled informally or formally, depending on the circumstances and facts involved. Appeals submitted for financial aid and parking are always handled formally and go directly to the appropriate committee for action.

Generally, student complaints come to the Office of Student Affairs and Enrollment Services, but those which are related to specific areas of concern may be referred to the Academic Affairs area which handles [complaints](#) involving grades, admission status, academic actions, transcripts, advising, academic support services, academic programs, and graduation requirements, or to the Business Affairs area which responds to [complaints](#) related to tuition and fee collections, bookstore, cafeteria, and campus facilities and grounds. Student Affairs and Enrollment Services handles [complaints](#) and [appeals](#) related to student conduct, financial aid, student employment, and parking/traffic and also acts as the primary referral source for the broad variety of complaints/appeals. Decisions made by the Vice Chancellor in each area that are deemed unsatisfactory by the complainant are forwarded to the appropriate appeals committees for review and resolution. Ultimately, the Chancellor of the University has the authority to make a final ruling on any complaint if necessary.

Refer to the [flowchart](#) which shows the process used to respond to student complaints. For those complaints that require referral, the following areas are listed below and include examples of each type of appeal:

1. [Academic Appeals](#)
2. [Grade Appeals](#)
3. [Financial Aid Appeals](#)
4. [Parking/Traffic Appeals](#)
5. [Crime Conviction Appeals](#)
6. Student Conduct Appeals (no appeals of administrative action related to violations of the Code of Student Conduct have been requested or received between 2004-2012)

If a student is required to provide direct testimony to an administrator or appeals committee, accommodations are made to allow the distance education student to provide testimony via teleconference or videoconference.

Student complaints involving claims of discrimination based upon race, creed, national origin, sex, age, handicap, veteran's status, and sexual harassment are filed with and investigated by the Affirmative Action/Equal Employment Opportunity officer. Additionally, the University has a published policy on sexual harassment, [PS 30: Sexual Harassment Policy](#), which defines sexual harassment and delineates procedures for investigation and resolution by the AA/EEO officer and/or AA/EEO appeals committee. An example of an [informal inquiry is here](#). There have been no formal AA/EEO complaints filed over the course of the last five years.

Procedures for filing a complaint against the University or the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are available on the SACSCOC [website](#). To date, no such complaints have been received.

Sources (In Order of Appearance)

 [2011-2012 Student Handbook \(Page 27\)](#)

-  NO08
-  NO30
-  Orientation Good Advice (2012)
-  2011-2012 Discipline and other Appeals
-  2011-2012 Financial Aid Appeals
-  2011-2012 Traffic Ticket Appeals
-  Academic Complaint
-  Business Office Complaint
-  Student Affairs Complaint
-  Student Affairs Appeal Decision
-  Flowchart of the Student Complaint Process
-  Academic Appeal
-  Grade Appeal
-  Financial Aid Appeal
-  Traffic Appeal
-  Conviction of Crime Appeal
-  AAEO Complaint
-  SACSCOC Complaints

4.6

Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

In keeping with the [mission](#) of the University, LSU Eunice provides prospective students, parents, school counselors, and members of the general community with current, accurate, and easily accessible information on its academic program offerings and services. The University's [website](#) provides the major source of information readily available online 24/7 for potential first-time, transfer, reentry, and distance students and others considering admission into LSU Eunice. The [catalog](#) and [bulletin](#) provide detailed information on degree requirements, course descriptions, academic calendars, tuition and fees, financial aid, numerous student services, and general policies and procedures.

