

R - 5.4

Qualified Administrative/Academic Officers

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: ADMINISTRATIVE STRUCTURE

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

administrative officers of the University exist primarily to execute the broad administrative and educational policies determined by the Board of Supervisors so as to utilize public funds to maximal advantage and to facilitate the educational and scholarly work of the faculty. For administrative purposes, the University is divided into inter-related structures, each headed by a Vice Chancellor, Dean, or Director ([see lines 65-70](#)).

The AY 2018-2019 LSU Eunice Catalog lists the administrative and academic officers considered for this Standard ([see Officers of LSU Eunice as of AY 2018-2019](#)). Note that Chancellor Kimberly Russell listed in the AY 2018-2019 LSU Eunice Catalog resigned December 2018, with Dr. William Crowe being appointed as Interim Chancellor the same month. As Interim Chancellor from December 2018 through mid June 2019, Dr. Crowe formally included the Dean of Student Affairs and the Dean of Enrollment Management as Officers of LSU Eunice. This was reflected in the [AY 2019-2020 Catalog](#). The [December 2018 Organizational Chart](#) graphically displays LSU Eunice's structure during Dr. Crowe's time as Interim Chancellor. The [AY 2019-2020 Catalog](#) was updated in July 2019 to indicate the hiring of a new Chancellor at the end of June 2019, along with the resignation of the Interim Dean of Enrollment Management and the retirement of the Vice Chancellor for Business Affairs. Due to the number of changes, the [Organization Chart](#) was also updated to show those and other changes.

SECTION 2: ADMINISTRATIVE OFFICER SELECTION

Administrative and academic officers are appointed to their positions as a result of rigorous [nationwide searches](#) that follow procedures established in LSU Eunice Policy Statement (PS) 11: Search and Selection of Faculty, Administrative, Professional, and Classified Staff. Attached is a [Skype interview schedule](#) for the Dean of Student Affairs position and an [on-campus interview agenda](#). Also included is the completed PS 11 paperwork resulting in a selection for the [Dean of Liberal Arts](#) position and the [Vice Chancellor for Enrollment Management](#), which became the Dean of Enrollment Management position at a later date. As a result of these procedures, LSU Eunice has been able to employ highly qualified and competent administrative officers.

SECTION 3: ADMINISTRATIVE AND ACADEMIC OFFICER QUALIFICATIONS

LSU Eunice employs qualified individuals to fulfill the duties outlined in PS 3: Responsibilities and Concerns of University Personnel, which details the position descriptions for the Vice Chancellor for Academic Affairs ([lines 114-143](#)), the Vice Chancellor for Business Affairs ([lines 146-174](#)), the Dean of Enrollment Management ([lines 177-223](#)), the Dean of Student Affairs ([lines 226-274](#)), and the Academic Deans ([lines 277-351](#)). Academic deans provide vision, direction, and leadership over three academic divisions: Liberal Arts, Sciences and Mathematics, and Health Sciences and Business Technology.

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

- [Dr. Renee Robichaux](#), Vice Chancellor for Academic Affairs
- [Ms. Arlene Tucker](#), Vice Chancellor for Business Affairs (Note: Ms. Tucker retired on July 5, 2019. Oversight and duties for appropriate areas of Business Affairs have been assigned to [Ms. Amy Greagoff](#), Director of Accounting. Preliminary work for a national search is underway.)
- [Mr. Launey Patton Griffith](#), Interim Dean of Enrollment Management (Note: The Dean of Enrollment Management position became vacant in January 2018, and Mr. Launey Patton Griffith was asked and agreed to serve in an interim role. Mr. Griffith resigned in July 2019, and Dr. Kyle Smith, Dean of Student Affairs, has agreed to provide oversight of the Enrollment Management division in an interim role as the new Chancellor evaluates the structure and the needs of the institution. As a result, the July [2019 Organizational Chart](#) is shown without Enrollment Management.)
- [Dr. Kyle Smith](#), Dean of Student Affairs
- [Dr. Sandra Mahoney](#), Dean of Liberal Arts
- [Dr. John Hamlin](#), Dean of Sciences and Mathematics
- [Ms. Dotty McDonald](#), Dean of Health Sciences and Business Technology

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

SECTION 4: ADMINISTRATIVE OFFICER EVALUATIONS

The performance of administrators and academic officers is monitored on an annual basis using established procedures. [LSU Eunice PS 9: Performance Evaluation of Professional and Administrative Personnel](#), establishes procedures by which immediate supervisors annually evaluate administrators, including academic officers and other professional and non-teaching academic personnel. [An example of an evaluation of the Dean of Student Affairs](#) is attached as evidence that these evaluations are completed. [LSU Eunice PS 64: Annual Evaluation of Administrators](#), establishes procedures through which administrators and academic deans who supervise five or more faculty or professional employees are evaluated annually by their faculty and/or professional staff. As documentation that evaluations are conducted annually, attached are examples of the evaluations of the






































- Vice Chancellor for Academic Affairs for [spring 2016](#), for [spring 2017](#), and for [spring 2018](#);
- Dean of Sciences and Mathematics for [spring 2016](#), for [spring 2017](#), and for [spring 2018](#).

Table 5.4-1. Administrative Structure Qualifications Summary

Name	Title	Summary of Responsibilities	Educational Qualifications	Professional Experience
Renee Robichaux	Vice Chancellor for Academic Affairs	Serves as the chief academic officer of the University and, in the absence of the Chancellor, acts on his/her behalf.	<p>Ph.D. in Biology, University of Louisiana Lafayette</p> <p>M.S. in Biology, University of Louisiana Lafayette</p> <p>B.S. in Wildlife Conservation & Management, Louisiana Tech University</p>	Twenty-two years of experience in higher education as a teacher, researcher, and academic administrator; seven years of experience as Research Assistant Chemist and Quality Control Supervisor in private industry.
Arlene Tucker	Vice Chancellor for Business Affairs	Serves as the chief financial officer of the University and is responsible to the Chancellor for all fiscal and business affairs of the University.	<p>M.B.A., University of Southwestern Louisiana</p> <p>Certified Public Accountant</p> <p>B.S. in Accounting, University of Southern Mississippi</p> <p>A.A., Louisiana State University Eunice</p>	Twenty-two years of experience as Vice Chancellor for Business Affairs at LSU Eunice; four years of experience as the Registrar, Director of Admissions, and Assistant Professor of Accounting at LSU Eunice; three years of experience as Registrar and Director of Admissions/Assistant to Director of Academic Affairs and Services at LSU Eunice; seven years of business experience in accountancy and office management at LSU Eunice.
Amy Greagoff	Director of Accounting	Given oversight of appropriate areas of Business Affairs until a search is conducted for a new Vice Chancellor for Business Affairs.	<p>B.S. in Business Administration (Accounting and Finance), University of Louisiana Lafayette</p> <p>Certified Public Accountant</p>	Director of accounting for two and one-half years at LSU Eunice; over eleven years of experience in financial administration in private industry.
Kyle Smith	Dean of Student Affairs	Provides vision, direction, and leadership over the functional areas of student services, including tutoring services, disability services, career services, housing and residence life, student conduct, student organizations, student government, and student activities.	<p>Ed.D. in Higher Education Administration, University of Louisiana at Lafayette</p> <p>M.Ed. in Student Affairs Administration, University of Southern Mississippi</p> <p>B.S. in Psychology, University of Louisiana at Lafayette</p>	Eleven years of experience as an administrator in student affairs at three different institutions, including two years as Dean of Student Affairs at LSU Eunice and eight years in Housing and Residence Life at Lamar University and the University of Louisiana at Lafayette.

<p>Launey Patton Griffith</p>	<p>Interim Dean of Enrollment Management</p>	<p>Provides vision, direction, and leadership over the functional areas of enrollment management, including admissions, registrar, recruitment, and financial aid.</p>	<p>M.B.A., Louisiana State University M.P.A., Louisiana State University B.A. in Political Science, Louisiana State University A.A. in General Studies, Louisiana State University at Eunice</p>	<p>One year of experience serving as Interim Dean of Enrollment Management and Interim Registrar and four years of experience expanding dual enrollment and external partnerships at LSU Eunice; prior experience outside of higher education working in politics and expanding business partnerships.</p>
<p>Sandra Mahoney</p>	<p>Academic Dean, Liberal Arts</p>	<p>Responsible to the Chancellor through the Vice Chancellor for Academic Affairs for the successful operations for all aspects of the Division of Liberal Arts.</p>	<p>Ph.D. in Education with a specialization in Postsecondary and Adult Education, Capella University M.S.S. in Sports Science, U.S. Sports Academy M.S.W. in Social Work, SUNY Buffalo B.S. in Social Work, SUNY Brockport A.S. in Liberal Arts, Monroe Community College</p>	<p>Seven years of experience as an administrator and over fifteen years of instructional experience; extensive experience working within both traditional face-to-face and online environments with graduate, undergraduate, and non-traditional and adult learners; knowledge and skills in the areas of teaching, course and curriculum developmental advising, faculty affairs, and developing online programs.</p>
<p>John Hamlin</p>	<p>Academic Dean, Sciences and Mathematics</p>	<p>Responsible to the Chancellor through the Vice Chancellor for Academic Affairs for the successful operations for all aspects of the Division of Sciences and Mathematics.</p>	<p>Ph.D. in Biology, Tufts University B.S. in Zoology, Louisiana State University</p>	<p>Over five years' experience in college administration and over ten years of teaching experience; developed and served as instructor for the Early Start program partnership between Ville Platte High School and LSU Eunice.</p>
<p>Dotty McDonald</p>	<p>Academic Dean, Health Sciences and Business Technology</p>	<p>Responsible to the Chancellor through the Vice Chancellor for Academic Affairs for the successful operations for all aspects of the Division of Health Sciences and Business Technology.</p>	<p>M.A. in Organizational Management, University of Phoenix B.A. in Health Care Administration, Ottawa University A.S. in Respiratory Care Technology, Delgado Community College</p>	<p>Over 30 years of experience in healthcare management, respiratory therapy, and higher education, including ten years of experience as a dean; eight years of experience as an Assistant Professor at Delgado Community College and Nicholls State University; and ten years of experience as Associate Professor at LSU Eunice.</p>

Sources

-  [DSM Eval 2016](#)
-  [DSM Eval 2017](#)
-  [DSM Eval 2018](#)
-  [Dean Liberal Arts PS 11 Paperwork](#)
-  [Dean of Student Affairs - HigherEdJobs](#)
-  [Dean of Student Affairs Skype Interview Schedule](#)
-  [December 2018 - Spring 2019 Administration](#)
-  [Dotty-CV](#)
-  [Greagoff-CV](#)
-  [Griffith-CV](#)
-  [Hamlin-CV](#)
-  [NO03 Responsibilities and Concerns of University Personnel](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 2\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 3\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 4\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 5\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 6\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 7\)](#)
-  [NO09 Performance Evaluation of Professional and Administrative Personnel](#)
-  [NO11 Search and Selection of Faculty, Administrative, Professional and Classified Staff](#)
-  [NO64 Annual Evaluation of Administrators](#)
-  [Organizational Chart-July-2019](#)
-  [Organizational-Chart](#)
-  [Robichaux CV 2019](#)
-  [Sandra Mahoney Resume](#)
-  [Section 2-Administration \(Page 1\)](#)
-  [Section 3-Administration \(Page 1\)](#)
-  [Section 3-Institutional-Mission \(Page 1\)](#)
-  [Smith-2017-18-Evaluation](#)
-  [Smith-CV](#)
-  [Smith-On Campus Interview Schedule](#)
-  [Sorenson-CV](#)
-  [Tucker-CV](#)
-  [VCAA Eval 2016](#)
-  [VCAA Eval 2017](#)
-  [VCAA Eval 2018](#)
-  [Vice Chancellor for Enrollment Management PS 11 Paperwork](#)

CR - 6.1

Full-Time Faculty

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: MISSION AND THE NUMBER OF FACULTY POSITIONS

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

- "encourage [the] population to take advantage of educational opportunities" (goal 1);
- provide a general education program that "prepares students to master the skills and competencies necessary for lifelong learning" (goal 3);
- "provide programs that parallel four-year college and university courses" (goal 4);
- "prepare students to meet employment opportunities as determined by regional needs" (goal 5); and
- provide quality developmental education coursework to upgrade students' skills as necessary (goal 6).

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

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

Because LSU Eunice is a teaching institution, the number of full-time faculty members at the University is adequate to provide instruction, direction, and oversight of the academic programs as defined by the mission, strategic goals, LSU Board of Supervisors Bylaws and Regulations, LSU Eunice Policy Statement (PS) 12 (Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members), and requirements of professional accrediting agencies. In support of the mission, the LSU Board of Supervisors has charged the faculty with determining the educational policy of the University (LSU Board of Supervisors Bylaws [Article X, Section 1](#)). In addition, LSU Eunice's PS 12 provides that an appropriate number of full-time faculty members be employed in order to provide programs of instruction, research, and service of the highest order for the people of Louisiana ([lines 7-11](#)). Given this, faculty are not only charged with instruction, but are also charged with providing direction and oversight of all academic programs in order to maintain excellence and integrity. Finally, the number of faculty at LSU Eunice is often specified by professional accrediting agencies based on student to faculty ratio. For example, LSU Eunice's Nursing and Allied Health program accreditation specifies the maximum number of students per faculty for laboratory and clinical work in each of the programs.

In support of the mission, to oversee academic programs, and to meet the needs of students, the number of full-time and part-time faculty may be increased or decreased depending on the higher education environment in a given year. As enrollment increases, so too does the number of faculty--both full-time and part-time. For example, as enrollment increased 28.9% from fall 2015 to fall 2018, the number of course sections also increased 19.7%. This led to a 28.7% increase in the number of faculty, 20.6% for full-time and 37.3% for part-time ([Table 6.1-1](#)). During this enrollment increase over four fall semesters, full-time faculty taught nearly three-fourths of the course sections, producing 77.9% of the credit hours. A more detailed discussion takes place below in the Selected Institutional Data Section.

Program growth or closure also supports the mission in meeting the needs of the citizens of Louisiana. In summer 2017, LSU Eunice restarted the Certificate of Applied Science in Diagnostic Medical Sonography based on a statewide need. This program subsequently became an Associate of Applied Science in Diagnostic Medical Sonography in fall 2018. In addition, a statewide need in Surgical Technology existed, and LSU Eunice responded by adding an Associate of Applied Science in Surgical Technology, accepting a first class of 15 students in summer 2018. These two new programs combined added four new full-time faculty members--two for fall 2017 and two for fall 2018.

SECTION 2: DEFINITIONS OF FACULTY

According to the most recent [LSU Eunice organizational chart](#) that reflects the change in Chancellors (the December 2018 version is [here](#)), faculty at LSU Eunice are grouped into three Divisions:

- Liberal Arts
- Sciences and Mathematics
- Health Sciences and Business Technology

Within each division, the faculty report to an academic dean. The deans report to the chief academic officer--the Vice Chancellor for Academic Affairs, who then reports to the Chancellor.

The LSU Board of Supervisors' Regulations, the LSU Eunice Employee Handbook, and LSU Eunice Policy Statement (PS) Number 3: Responsibilities and Concerns of University Personnel define full-time faculty, membership, and workloads:

- Full-time faculty are members of the academic staff on the various campuses with the rank of instructor or above and equivalent ranks [LSU Board of Supervisors Regulations [Article II, Section 1.A.1.a](#); LSU Eunice PS 3: Responsibilities and Concerns of University Personnel [lines 7-8](#); LSU Eunice 2018 Employee Handbook ([The Faculties of the Several Campuses - Membership](#))].
- Departmental faculty membership consists of all members of the academic staff of a department having the rank of instructor or higher (or equivalent), who are appointed full-time for at least a one-year period, and a part or all of whose work for the current year is in that particular department [LSU Board of Supervisors Regulations [Article II, Section 2.D.1](#); LSU Eunice 2018 Employee Handbook ([The Departmental Faculty - Membership](#))]. Full-time faculty may be appointed for a "term appointment" or "indefinitely" (LSU Board of Supervisors Regulations [Article II, Section 7 Faculty Ranks](#)).
- Minimum workloads for a full-time faculty member, according to LSU Eunice PS 46: Guidelines for Faculty Workloads, 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 member 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 ([lines 1-27](#)). In the summer, a full-time faculty load is considered to be nine credit hours ([lines 29-33](#)).