Recruitment materials are reviewed by the public relations director, academic divisions and departments, and support service areas described in the materials to verify that publications reflect accurate and current information, policies, and procedures. Examples of recruiting materials include

1. [PowerPoint Presentations](#)
2. [Student Contact Card](#)
3. [Recruitment data base](#)
4. [Academic program sheets \(Nursing, Liberal Arts, Science\)](#)
5. [CALL program ad](#)
6. [Financial Aid Workshop](#)
7. [Orientation evaluation form](#)

From the website, individuals can [apply](#) for admission, [schedule](#) classes, access [financial aid](#) information, pay [fees](#), buy [books](#), access [library](#) services, [contact](#) faculty/staff, and check [grades](#). In addition, students have the opportunity to use the University sponsored social media [Facebook](#) site to submit questions and comments. Through email accounts, all University employees and enrolled students have access to the site and can submit questions/comments/responses immediately on the site. The public relations director, registrar, and financial aid staff closely monitor site information and provide responses as needed on a daily basis.

The Office of Student Affairs and Enrollment Services has two professional staff whose primary responsibilities include the promotion of LSU Eunice education and recruitment activities throughout the University's [region](#) of the state. These staff professionals attend [college and career fairs](#) and [visit](#) high schools to provide information to the public. Presentations made by the professional recruiters and designated faculty are designed around the published materials and highlight distinctive characteristics of the University.

Prospective students and parents are also invited to attend special "[Bengal Days](#)" held throughout the year. This program provides opportunities for direct exposure to the campus environment and access to University personnel. Campus tours and accurate and relevant information on academic programs, costs, scholarship opportunities, student services, college life, and admissions are [provided](#) to the attendees.

Sources (In Order of Appearance)



- [LSU Eunice Catalog 2012-2013 \(Page 8\)](#)
- [LSU Eunice Homepage](#)
- [LSU Eunice Catalog 2012-2013 \(Page 19\)](#)
- [Spring 2013 Academic Bulletin](#)
- [LSU Eunice Did you know](#)
- [Prospect Card](#)
- [Intelliworks CRM](#)
- [Nursing ASN](#)
- [General Studies](#)
- [Science Louisiana Transfer](#)
- [Call Brochure](#)
- [Financial Aid Flyer 2012](#)

-  Orientation Survey.pdf - Adobe Acrobat Pro
-  LSU Eunice Online Application
-  Registration myLSUE
-  Financial Aid myLSUE
-  Pay Fees myLSUE
-  Textbook Search
-  LeDoux Library
-  Email myLSUE
-  Grades
-  Facebook invitation
-  LACRAO Calendar 2011 - 2012
-  RHS College Fair
-  School Visit
-  Bengal Day
-  LSU Eunice To Do List
-  Call Inquiry
-  Information Sheet
-  LSU Eunice Overview Postcard

4.7

Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.) (Title IV program responsibilities)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Two programs at Louisiana State University Eunice incorporate Title IV funding. First, the Office of Financial Aid participates in the Federal Student Aid Programs. Second, the Office of Academic Assistance is a TRIO program funded by a Student Support Services grant.

The LSU Eunice Financial Aid program has no outstanding issues in existence. The Financial Aid program has not caused the University to be placed on the reimbursement method; it has not caused the University to be required to obtain a letter of credit in favor of the U.S. Department of Education. No complaints have been filed, nor has the University received correspondence from the U.S. Department of Education concerning any complaint.

The program is audited under provisions of the federal Office of Management and Budget (OMB) [Circular A-133](#). The Louisiana Office of Student Financial Assistance (LOSFA) audits the program, with the most recent [Final Audit Report](#) having been issued on October 10, 2011, covering the time period July 1, 2009, to June 30, 2011. One minor finding related to Exit Counseling was resolved immediately during the audit, so no further response was required of LSU Eunice. The LSU System, including LSU Eunice, is audited annually by state legislative auditors. The Louisiana Legislative Auditor audits focus on the Financial Aid program every other year, with the most recent audits being 2010-2011, 2008-2009, and 2006-2007.

There is no mention of the LSU Eunice Financial Aid program in the audit reports since there were no findings relating to the program. The following audits are available on the Louisiana Legislative Auditor's web space.

- [2010-2011](#)
- [2008-2009](#)
- [2006-2007](#)

The following Management Letters summarizing the audits are posted on the Louisiana Legislative Auditor's web space.