Definitions for Other Academic:

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

SECTION 3: RESPONSIBILITIES OF FACULTY MEMBERS

Beyond instruction, LSU Eunice faculty have jurisdiction over matters concerning its educational policies insofar as the policies do not conflict with other departments, the campus, or the University [LSU Board of Supervisors Regulations [Article 1, Section 2.D.2](#); LSU Eunice 2018 Employee Handbook ([The Departmental Faculty--Duties](#))]. In addition, the faculty "determines [the] educational policy of the University," according to LSU Eunice PS 3: Responsibilities and Concerns of University Personnel ([lines 7-26](#)). This includes the following (but is subject to the authority of the Board of Supervisors):

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

As a result, full-time faculty members serve on divisional, Faculty Senate, and University committees as part of their service to the University. At the division level, service typically includes search committees (highlighted are full-time faculty for a [communications search](#) summer 2018, a [mathematics search](#) spring 2019, and a [biology search](#) spring 2019). In addition, the LSU Eunice Faculty Senate has two standing committees of faculty members:

- Courses and Curriculum Committee ([membership for 2018-2019](#))
- Academic Policies Committee ([membership for 2018-2019](#))

Full-time faculty also serve on the following University-wide committees (full-time faculty highlighted):

- Affirmative Action/Equal Employment Opportunity Committee ([membership for 2018-2019](#))
- Title IX Taskforce ([membership for 2018-2019](#))
- Safety Committee ([membership for 2018-2019](#))
- Committee on Student Conduct ([membership for 2018-2019](#))
- Faculty Professional Development Committee ([membership for 2018-2019](#))
- Campus-wide Promotion and Tenure Committee ([membership for 2018-2019](#))
- Institutional Review Board ([membership for 2018-2019](#))
- Endowed Professorship Committee ([membership for 2018-2019](#))
- Budget Review Committee ([membership for 2018-2019](#))

Full-time faculty members also serve as academic advisers to students. Full-time faculty are designated as advisers in specific areas within 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:

- 36 in fall 2015
- 35 in fall 2016 and 2017
- 30 in fall 2018

The decrease in the advising load for full-time faculty was due to an [advising staff being hired](#) as part of a newly created Student Success Center and advising for new students with up to 29 completed credits becoming centralized during spring and fall 2017.

Responsibilities of the part-time faculty follow language from the LSU Board of Supervisors Regulations and the LSU Eunice Employee Handbook. These documents note that members of the faculty appointed as part-time faculty holding the rank below instructor in the department may be enfranchised to the degree deemed appropriate by the full-time faculty of the department (LSU Board of Supervisors Regulations [Article II, Section 2.D.1](#); 2018 Employee Handbook under [The Departmental Faculty--Membership](#)). LSU Eunice Academic Divisions seek to [include part-time faculty](#) in division meetings if they wish to attend.

LSU Eunice faculty perform many of their traditional functions in nontraditional ways. For example, the standard 16 week traditional face-to-face course meeting for 15 weeks plus a week for finals has been adapted to multiple formats:

- [Traditional 16-week face-to-face](#) format
- [Online for the 16-week](#) semester
- [Accelerated online format](#) for eight-weeks
- Accelerated [face-to-face](#) or [online](#) format for two-weeks
- Summer in a [four-week or eight-week](#) format

In addition, developmental mathematics is taught in four ways:

- Traditional [16-week face-to-face](#)
- Computer based [modular 16-week](#)
- [Online 16-week](#)
- [Traditional 16-week](#) co-requisite [pairing general education and developmental](#) mathematics courses

Next, while LSU Eunice has been involved with dual enrollment courses at the local high schools for several years, the [LSU Eunice Academy](#) was implemented in fall 2017, encouraging high school sophomores and juniors to enroll at the LSU Eunice site. The LSU Eunice Academy is a Department of Education Experimental Sites Initiative--Dual Enrollment Experiment with the goal of increasing the number of high school students graduating from high school and graduating with an associate's degree at the same time. LSU Eunice Academy students may register for courses online or face-to-face and are grouped as cohort for core general education courses. At the conclusion of the first two-year cohort in spring 2019, 11 (17.2%) out of 74 in the original fall 2017 cohort graduated with an associate's degree.

Faculty members may also conduct advising online [through email](#), provided the students use their secure LSU Eunice email account. Faculty members have also [conducted meetings online](#) when necessary to meet deadlines. Further, faculty were also [trained](#) and have experimented with [iclicker technology](#) to create an interactive classroom or [take attendance](#). Another example of nontraditional means is that specialized simulation software is used for coursework if faculty decide that using it is pedagogically sound. One example is LSU Eunice's [Radiologic Technology](#) program using software and Smart Boards to incorporate 3-D Technology into their teaching. Finally, another example is the use of "[Kahoot](#)," which is a tool for using technology to administer quizzes, discussions, or surveys in some Business Technology courses. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected onscreen, allowing students to answer questions with their smartphone, tablet, or computer. Finally, in an email from [June 6, 2019](#), mathematics faculty note that nontraditional methods are sometimes used with [QR Codes to provide syllabi and course materials](#) for students' use on their smart devices and the use of [software to create](#) specially tailored lectures for online students.

SECTION 4: SELECTED INSTITUTIONAL DATA

The information presented in this section represents a mixture of data from the Integrated Postsecondary Education Data System (IPEDS) final release data from 2015, 2016, and 2017 and data from LSU Eunice's Institutional Research for fall 2015, fall 2016, fall 2017, and fall 2018. Fall 2018 was included in order to establish that full-time faculty existed for the new Surgical Technology program implemented in summer 2018. This data is provided to further support the case that LSU Eunice employs "an adequate number of full-time faculty members to support the mission and goals of the institution."

Section 4.1: Descriptive and Comparative Data

First, [Table 6.1-1](#) presents data from LSU Eunice's Institutional Research detailing the unduplicated student headcount based on census day information, total enrollment in all courses, the total number of sections offered each fall, the mean section size, and the total number of faculty members teaching in the given semesters. The data presented indicates that student headcount increased by 724 (28.9%) students from 2,508 in fall 2015 to 3,232 in fall 2018. As expected, course taking also increased by 3,019 (35.0%) during the same time period, resulting in an additional 83 (19.7%) sections being offered. During this same time period, the mean section size increased from 20.4 students to 23.0 students, averaging 21.7 students per section over the four fall semesters. [Table 6.1-1](#) also indicates that the number of full-time faculty increased by 20.6% from 63 to 76, while the number of part-time faculty increased 37.3% from 59 to 81. Overall, the increase of 28.7% in faculty during the four fall semesters nearly matches the 28.9% increase in enrollment.

The data in the next two tables comparing the number of full-time and part-time faculty is from peer institutions chosen for the SACSCOC 2017-2018 Student Completion Indicator study:

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

First, [Table 6.1-2](#) depicts the final release faculty data reported to IPEDS for LSU Eunice's peer institutions, indicating that the number of full-time faculty at LSU Eunice was slightly below the mean for fall 2015, but surpassed the mean in both fall 2016 and fall 2017. In contrast, the number of part-time faculty for LSU Eunice was nearly half the mean for fall 2015 and fall 2016 and increased to within 30 of the mean in fall 2017. Taken together, the total number of faculty at LSU Eunice fell below the mean of its peers; however, the data shows that gains were made from fall 2015 to fall 2017 as enrollment increased ([Table 6.1-1](#)). For example, the total number of faculty at LSU Eunice was:

- 45.1 faculty members or 0.800 of a standard deviation below the mean in fall 2015;
- 32.6 faculty members or 0.573 of a standard deviation below the mean in fall 2016; and
- 15.7 faculty members or 0.254 of a standard deviation below the mean in fall 2017.

Provisional IPEDS data was not used; therefore, no comparison to fall 2018 was available. Given that, the data indicates that LSU Eunice invested in full-time faculty during the enrollment increase from fall 2015 to fall 2018 and supplemented with part-time faculty to cover additional sections as needed.

Next, [Table 6.1-3](#) presents the same data as [Table 6.1-2](#) based on the IPEDS final release data for all peer institutions; however, LSU Eunice's IPEDS data on the number of faculty was replaced with Institutional Research data from Academic Affairs using actual faculty loads for the three fall semesters. Louisiana State University standardized its IPEDS faculty reporting for all LSU campuses, leading to minor differences in the reporting of full-time faculty. The Institutional Research data depicted in [Table 6.1-3](#) includes all full-time faculty teaching during the semesters examined, whereas the IPEDS report includes all personnel having faculty rank, including those not actually in the classroom in a given semester.

For part-time faculty, differences between IPEDS and the Institutional Research report focuses on dual enrollment faculty whose primary employment is at the high school. These faculty members are paid a "stipend" by LSU Eunice and do not receive a "salary," per se. This subtle difference in classification results in dual enrollment faculty receiving a "stipend" not being reported to IPEDS as part-time faculty. Regardless of how LSU defines part-time faculty, [Table 6.1-3](#) represents all full-time and part-time faculty teaching in fall 2015, 2016, 2017, or 2018.

As [Table 6.1-3](#) denotes, the number of full-time faculty decreases slightly each fall semester compared to [Table 6.1-2](#) because some individuals holding academic rank were not used in the classroom in a given semester. Regardless of the slight changes, the number of full-time faculty at LSU Eunice was slightly below the mean in 2015, but outpaced the mean in fall 2016 and fall 2017. Overall, the data shows the total number of faculty members at LSU Eunice is:

- 25.6 faculty members or 0.461 of a standard deviation below the mean in fall 2015;
- 15.9 faculty members or 0.282 of a standard deviation below the mean in fall 2016; and
- 5.5 faculty members or 0.089 of a standard deviation below the mean in fall 2017.

As with [Table 6.1-2](#), IPEDS provisional release data was not used, so there is no comparison for fall 2018. Regardless, [Table 6.1-3](#) shows much the same as the data in [Table 6.1-2](#) in that the number of full-time and part-time faculty members increased as enrollment increased to meet student need and fulfill the mission of the institution. The two tables also indicate that LSU Eunice chooses to hire more full-time faculty and fewer part-time faculty, on average, than peer institutions.

Another way to examine the adequacy of the number of faculty is to return to IPEDS data on student to faculty ratio as depicted in [Table 6.1-4](#). As [Table 6.1-4](#) indicates, the overall three year mean for all institutions is 18.6 students per faculty member, while LSU Eunice's mean for the three years is 20.7. Taking each year individually, LSU Eunice is slightly above the mean for each year:

- 21 at LSU Eunice versus 18.9 for all institutions for fall 2015
- 22 at LSU Eunice versus 18.6 for all institutions for fall 2016
- 19 at LSU Eunice versus 18.2 for all institutions for fall 2017

Two pieces of data from [Table 6.1-4](#) are worth noting. First, even though LSU Eunice's student to faculty ratio is slightly higher than the mean of its peer institutions, the gap appears to be negligible given that the difference is less than one-half of a standard deviation for fall 2015 and fall 2017. Second, and perhaps more importantly, LSU Eunice's student to faculty ratio decreased from fall 2015 to fall 2017 by two students.

Section 4.2: Faculty Workloads

The next series of tables is based on Institutional Research data and represents conditions as they were for fall 2015, 2016, 2017, and 2018. The tables represent the actual workload for faculty and the number of assigned sections and total credit hour production without duplication. First, [Table 6.1-5](#) details the full-time faculty workload by credit hours taught for fall 2015, 2016, 2017, or 2018. [Table 6.1-5](#) includes administrators with faculty rank with names in red who taught during the four fall semesters. The averages at the bottom of [Table 6.1-5](#) indicate that full-time faculty taught an average of:

- 14.3 credit hours for fall 2015;
- 13.8 credit hours for fall 2016;
- 13.7 credit hours for fall 2017;
- 13.9 credit hours for fall 2018; and
- 13.9 credit hours for all faculty if all data is captured over the four semesters.

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

- 5.6 credit hours for fall 2015;
- 5.2 credit hours for fall 2016;
- 5.2 credit hours for fall 2017;
- 5.2 credit hours for fall 2018; and
- 5.3 credit hours for all faculty if all data is captured over the four semesters.

Empty cells in Table 6.1-5 and Table 6.1-6 indicate that the faculty member did not teach that semester. Finally, [Table 6.1-7](#) summarizes the data in the previous two tables by division. Table 6.1-7 notes that the Division of Health Sciences and Business Technology had the lowest full-time faculty load by credit hour, on average, while the Division of Sciences and Mathematics had the highest. Note that the Division of Health Sciences and Business Technology having the lowest full-time faculty load is largely dependent on student to faculty ratio requirements for the Nursing and Allied Health programs. For part-time faculty, the Division of Health Sciences and Business Technology had the highest workload, while the Division of Sciences and Mathematics had the lowest.

Section 4.3: Number of Sections Taught by Full-Time and Part-Time Faculty

This section examines the number of sections taught by faculty members during fall 2015, 2016, 2017, and 2018 without duplication. First, [Table 6.1-8](#) summarizes the number of sections taught by full-time and part-time faculty by each of the fall semesters. According to institutional data, as enrollment increased as documented in [Table 6.1-1](#), the number of sections increased as well. Table 6.1-8 indicates that full-time faculty teach a range from 71.7% to 76.4% of all course sections, averaging nearly three-fourths (73.8%) of all courses, including any administrators teaching in a given semester. Part-time faculty teaching ranges from 23.6% to 28.3% averaging 26.2% overall.

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

- LSU Eunice
- Online (considered as part of the LSU Eunice site because the servers are located in Eunice)
- LSU Alexandria
- LSU Lab School (dual enrollment high school site)
- Lafayette General Orthopaedic Hospital (LG Ortho)

[Table 6.1-9](#) represents the number of sections taught at each site each fall from 2015 to 2018, indicating the number and proportion of sections taught by full-time and part-time faculty, even if faculty taught at more than one site. The summary data at the right indicates that nearly three-fourths (73.8%) of the 1,846 courses offered were taught by full-time faculty, with the remaining 26.2% being taught by part-time faculty across all LSU Eunice sites.

Beginning on the left, at LSU Eunice, the data indicates that face-to-face and online full-time faculty taught 1,037 (64.5%) of the face-to-face sections, compared to 80 (5%) taught by part-time. Online sections were split relatively evenly, with full-time faculty teaching 247 and part-time faculty teaching 243. Next, LSU Alexandria had 61.1% of the sections taught by part-time faculty and 38.9% taught by full-time faculty. Ten sections offered at the LSU Lab School were also taught by part-time faculty. Out of the 19 sections offered at the LG Ortho site, 16 (84.2%) were taught by full-time faculty, while 3 (15.8%) were taught by part-time faculty. Please note that the Nursing program was not implemented at the LG Ortho site until summer 2017 and that the Surgical Technology program was not implemented until summer 2018.

An additional set of columns was added in the data to accommodate all dual enrollment high schools offering below 50% of a program. A total of 28 (23.3%) of the courses offered as dual enrollment were taught by full-time faculty, while 92 (76.7%) were taught by part-time faculty. Note that this includes any online course offered for dual enrollment purposes, meaning the section was not open to the general student population.

Table 6.1-10 through Table 6.1-13 examines the data for each of the fall semesters being discussed.

- [Table 6.1-10](#) further breaks down the data for fall 2015, indicating that 73.5% of the 422 courses were taught by full-time faculty. Note that the LSU Lab School offered just three courses, while the LG Ortho site did not yet exist.
- [Table 6.1-11](#) examines fall 2016, indicating that 73.9% of the 411 courses were taught by full-time faculty. As with fall 2015, the LG Ortho site did not yet exist.
- [Table 6.1-12](#) indicates that 76.4% of the 478 courses were taught by full-time faculty in fall 2017. The LSU Lab School offered no courses during the semester, while the LG Ortho site had four courses.
- Finally, [Table 6.1-13](#) details the fall 2018 data, indicating that 71.7% of the courses offered were taught by full-time faculty. During fall 2018, courses were offered at every site.

Section 4.4: Credit Hour Production

Finally, [Table 6.1-14](#) examines credit hour production for fall 2015, 2016, 2017, and 2018, indicating that 77.9% of the 114,622 credit hours were produced by full-time faculty. As was done above, administrators teaching in a given semester were included in the full-time faculty credit hour production numbers.

Similar to the number of courses from above, [Table 6.1-15](#) represents the credit hour production data shown in [Table 6.1-14](#) by site for fall 2015, 2016, 2017, and 2018, with the overall totals on the right side. Again, note that the faculty may teach at multiple sites or online. The LSU Eunice face-to-face and online credit hour production is shown on the left of the table, with 70,851 (69.0%) of the face-to-face credit being produced by full-time faculty and 4,132 (4.0%) produced by part-time faculty. For online, 14,396 (14.0%) credits were produced by full-time faculty, while 13,230 (12.9%) were produced by part-time. The LSU Alexandria site had 1,935 (38.6%) of the credit hours produced by full-time faculty, while the LG Ortho site had 522 (75.8%) of the credit hours produced by full-time faculty. The credits produced at the LSU Lab School site and dual enrollment sites are primarily created by part-time faculty. [Table 6.1-16](#) through [Table 6.1-19](#) examines the data by each of the fall semesters.