- [2010-2011](#)
- [2008-2009](#)
- [2006-2007](#)

LSU Eunice has no impending litigation issues with respect to financial aid activities. The University has not been notified by the U.S. Department of Education of any litigation issues as per the standard procedure of the Department in such cases. There are no unpaid dollar amounts due back to the U.S. Department of Education related to the Financial Aid program at LSU Eunice. There has been no adverse communication received from the U.S. Department of Education relating to the Financial Aid program.

The student loan default rate of LSU Eunice for [FY2009 is 18.3](#), calculated on the 3-year method. The default rates calculated on the 2-year method are as follows: [17.7 \(FY2010\)](#), [18.4 \(FY2009\)](#), and [19.1 \(FY2008\)](#). LSU Eunice administrators are not aware of any infractions to financial aid regulations which would jeopardize Title IV funding. The Director of Financial Aid regularly reviews and monitors updates and changes to the U.S. Department of Education Regulations relating to financial aid. The institution has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or any other financial regulatory agency.

The current [Program Participation Agreement](#) of the [Federal Student Aid School Eligibility Channel](#) is in the review process. The current Program Participation Agreement is in effect pending notification of the U.S. Department of Education of approval of the current application.

LSU Eunice is eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program, the Federal Supplemental Educational Opportunity Grant Program, and the TRIO Student Support Services Program under Title IV of the Higher Education Act. This eligibility applies to a five-year period beginning July 1, 2010, as outlined in the [letter from James E. Laws](#) dated March 29, 2010, from the U.S. Department of Education, Office of Postsecondary Education. The awards for Federal Supplemental Educational Opportunity Grant program

(FSEOG) Final Funding for [2010-2011](#), [2011-2012](#), and [2012-2013](#) confirm ongoing participation.

LSU Eunice is also required under federal regulations to complete the Fiscal Operations Report and Applications to Participate (FISAP) yearly to report expenditures of campus-based aid, which includes the Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, and Federal Work Study.

Fiscal Operations Report and Application to Participate

- [2009-2010 FISAP Reporting and 2011-2012 Application](#)
- [2010-2011 FISAP Reporting and 2012-2013 Application](#)
- [2011-2012 FISAP Reporting and 2013-2014 Application](#)

The second Title IV program currently active at LSU Eunice is the Student Support Services (SSS) TRIO grant managed by the LSU Eunice Office of Academic Assistance.

The Student Support Services grant is funded in a five-year cycle, and a notification of award is made annually. The most recent [Grant Award Notification \(GAN\)](#) was issued for the time period 09/01/2012 to 08/31/2013. The grant performance period is 09/01/2010 through 08/31/2015. Acknowledging the change in leadership for the Student Support Services program, the U.S. Department of Education will submit an updated award notification for the 2012-2013 award period recognizing the University's new Recipient Project Director. The University currently is in the process of restructuring the Office of Academic Assistance, incorporating recommendations from the U.S. Department of Education.

The Student Support Services program files an Annual Performance Report (APR) each year. The materials to prepare for the filing of the APR are made available online by the U.S. Department of Education. This may occur within 90 days of the conclusion of the annual grant period or in a timeframe designated by the U.S. Department of Education. The most recent [Annual Performance Report](#) of the SSS grant was filed in March 2012. The current APR will be prepared immediately upon release of needed materials by the U.S. Department of Education

In addition to these two active programs, LSU Eunice has received Upward Bound grants in the past. However, by [letter of May 17, 2012](#), the institution was informed that the application for another Upward Bound grant in the 2012 competition was not funded. The [final Upward Bound Annual Performance Report](#) was filed in December, 2012.

An issue relating to the Title IV programs involves the Upward Bound and Student Support Services programs. In early 2012, LSU Eunice's management brought suspected improper purchases made with University procurement cards to the attention of the LSU internal auditors through [e-mail and telephone contact](#) with the [System Director of the LSU Internal Audit--System](#). In addition, LSU Eunice management notified the [Louisiana Legislative Auditor](#), the [District Attorney of Acadia Parish](#), and the [U.S. Department of Education](#) by letter that an ongoing investigation was being conducted by the LSU internal auditors. More stringent procedures to provide effective oversight of procurement card purchases were immediately implemented on campus.