- [Table 6.1-16](#) shows that 76.4% of the 25,139 credit hours were produced by full-time in fall 2015. Note that very few courses were offered at the LSU Lab School and no courses were offered at the LG Ortho site.
- For fall 2016, [Table 6.1-17](#) shows that full-time faculty produced 21,784 (77.5%) of the 28,111 credit hours overall, with the vast majority produced at the LSU Eunice site or online. As with fall 2015, no courses were offered at the LG Ortho site.
- [Table 6.1-18](#) shows that 23,955 (81.4%) of the credit hours were produced by full-time faculty in fall 2017. Note that no courses were offered at the LSU Lab School and that fall 2017 was the first semester courses were offered at the LG Ortho site.
- As enrollment increased, additional full-time and part-time faculty were hired to teach courses. [Table 6.1-19](#) shows that 24,302 (76.1%) of the credits were produced by full-time faculty out of the total of 31,931 credits. Both nursing and surgical technology were being offered at the LG Ortho site in fall 2018.

SECTION 5: SUMMARY

LSU Eunice "employs an adequate number of full-time faculty" to "provide direction and oversight of all academic programs." Given that enrollment increased from fall 2015, 2016, 2017, and 2018, the mission of LSU Eunice was supported and the needs of students were met by adding full-time and part-time faculty to staff additional courses, staff additional sites, and oversee the curriculum while maintaining excellence and integrity ([Table 6.1-1](#) and [Table 6.1-7](#)). Given the increased demand, full-time faculty taught 73.8% of the courses overall ([Table 6.1-8](#) through [Table 6.1-13](#)) and produced 77.9% of the total credit hours as the number of sites increased ([Table 6.1-14](#) and [Table 6.1-19](#)). In addition, a full-time faculty member and membership in department, minimal workloads, and the responsibilities that full-time faculty are to fulfill are also clearly defined in an effort to provide evidence of compliance.

Sources

-  [10-4-2018 LSU BOS Bylaws \(Page 21\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 13\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 14\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 5\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 8\)](#)
-  [12-2018 Organizational Chart](#)
-  [5-31-19 Use of Smart Boards and 3-D](#)
-  [6-6-19 Email on Carrying Out Traditional Tasks in a Nontraditional Way](#)
-  [6-7-19 Dunlap Example of a QR Usage](#)
-  [6-7-19 Instructor Created Video Sp19 1425](#)
-  [7-13-19 Employee Handbook \(Page 49\)](#)
-  [7-13-19 Employee Handbook \(Page 50\)](#)
-  [AY 18-19 Academic Policies Committee](#)
-  [AY 18-19 Affirmative Action EEO Committee](#)
-  [AY 18-19 Budget Review Committee](#)
-  [AY 18-19 Campuswide Promotion and Tenure Committee](#)
-  [AY 18-19 Committee on Student Conduct](#)
-  [AY 18-19 Courses and Curricula Committee](#)
-  [AY 18-19 Endowed Professorship Committee](#)
-  [AY 18-19 Faculty Professional Development Committee](#)
-  [AY 18-19 Institutional Review Board](#)
-  [AY 18-19 Safety Committee](#)
-  [AY 18-19 Title IX Task Force](#)

-  [Academic Advising Assignments](#)
-  [April 10 2018 C and C Email Meeting](#)
-  [Biology Search Spring 2019](#)
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-  [Course Catalog - Fa 18 ENGL 1002](#)
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-  [Course Catalog - Fa 18 MATH 0001 F-F](#)
-  [Course Catalog - Fa 18 MATH 0001 Modular](#)
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-  [Course Catalog - Sp 19 MATH 0015 Online](#)
-  [Course Catalog - Sp 19 MATH 1021 F-F and Online](#)
-  [Course Catalog - Sp 19 MATH 1425 Online and Eight Week](#)
-  [Course Catalog - Su 19 ALLH Courses](#)
-  [Course Catalog Description Co-Requisite](#)
-  [Email Advising Example Spring 2019](#)
-  [Example of Including Part-Time Faculty in Departmental Meetings](#)
-  [Faculty Workshop Sp2019](#)
-  [Final 8-16-19 Summary Form for Commission Review.jan2018 \(Page 6\)](#)
-  [January 4 2019 email on Advisor Training](#)
-  [Kahoot Documentation](#)
-  [LSUE Academy](#)
-  [Mathematics Search Spring 2019](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 1\)](#)
-  [NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members \(Page 1\)](#)
-  [NO46 Guidelines for Faculty Workloads](#)
-  [Organizational Chart-July-2019](#)
-  [Section 3-Institutional-Mission](#)
-  [Table 6.1-1](#)
-  [Table 6.1-10](#)
-  [Table 6.1-11](#)
-  [Table 6.1-12](#)
-  [Table 6.1-13](#)
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-  [Table 6.1-15](#)
-  [Table 6.1-16](#)
-  [Table 6.1-17](#)
-  [Table 6.1-18](#)

 Table 6.1-19

 Table 6.1-2

 Table 6.1-3

 Table 6.1-4

 Table 6.1-5

 Table 6.1-6

 Table 6.1-7

 Table 6.1-8

 Table 6.1-9

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Program Faculty

For each of its educational programs, the institution:

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: INTRODUCTION

At Louisiana State University at Eunice, each program has sufficient full-time faculty to ensure curriculum and program quality, integrity, and review, in support of its [mission](#) "to provide programs and services normally associated with a comprehensive two-year college." In order to ensure curriculum and program quality, integrity, and review, LSU Eunice has Policy Statement (PS) 3: Responsibilities and Concerns of University Personnel in place, related to faculty oversight of curriculum ([line 20](#)); PS 46: Guidelines for Faculty Workloads, related to faculty workloads; and PS 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members, related to the recruitment ([lines 7-49](#)), retention ([lines 51-84](#)), and evaluation of faculty ([lines 408-444](#)). These policies demonstrate LSU Eunice's commitment to provide a sufficient number of faculty to ensure curriculum and program quality, integrity, and review.

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

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

SECTION 2: DEFINITIONS OF FACULTY (repeated from Standard 6.1)

According to the most recent version of the [LSU Eunice organizational chart](#) reflecting the change in Chancellors in June 2019 (the December 2018 version is [here](#)), faculty at LSU Eunice are grouped into three Divisions:

- Liberal Arts
- Sciences and Mathematics
- Health Sciences and Business Technology

Within each division, the faculty report to an academic dean. The deans report to the chief academic officer--the Vice Chancellor for Academic Affairs, who then reports to the Chancellor.

The LSU Board of Supervisors' Regulations, the LSU Eunice 2018 Employee Handbook, and LSU Eunice PS 3: Responsibilities and Concerns of University Personnel define full-time faculty, membership, and workloads:

- Full-time faculty are members of the academic staff on the various campuses with the rank of instructor or above and equivalent ranks [LSU Board of Supervisors Regulations [Article II, Section 1.A.1.a](#); PS 3: Responsibilities and Concerns of University Personnel [lines 7-8](#); LSU Eunice 2018 Employee Handbook ([The Faculties of the Several Campuses - Membership](#))].
- Departmental faculty membership consists of all members of the academic staff of a department having the rank of instructor or higher (or equivalent), who are appointed full-time for at least a one-year period, and a part or all of whose work for the current year is in that particular department [LSU Board of Supervisors Regulations [Article II, Section 2.D.1](#); LSU Eunice 2018 Employee Handbook ([The Departmental Faculty--Membership](#))]. Full-time faculty may be appointed for a "term appointment" or "indefinitely" (LSU Board of Supervisors Regulations [Article II, Section 7 Faculty Ranks](#)).
- Minimum workloads for a full-time faculty member, according to PS 46: Guidelines for Faculty Workloads, 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 ([lines 1-27](#)). In the summer, a full-time faculty load is considered to be nine credit hours ([lines 29-33](#)).

Definitions for Other Academic:

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

All part-time faculty members are eligible to apply for [professional development funds](#) and are considered on a case-by-case basis. In addition, part-time faculty members are encouraged to [attend meetings](#) that are applicable to them. All faculty (including part-time faculty) and staff are sent an [invitation to](#) and the [schedule for convocation](#) via email at the beginning of each semester.

SECTION 3: RESPONSIBILITIES OF FACULTY MEMBERS (Repeated from Standard 6.1)

Beyond instruction, faculty at LSU Eunice have jurisdiction over matters concerning its educational policies insofar as the policies do not conflict with other departments, the campus, or the University [LSU Board of Supervisors Regulations [Article 1, Section 2.D.2](#); LSU Eunice 2018 Employee Handbook ([The Departmental Faculty - Duties](#))]. In addition, the faculty "determines [the] educational policy of the University" according to LSU Eunice PS 3: Responsibilities and Concerns of University Personnel ([lines 8-26](#)). 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; and
7. Faculty meetings (at division and department meetings).

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

Section 4.1: Introduction

As a teaching institution, the number of full-time faculty members at LSU Eunice is adequate to provide instruction, direction, and oversight of the academic programs as defined by the mission, strategic goals, the LSU Board of Supervisors Bylaws and Regulations, LSU Eunice PS 12 (Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members), and the requirements of professional accrediting agencies. In support of the mission, the LSU Board of Supervisors has charged the faculty with determining the educational policy of the University (LSU Board of Supervisors Bylaws [Article X, Section 1](#)). In addition, LSU Eunice's PS 12 provides that an appropriate number of full-time faculty members be employed in order to provide programs of instruction, research, and service of the highest order for the people of Louisiana ([lines 7-11](#)). Given this, faculty are not only charged with instruction, but are also charged with providing direction and oversight of all academic programs in order to maintain excellence and integrity. Finally, the number of faculty at LSU Eunice is often specified by professional accrediting agencies based on student to faculty ratio. For example, LSU Eunice's Nursing and Allied Health program accreditation specifies the maximum number of students per faculty for laboratory and clinical work in each of the programs.

As disclosed in the [Institutional Summary Form](#), LSU Eunice offers 50% or more of an academic program totally online and at several sites. [Table 6.2b-1](#) details each of the sites and the enrollment on census day for fall 2018 with all dual enrollment < 50% grouped together at the bottom of the table. Next, [Table 6.2b-2](#) shows the program enrollment for fall 2018. As [Table 6.2b-2](#) indicates, [LSU Eunice's 19 academic programs](#) as defined by the Louisiana Board of Regents Inventory of Degree and Certificate Programs and disclosed on the [Institutional Summary Form](#) have been grouped together into 14 academic programs by similarity and shared faculty. For example, the Associate of Applied Science in Management is grouped with its Certificate of Technical Studies in Accounting Technology, Human Resource Management, and Administrative Technology Specialist because the programs feed into the management program and all share faculty. The Associate of Arts Transfer concentration in Business is included for the same reason. Other groupings include the Associate of Science in Criminal Justice combined with the Associate of Arts Louisiana Transfer Criminal Justice concentration and the Associate of Applied Science in Fire and Emergency Services combined with the Certificate in Technical Studies in Fire Service Technology. Further, the Associate of Science Louisiana Transfer is paired with the Certificate in Technical Studies in Chemical Technician.

Because the Associate of General Studies is essentially a general studies degree with electives in a particular field of study, it is considered separately at the conclusion of this section because it is not feasible to disaggregate the data to show the number of full-time faculty due to the nature of the program and the extensive overlap of faculty teaching the general education courses. For a complete discussion, some of the tables from Standard 6.1 are duplicated in this Standard for the convenience of the reviewer.

Section 4.2: Comparison Data (repeated from Standard 6.1)

[Table 6.2b-3](#) presents data from LSU Eunice's Institutional Research detailing the unduplicated student headcount based on census day information, total enrollment in all courses, the total number of sections offered each fall, the mean section size, and the total number of faculty members teaching in the given semesters. The data indicates that student headcount increased by 724 (28.9%) students from 2,508 in fall 2015 to 3,232 in fall 2018. During this same time period, the mean section size increased from 20.4 students to 23.0 students, averaging 21.7 students per section over the four fall semesters. [Table 6.2b-3](#) also indicates that the number of full-time faculty increased by 20.6 % from 63 to 76, while the number of part-time faculty increased 37.3% from 59 to 81. Overall, the increase of 28.7% in faculty during the four fall semesters nearly matches the 28.9% increase in enrollment.

The data in the next two tables comparing the number of full-time and part-time faculty is based on data from peer institutions chosen for the SACSCOC 2017-2018 Student Completion Indicator study:

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

Table 6.2b-4 presents the final release faculty data reported to IPEDS for LSU Eunice's peer institutions. This data indicates that the number of full-time faculty at LSU Eunice was slightly below the mean for fall 2015, but surpassed the mean in both fall 2016 and fall 2017. In contrast, the number of part-time faculty for LSU Eunice was nearly half the mean for fall 2015 and fall 2016 and increased to within 30 of the mean in fall 2017. Taken together, the total number of faculty at LSU Eunice fell below the mean of its peers; however, the data shows that gains were made from fall 2015 to fall 2017 as enrollment increased (Table 6.2b-3).

Next, Table 6.2b-5 presents the same data as Table 6.2b-4 based on the IPEDS final release data for all peer institutions; however, LSU Eunice's IPEDS faculty data was replaced with Institutional Research data from Academic Affairs using actual faculty loads during fall 2015, 2016, and 2017. In fall 2015, Louisiana State University standardized its IPEDS faculty reporting for all LSU campuses, leading to minor differences in the reporting of full-time faculty. The Institutional Research data depicted in Table 6.2b-5 includes all full-time faculty teaching during the semesters examined, whereas the IPEDS report includes all personnel having faculty rank, including those not actually in the classroom in a given semester.

For part-time faculty, differences between IPEDS and the Institutional Research report focuses on dual enrollment faculty whose primary employment was at the high school. These faculty members were paid a "stipend" by LSU Eunice and did not receive a "salary," per se. This subtle difference in classification resulted in dual enrollment faculty receiving a "stipend" not being reported to IPEDS as part-time faculty. Regardless of how LSU defines or reports faculty, Table 6.2b-5 represents all full-time and part-time faculty teaching in fall 2015, 2016, 2017, or 2018.

As Table 6.2b-5 denotes, the number of full-time faculty decreases slightly each fall semester compared to Table 6.2b-4 because some individuals holding academic rank were not used in the classroom in a given semester. Regardless of the slight changes, the number of full-time faculty at LSU Eunice was slightly below the mean in 2015, but outpaced mean in fall 2016 and fall 2017.

In both Table 6.2b-4 and Table 6.2b-5, IPEDS provisional release data was not used, so there was no comparison for fall 2018. Regardless, both tables show that the number of full-time and part-time faculty members increased as enrollment increased to meet student need and fulfill the mission of the institution. The two tables also indicate that LSU Eunice chooses to hire more full-time faculty and fewer part-time faculty, on average, than peer institutions.

Another way to examine the adequacy of the number of faculty is to return to IPEDS data on student to faculty ratio as depicted in Table 6.2b-6. As Table 6.2b-6 indicates, the overall three year mean for all institutions is 18.6 students per faculty member, while LSU Eunice's mean for the three years is 20.7. Two pieces of data from Table 6.2b-6 are worth noting. First, even though LSU Eunice's student to faculty ratio is slightly higher than the mean of its peer institutions, the gap appears to be negligible given that the difference is less than one-half of a standard deviation for fall 2015 and fall 2017. Second, and perhaps more importantly, LSU Eunice's student to faculty ratio decreased from fall 2015 to fall 2017 by two students.

Section 4.3: Program Size

Repeated from Standard 6.1, Table 6.2b-3 provided descriptive statistics and established the enrollment, along with the number of full-time and part-time faculty each fall semester from 2015 through 2018. Also repeated from Standard 6.1, Table 6.2b-7 summarized the number of sections taught during the same time period. Both tables represent the total number of faculty and the total number of sections taught at all LSU Eunice sites without duplication with Table 6.2b-7, breaking out the number and proportion of courses taught by full-time and part-time faculty. Overall, full-time faculty taught 73.8% of the courses, while part-time faculty taught 26.2% of the 1,846 courses offered over the four fall semesters (yellow highlighting).

Next, Table 6.2b-8 takes the data a step further by breaking out the number of sections by site along with the number and proportion of sections taught by full-time and part-time faculty for fall 2015, 2016, 2017, and 2018. Note that the programs are grouped by shared faculty, as was done in Table 6.2b-2; however, Table 6.2b-8 includes three additional categories: English Composition and Literature and Mathematics at the top, and Developmental Education at the bottom. While not programs in the sense that students can earn a credential, courses in English and mathematics are required, and a significant number of students enroll in developmental education every semester. Data was grouped in this way in order to account for all 1,846 course sections offered, all faculty members teaching each fall semester, and all credit hours produced without duplication.