Upon completion of the LSU internal audit, a copy of the [LSU System Internal Audit Report](#) and [LSU Eunice's Response of Concurrence](#) with the audit findings were sent (on June 26, 2012) to the [Louisiana Legislative Auditor](#), the [Acadia Parish District Attorney](#), the U.S. [Department of Education](#), and the [U.S. Attorney General's Office—Western District of Louisiana](#). An audit was performed by the Louisiana Legislative Auditors and a [letter and preliminary report](#) have been issued. LSU Eunice responded to the Louisiana Legislative Auditor by [letter dated October 22, 2012](#). As requested by the Louisiana Legislative Auditor, a [corrective action plan](#) was implemented and disseminated to the campus. This on-going process includes restitution by former employees for improper purchases. The funds owed to the U.S. Department of Education for the improper purchases have been reimbursed using the [G5 method](#).

The Louisiana Legislative Auditors published the audit results of the LSU Eunice Upward Bound and Student Support Services grants on their web space in spring of 2013. The [2011-2012 Standard Review Management Letter](#) and the [2011-2012 Standard Review Report](#) are available for review.

Sources (In Order of Appearance)

 Compliance Supplement March-2011
 LOSFA Compliance Report
 2010-2011 Legislative Audit (Page 5)
 2008-2009 Legislative Audit (Page 5)
 2006-2007 Legislative Audit (Page 5)
 2010-2011 Legislative Management Letter (Page 4)
 2008-2009 Legislative Management Letter (Page 3)
 2006-2007 Legislative Management Letter (Page 3)

-  Three Year Default Rate
-  Two Year Default Rate
-  Program Participation Agreement
-  Federal Student Aid School Eligibility Channel
-  Letter from James E. Laws
-  FSEOG 2010-2011
-  FSEOG 2011-2012
-  FSEOG 2012-2013
-  2009-2010 FISAP Reporting and 2011-2012 Application (Page 1)
-  2010-2011 FISAP Reporting and 2012-2013 Application (Page 1)
-  2011-2012 FISAP Reporting and 2013-2014 Application (Page 1)
-  SSS GAN
-  SSS APR
-  Upward Bound Letter of Notification
-  Upward Bound Final APR
-  Brackin email
-  Brackin Contact Info
-  Initial Notice LA Legislative Auditor
-  Initial Notice Acadia Parish DA
-  Initial Notice U.S. DoE
-  Internal Audit Report LSU System
-  LSU Eunice Concurrence LSU System Audit
-  Audit Notice LA Legislative Auditor
-  Audit Notice Acadia District Attorney
-  Audit Notice U.S. Department of Education
-  Audit Notice U.S. Attorney General
-  LA Legislative Auditor Preliminary Cover Letter
-  LA Legislative Auditor Preliminary Report
-  October letter to LA Legislative Auditor
-  LaCarte Card Corrective Action Plan
-  G5 Repayment Method
-  2011-2012 Standard Review Management Letter (Page 1)
-  2011-2012 Standard Review Report (Page 1)

4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Secure Login and Pass Code

LSU Eunice demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit. LSU Eunice verifies the identity of a student who participates in class or coursework by issuing to students a secure computer login and pass code that is mailed in a [letter](#) to the mailing address indicated in the student's application for admission to the University. When students submit an application to the University, they vow that "[By submitting this application I certify that I have read this application and instructions and that to the best of my knowledge, the information given is correct and complete. I understand that if it is later determined to be otherwise, my application will be invalid; or in the event that I am enrolled, I will be subject to dismissal from the University.](#)" This correct and complete information includes information that serves to establish student identity.