Table 6.2b-8 begins by indicating that 1,607 (87.1%) of the 1,846 sections were taught at LSU Eunice--either traditional face-to-face or online, keeping in mind that the online courses originate from LSU Eunice because the servers are housed at that location. For face-to-face, full-time faculty taught 64.5% (yellow highlighting) of the 1,607 sections, while part-time faculty taught 5.0% (green highlighting). The two are nearly identical for online courses at 15.4% and 15.1%, respectively. It is important to note that full-time and part-time faculty may be teaching both face-to-face and online. It is also important to note that many faculty taught across two departments. As a result, the home department was selected based on where the most sections were taught. This is especially true for faculty teaching both general education and developmental English or mathematics. Faculty teaching more general education courses were assigned at the top, while faculty teaching more courses in developmental education were assigned to the bottom.

The next set of columns in Table 6.2b-8 deals with LSU Eunice's off site locations, with the first detailing faculty responsibility for teaching at the LSU Alexandria site where transfer degrees and the Associate of General Studies are offered. LSU Eunice offered 90 sections at the site over fall 2015, 2016, 2017, and 2018, with 38.9% taught by full-time faculty and 61.1% taught by part-time faculty. The LSU Laboratory High School, a dual enrollment site offering the transfer degrees, offered ten sections, all taught by part-time faculty. Next is the LG Ortho Hospital site where nursing began offering courses in summer 2017 and surgical technology began offering courses in summer 2018. As indicated by the orange highlighting, full-time faculty taught 84.2% of the sections at the site, while part-time faculty taught 15.8% of the sections. In addition, a set of columns has been included for all dual enrollment sites at less than 50% of a program where 23.3% of the sections were taught by full-time faculty and 76.7% were taught by part-time faculty (blue highlighting). Note that online courses created for dual enrollment sections were included as dual enrollment because they were not open to the general student population.

The institutional totals columns to the far right calculate the number and proportion of sections taught for each program by full-time and part-time faculty. The summaries show that the majority of LSU Eunice's sections are taught by full-time faculty, with only three exceptions in online programs (pink highlighting). The full-time faculty member in Criminal Justice and Fire and Emergency services had other duties to perform, so there was a course release over the four years. Finally, This same data is summarized for each fall in the following tables:

- For fall 2015, Table 6.2b-9 indicates that full-time faculty taught 73.5% of the 422 sections, while part-time faculty taught 26.5% (yellow highlighting). Three programs had fewer than 50% of the sections taught by full-time faculty (pink highlighting).
- For fall 2016, Table 6.2b-10 indicates that full-time faculty taught 73.9% of the 441 sections, while part-time faculty taught 26.1% (yellow highlighting). Two programs had fewer than 50% of the sections taught by full-time faculty (pink highlighting).
- For fall 2017, Table 6.2b-11 indicates that full-time faculty taught 76.4% of the 478 sections, while part-time faculty taught 23.6% (yellow highlighting). Only one program had fewer than 50% of the sections taught by full-time faculty (pink highlighting).
- For fall 2018, Table 6.2b-12 indicates that full-time faculty taught 71.7% of the 505 sections, while part-time faculty taught 28.3% (yellow highlighting). Three programs had fewer than 50% of the sections taught by full-time faculty (pink highlighting).

Section 4.4: Number of Faculty by Program

The next series of tables depicts the number of faculty by program for fall 2015, 2016, 2017, and 2018, along with faculty workloads and overloads during the same time period. As with the previous section, the following tables represent the total number of faculty and actual workloads without duplication for the four fall semesters studied. First, Table 6.2b-3 is repeated to summarize the number of full-time and part-time faculty members teaching course sections and to show that the 28.7% increase in faculty paralleled the 28.9% growth in enrollment. Next, Table 6.2b-13 through Table 6.2b-16 details the number of full-time and part-time faculty teaching in each of the academic programs. Note that there is not a summary table for the four fall semesters, as it would duplicate faculty members over the four fall semesters. As before, English, mathematics, and developmental education are broken out in each of the tables in order to account for all faculty members during the period studied.

Table 6.2b-13 details fall 2015, showing 63 full-time faculty and 59 part-time faculty for a total of 122 (yellow highlighting). It also notes that the vast majority of faculty taught at LSU Eunice--face-to-face and online. Note that full-time faculty at LSU Eunice taught both face-to-face and online, but faculty members were assigned to the category where they taught the greater load (orange highlighting). For example, the three full-time faculty members assigned to the online category taught most of their sections online. An additional 21 of the full-time faculty teaching face-to-face taught online as well, but were assigned to the face-to-face category because they taught the majority of their courses face-to-face. Table 6.2b-13 also shows one full-time faculty member at the LSU Alexandria site and ten part-time faculty members. The LSU Laboratory High School dual enrollment site had three part-time faculty only and all dual enrollment sites offering less than 50% of a program totaled 15 part-time faculty members (green highlighting). No faculty members were associated with the LG Ortho site in fall 2015, as it had not yet opened. There were also no faculty members associated with the Diagnostic Medical Sonography and Surgical Technology programs, as they had not yet opened. Finally, Table 6.2b-13 also notes that two programs had no full-time faculty members for fall 2015 (pink highlighting); however, the Fire and Emergency Services had a full-time faculty coordinator in the department teaching Criminal Justice courses. The other program that had no full-time faculty was the Certificate of Technical Studies in Medical Coding and Billing, which is an online, applied, technical program designed to provide a student with a broad technical competency in the field of coding and billing. It is not designed for transfer into an academic degree program and has no required general education component. The courses are taught by professionals who are credentialed and experienced in the field serving as adjunct faculty.

Table 6.2b-14 presents the same data for the 134 faculty members teaching in fall 2016 (yellow highlighting), where 67 full-time faculty and 36 part-time faculty taught face-to-face and online courses for the LSU Eunice site. In fact, an additional 18 full-time faculty members teaching face-to-face at LSU Eunice also taught online, but had the greater load teaching face-to-face (orange highlighting). The LSU Alexandria site added a full-time faculty member, and the LSU Laboratory High School and dual enrollment mostly used part-time faculty members to cover sections (green highlighting). No sections were offered at the LG Ortho site, and the Diagnostic Medical Sonography and Surgical Technology programs had not yet opened in fall 2016. Finally, only one program had no full-time faculty members in fall 2016 (pink highlighting).

[Table 6.2b-15](#) examines the data for the 144 faculty members teaching in fall 2017 (yellow highlighting), noting that the number of faculty members increased as enrollment increased. Note that an increasing number of faculty at the LSU Eunice site taught more courses online from past years (orange highlighting). The LSU Alexandria site continued with more part-time faculty, along with the dual enrollment sites below 50% of a program (green highlighting). The Nursing program began teaching at the LG Ortho site in summer 2017, and no courses were offered at the LSU Laboratory High School dual enrollment site. It is worth noting that the LSU Lab School began exploring other options for dual enrollment courses after a spring 2017 SACSCOC Site Visit resulted in four findings related to LSU Eunice's operations at that site. Finally, under institutional totals, note that all programs employed full-time faculty members.

For fall 2018, [Table 6.2b-16](#) indicates 76 full-time and 81 part-time faculty and that the overall number of faculty members had increased to 157 (yellow highlighting), with most faculty at the LSU Eunice site teaching face-to-face course sections. As before, faculty members were assigned to the location where they had the greatest load. A total of ten additional full-time faculty members teaching face-to-face also taught courses online. The overall number of faculty decreased at LSU Alexandria site because of an enrollment decrease, and one course with two sections was offered at the LSU Laboratory School. Both the Surgical Technology and Nursing programs accepted students at the LG Ortho site staffed primarily with full-time faculty members. The majority of the dual enrollment courses at sites below 50% of a program were again taught with part-time faculty members. Despite having all programs staffed with at least one full-time faculty member in 2017, one sudden resignation left Medical Coding and Billing without a full-time faculty member again for fall 2018 (pink highlighting). Again, note that there was a full-time coordinator for the Criminal Justice and Fire and Emergency Service Programs.

Section 4.5: Faculty Workloads and Overloads

As stated above, [LSU Eunice PS 46](#) states that the maximum number of credits assigned to a full-time faculty member without an overload is 15 credit hours or 21 contact hours. Each semester, faculty are asked if they desire an overload, if they are available. Faculty members are not under any obligation to take an overload if they do not wish to; however, experience at LSU Eunice is that full-time faculty are willing to take the overloads for the extra compensation. [Table 6.2b-17](#) through [Table 6.2b-19](#) detail faculty workload and overloads for fall 2015, 2016, 2017, and 2018. It is possible that a faculty member is listed as both full-time and part-time in separate fall semesters if their status changed. For example, in [Table 6.2b-17](#), Anna Andrepont is shown as a full-time faculty member both fall 2017 and fall 2018 on line 9, but as a part-time faculty member on line 142 for fall 2015 and fall 2016 due to the number of credits assigned to her. [Table 6.2b-17](#) sorts workload and overloads in credit hours assigned by name with the names in red, indicating that some faculty do teach in more than one program as discussed above. Full-time faculty are listed first alphabetically, followed by part-time faculty.