In order to access [myCourses](#), LSU Eunice's Moodle-based course management system, students must use their computer login and passcode. [Access becomes available](#) when students have paid their tuition and fees for the semester. [Students must also use their computer login and passcode to access their myLSUE online student information system.](#)

Additionally, student identity is verified by a [secure login and passcode LSU Eunice email account](#) which students must use to [access their email account](#).

Proctored Examinations

Instructors may choose to have online students taking exams secure an approved proctor to ensure the identity of the student and the integrity of the test. The student must have the prospective proctor fill out a [Proctor Certification](#) form, and the proctor must be approved by the instructor.

Additionally, when the Office of Continuing Education proctors an exam for another division, the student must fill out an [Exam Proctor Request](#), and a valid picture identification card will be examined to verify student identification.

Library


The LSU Eunice LeDoux Library has signed a [Memorandum of Understanding](#) with the Louisiana LOUIS library system in which LSU Eunice agrees to maintain appropriate procedures and safeguards to protect all confidential consumer data in its possession or control.











The LSU Eunice LeDoux Library verifies the identity for off-campus logins by patrons through the [secure login ID and pass code](#) issued by the Office of Information Technology that allows for access to student email, myCourses, and myLSUE.

Responsibility

As the keeper of student records, the responsibility for verifying student identity rests with the Registrar's Office. The Office of Continuing Education is responsible for verifying the identity of students taking proctored exams in the office, and the LeDoux Library is responsible for verifying the identity of its student patrons.

Sources (In Order of Appearance)

 Username and Password
 Application

-  [myCourses Out](#)
-  [myCourses In](#)
-  [myLSUE Out](#)
-  [myLSUE In](#)
-  [Email Out](#)
-  [Email In](#)
-  [Math Proctor Form](#)
-  [Exam Proctor Request](#)
-  [Memorandum of Understanding LSU Eunice-Louis](#)
-  [Library Login](#)

4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

LSU Eunice is in compliance with the regulations of the Family Educational Rights and Privacy Act of 1974 (FERPA), which ensures students and parents of dependent students access to their educational records maintained by the University and prohibits the release of personally identifiable information from these records without the student's permission except as specified in the Act. With regard to privacy rights, LSU Eunice does not distinguish between students enrolled in distance and correspondence education classes and other students.

LSU Eunice has written procedures for protecting the privacy of students enrolled in distance and correspondence education courses or programs spelled out in the following:

- [PS 34: Privacy Rights of Parents and Students](#)
- [PS 65: Administrative Computing Policy](#)
- [The 2011-1012 Student Handbook](#),
 - [Page 1 \(Rights and Responsibilities of Students\)](#)
 - [Pages 11-28 \(Code of Student Conduct\)](#)
 - [Pages 28-32 \(Student Grievances and Appeals\)](#)
 - [Pages 32-33 \(Privacy Rights of Parents and Students\)](#)
- [LSU Eunice Catalog 2012-2013](#)
- The [Information Usage and Security](#) Webpage
- An online [Privacy Policy](#)
- From the main page of www.lsu.edu, as well as other pages, there is a Privacy Policy link that connects to the [Registrar's FERPA statement](#). On that page there is a link directly to the [U.S. Department of Education's FERPA information](#).

According to Section VI (line 226) of [PS 34: Privacy Rights of Parents and Students](#), faculty members are responsible for maintaining the privacy of student's grades for any course or for any activity (project/test/quiz/paper) which is part of the course, and final responsibility for interpretation and the provisions of PS 34 rests with the University Registrar, who is also the custodian of the student's official education record.

In 2004, Louisiana State University System conducted a routine [audit](#) of LSU Eunice, the [scope](#) of which "included an examination of the system of internal controls over student records including an evaluation of the reliability and integrity of the student records." Although the audit found "[no inaccuracies](#) in the student records examined," the audit did "[reveal a few instances](#) where opportunities to strengthen internal controls" exist and issued [recommendations](#) for corrective action. The University administration concurred with the findings and [instituted corrective action](#).

Sources (In Order of Appearance)

 NO34
 NO65
 2011-2012 Student Handbook
 2011-2012 Student Handbook (Page 11)
 2011-2012 Student Handbook (Page 28)
 2011-2012 Student Handbook (Page 32)
 LSU Eunice Catalog 2012-2013 (Page 47)
 Information Usage Security Privacy
 Privacy Policy
 Registrar FERPA
 Department of Education FERPA
 NO34 (Page 6)
 LSU Internal Audit September 2004

-  Audit 01
-  Audit 03
-  Audit 04
-  Audit 02
-  LSU Eunice Main

4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative









Because LSU Eunice imposes no additional student charges associated with verification of student identity, no written procedure pertaining to notifying students of any projected additional student charges associated with verification of student identification exists.

There is an additional charge of \$50 for each online or telecourse class a student takes. None of that money is used to verify student identity, however. The student is made aware of this fee in the [LSU Eunice Catalog](#), the [LSU Eunice Academic Bulletin](#), and the student's [course schedule and fee statement](#). In this particular example of a course and fee statement, the online course fee is \$150 because the student is taking three online classes. The online and telecourse fee also is made known to prospective students who are interested in LSU Eunice's Center for Adult Learning in Louisiana (CALL) online programs of study. The information is sent in an email to prospective students is as follows:

- [CALL Informational Email for Associate of Science in Criminal Justice](#)
- [CALL Informational Email for Associate of Applied Science in Fire and Emergency Services](#)
- [CALL Informational Email for Both Criminal Justice and Fire and Emergency Services](#)

Although LSU Eunice has no current plans to add additional charges to distance education students associated with the verification of student identity, the University has created a draft of [PS 85: Distance and Correspondence Education: Student Charges Associated with Student Identity Verification](#), which has been approved by the [Academic Council](#) and is slated to be effective May 15, 2013, pending campus review.

Sources (In Order of Appearance)

-  [LSU Eunice Catalog 2012-2013 \(Page 27\)](#)
-  [Spring 2013 Academic Bulletin \(Page 8\)](#)
-  [Fee Statement](#)
-  [CALL CJ](#)
-  [CALL FES](#)
-  [CALL All](#)
-  [NO85](#)
-  [2-22-13 Academic Council Meeting Minutes](#)

4.9

Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (*See Commission policy "Credit Hours."*)

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Louisiana State University Eunice maintains standards to ensure sound and acceptable practices for awarding credit for courses, regardless of format or mode of delivery. Institutional policy ([PS 82: Definition of a Credit Hour](#)), standards, and faculty responsibilities regarding the awarding of credit are in accordance with LSU System policies as stated in the Board of Supervisors Bylaws and Regulations, Part II, [Chapter 1, Section 1-2.2.b.](#); the [standards](#) (refer to [Preface footnotes 1 & 2](#)) of the Louisiana Board of Regents; and the standards of accreditation agencies. In addition, courses offered at LSU Eunice are in compliance with Louisiana Board of Regents "[seat time](#)" policy (Louisiana Board of Regents Policy, January 25, 2001). This policy specifically addresses seat time for electronically delivered courses. LSU Eunice defines a "credit hour" as

the amount of work necessary to cover the required material in a course and to accomplish the intended student learning outcomes. This credit hour policy applies to all courses that award academic credit (i.e. any course that appears on an official transcript issued by the University) and is consistent with the Carnegie unit for contact time (750 minutes for each credit awarded) for a total of 2,250 minutes for each 3 credit hour course. A mandatory examination period of 120 minutes at the end of each semester is in addition to the 2,250 minutes of instruction.

The credit hours awarded for each course of instruction and the amount of work required for completion of each program conform to commonly accepted practices in [higher education](#) and the [federal definition](#) of "credit hour." An example of the academic class schedule describing minutes, days, and weeks of classes for the current semester can be found in the LSU Eunice Bulletin [schedule of classes](#).

The University ensures assignment of appropriate levels to courses through its curriculum process and credit hour policy. [Course numbering, descriptions, and credit awarded are consistent with LSU Baton Rouge](#). In the development of a new course, faculty members review similar courses at other state institutions to identify common practice in credit-level and course content. The level assigned to courses is reviewed regularly and updated as needed by faculty. Courses at LSU Eunice are consistent with the level of similar courses around the state as viewed in the Louisiana Public Higher Education General Education [Articulation Matrix](#).





















Faculty responsibility for the development and review of the curriculum is stated in the [Employee Handbook](#), the [Curriculum Development Manual](#), and [PS 3: Responsibilities and Concerns of University Personnel](#). As stated in the [Curriculum Development Manual](#), all additions, deletions, and modifications in courses and curricula including the use of distance education technology at Louisiana State University Eunice originate with divisional faculty. According to policy, any curricular modification begins with the completion of a standardized form by the division head and forwarded to the Office for Academic Affairs, which transmits the form to the campus Courses and Curricula Committee for review. Following Courses and Curricula Committee review, recommendations are submitted to the Vice Chancellor for Academic Affairs, who then forwards the request and a recommendation to the Chancellor for review and approval. The process for curricular review and modification is clearly defined and provides an adequate mechanism for quality control. The approval and review processes are outlined in [Section III](#) of the Curriculum Development Manual. These processes ensure that agreement between the curricular offerings and institutional purpose receives a major emphasis in both planning and review.

Credit earned by departmental or institutional examinations from other accredited colleges and universities and listed on the official transcript is recognized in the same way that residence credit earned in those institutions is accepted. [Eligible high school and college students are permitted to sit for examinations](#) to receive advanced standing credit in a variety of courses. Through the Licensed Practical Nurse Advanced Track ([LAT](#)) of the Associate of Science in Nursing (ASN) Degree program, LPN's are given the opportunity to receive 14 hours of credit for the first and second semesters of clinical nursing courses. The credits are awarded at the successful completion of the summer transition courses and successful writing of a nationally standardized nursing achievement exam. The LAT student then enters the third and final semesters of clinical nursing courses in order to graduate and become eligible to write the national NCLEX-RN licensing exam.

[Course credit](#) is awarded for selected professional certifications that are evaluated as foundational to the core

curriculum for students entering the [Fire Science Program](#). The criteria for the awarding of credit for fire fighter training and professional certification are found in the Firefighters Articulation Agreement. The student provides documentation of educational experiences and certifications to the Fire Science and Emergency Services Program Coordinator for evaluation. The Program Coordinator evaluates the documentation and awards applicable credits. The **Articulation Agreement forms are signed by the Program Coordinator and the Division Head and forwarded to the Vice Chancellor of Academic Affairs for final approval.** The approved credits are applied to the student's transcript by the Registrar.

Sources (In Order of Appearance)

-  [NO82](#)
-  [LSU Board of Supervisors Bylaws & Regulations 2008 \(Page 20\)](#)
-  [Master Course Articulation Matrix 2011-12](#)
-  [BoR Seat Time](#)
-  [CHEA Definition of a Credit Hour](#)
-  [Federal Definition of a Credit Hour](#)
-  [Academic Bulletin](#)
-  [LSU Credit Policy](#)
-  [Articulation Matrix](#)
-  [LSU Eunice 2012 Employee Handbook \(Page 45\)](#)
-  [Curriculum Development Manual Fall 2012](#)
-  [NO03](#)
-  [Curriculum Development Manual Fall 2012 \(Page 5\)](#)
-  [Curriculum Development Manual Fall 2012 \(Page 9\)](#)
-  [Advanced Placement Memo](#)
-  [LSU Eunice Catalog 2012-2013 \(Page 65\)](#)
-  [FES Credit Application Form](#)
-  [FES Certificate](#)
-  [Advanced Placement Memo](#)
-  [LAT Catalog Statement](#)