Next, [Table 6.2b-18](#) details the same information by academic program, with totals at the bottom. Full-time faculty members are listed first, followed by part-time faculty members. Finally, [Table 6.2b-19](#) summarizes the overloads in credit hours by program. Both the number of credits and the frequency of overloads by program are shown for the four fall semesters. Developmental education had the largest frequency at 36 overloads assigned with a total of 137 credit hours, followed by the transfer degrees, then the English and mathematics programs. It is not surprising that English, mathematics, and developmental education have some of the largest overloads given the number of general education and developmental English and mathematics courses offered. As noted at the bottom of [Table 6.2b-19](#), overloads totaled 95.33 credit hours in fall 2015 but increased 115.16 credit hours in fall 2018. As a result, [Table 6.2b-19](#) indicates that overloads increased 20.8%, even though enrollment over the period increased 28.9% ([Table 6.2b-3](#)).

Section 4.6: Credit Hour Production

This next section focuses on credit hour production for each year as summarized in [Table 6.2b-20](#) detailing the number of credit hours produced for fall 2015, 2016, 2017, and 2018, indicating that the number of credits produced each fall semester increased as enrollment increased and that full-time faculty produced 77.9% of the credits (yellow highlighting). As in previous tables, like degree programs are grouped together and English, mathematics, and developmental education are added to account for the total credit hour production for each semester. Separating the credit hour production by program, [Table 6.2b-21](#) summarizes the credit hour production for all four fall semesters by program and by site, noting that 89,237 (77.9%) of the 114,622 credit hours produced were generated by full-time faculty (yellow highlighting). The LSU Eunice site produced 102,609 (89.5%) of the credit hours, with full-time faculty producing 69% of the face-to-face hours and 14.0% of the online hours (orange highlighting). At the LSU Alexandria site, full-time faculty produced 38.6% of the credit hours, while part-time faculty produced 100% of the credit hours at the LSU Laboratory High School site (green highlighting). At the LG Ortho site, 75.8% of the credits were produced by full-time faculty, and part-time faculty outpaced full-time faculty, producing 73.3% of the credits at the dual enrollment sites offering less than 50% of a program. Only three of the programs with part-time faculty produced more credit hours than full-time faculty, these being Criminal Justice and Fire and Emergency Services, where the coordinator was given release time to do added duties, and Medical Coding and Billing program (pink highlighting). The next four tables break out the data individually by semester.

For fall 2015, [Table 6.2b-22](#) notes that 25,139 credit hours were produced, with 76.4% being generated by full-time faculty (yellow highlighting). Overall, combining face-to-face and online, 83.2% of the credits produced at LSU Eunice were by full-time faculty. The LSU Alexandria site, the LSU Laboratory High School site, and dual enrollment sites below 50% of a program were mostly taught by part-time faculty (green highlighting). As noted, LSU Eunice offered no courses yet at the LG Ortho site in fall 2015. Finally, three programs had less than 50% of their credit hours produced by full-time faculty (pink highlighting). The Criminal Justice program did have a full-time faculty member teaching three out of four sections, while the one full-time faculty member teaching in Medical Coding and Billing taught one course out of seven ([Table 6.2b-9](#) shows the number of courses taught, and [Table 6.2b-13](#) shows the number of faculty per program). Note that the one full-time faculty member who taught for a total of six credit hours was actually assigned to Management because the majority of his teaching load was in that area and not Medical Coding and Billing program.

Next, full-time faculty produced 77.5% of the 28,111 credits generated in fall 2016, as shown in [Table 6.2b-23](#) (yellow highlighting). Full-time faculty produced 70.4% of the credits for face-to-face courses at LSU Eunice and were just below the part-time faculty for online courses (orange highlighting). Full-time faculty produced 51.2% of the credit hours at the LSU Alexandria site, while part-time faculty produced the majority of the credit hours at the LSU Laboratory High School site and dual enrollment sites offering below 50% of a program (green highlighting). Again, LSU Eunice offered no courses yet at the LG Ortho site. Full-time faculty generated just less than 50% of the credits in Criminal Justice and Management programs, whereas all of the credit hours in medical coding and billing were generated by part-time faculty. Note that the Management program had three full-time faculty members teaching 10 of the 20 sections, and the Criminal Justice program had one full-time faculty member teaching four of nine sections ([Table 6.2b-10](#) shows the number of courses taught, and [Table 6.2b-14](#) shows the number of faculty per program).

Next, [Table 6.2b-24](#) indicates that full-time faculty produced 23,955 (81.4%) of the 29,441 credit hours overall (yellow highlighting), with full-time faculty generating the majority of the credit hours at the LSU Eunice site--both face-to-face and online (orange highlighting). No courses were offered at the LSU Laboratory site, and the nursing program began offering courses at the LG Ortho site, with full-time faculty generating 76.3% of the credit hours (green highlighting). At LSU Alexandria and dual enrollment sites offering less than 50% of a program, part-time faculty produced most of the credit hours. Finally, the Criminal Justice program had less than 50% of the credit hours produced by full-time faculty (pink highlighting) even though the program had one full-time faculty member ([Table 6.2b-15](#)) teaching three out of seven courses ([Table 6.2b-11](#)).

For 2018, [Table 6.2b-25](#) indicates that 76.1% of the overall credits were produced by full-time faculty (yellow highlighting). This was the same for face-to-face courses at the LSU Eunice site, although part-time faculty slightly outpaced full-time for online (orange highlighting). Full-time faculty generated most of the credits at the LSU Alexandria and LG Ortho sites (green highlighting), and most of the credits generated at the LSU Laboratory High School and other dual enrollment sites offering less than 50% of a program continued to be generated by part-time faculty. Three programs had more credits generated by part-time faculty, as noted in the institutional totals columns (pink highlighting); however, as noted in [Table 6.2b-16](#), one full-time faculty member in the Criminal Justice Program taught three out of eight sections, according to [Table 6.2b-12](#).

Section 4.7: Associate of General Studies Information

The last data set depicts the number of sections, the number of faculty, and the credit hour production for the Associate of General Studies, which is a "two-year program that allows students a wide choice of subjects" and may be a two-year terminal degree or the first two-years of a baccalaureate degree, according to the 2018-2019 [LSU Eunice Catalog](#). Because the degree is based on general education requirements and other courses as electives, both were used to detail the specifics of the degree. It is important to note that almost any course that is not used for a general education requirement can be used as an elective, depending on the student's interest. This includes, but is not limited to, courses in management, computer information technology, health and physical education, and criminal justice, to name a few. A few notable exceptions are nursing and allied health courses that require the student to be accepted into a program prior to enrollment. As a result, the data presented for the Associate of General Studies overlaps the data above, but does not include all sections, faculty, or credit hours produced. The data on the Associate of General Studies, however, will be presented in much the same way as the data above, except that the LG Ortho Site is not included in the following tables because only Nursing and Surgical Technology are offered at that site.

First, as noted in [Table 6.2b-2](#), the Associate of General Studies had a total of 179 students enrolled in fall 2018. The first set of data presents the number of Associate of General Studies course sections that were taught in fall 2015, fall 2016, fall 2017, and fall 2018 ([Table 6.2b-26](#)). As [Table 6.2b-26](#) indicates, 72.6% of the 1,323 course sections were taught by full-time faculty (yellow highlighting), with 79.5% of the LSU Eunice and online course sections being taught by full-time faculty (orange highlighting). Course sections for the Associate of General Studies were most often taught by part-time faculty at LSU Alexandria, the LSU Laboratory High School, and dual enrollment sites at less than 50% of a program (green highlighting). Using the methodology from above, faculty were assigned to the site or method where they taught the greatest number of sections. As a result, a faculty member may be assigned to the LSU Eunice site one fall, but assigned to online for another, depending on the number of courses taught. Next,

- [Table 6.2b-27](#) details the Associate of General Studies sections taught for fall 2015;
- [Table 6.2b-28](#) details sections taught for fall 2016;
- [Table 6.2b-29](#) details sections taught for fall 2017; and
- [Table 6.2b-30](#) details sections taught for fall 2018.

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

- [Table 6.2b-31](#) details the number of faculty for fall 2015;
- [Table 6.2b-32](#) details the number of faculty for fall 2016;
- [Table 6.2b-33](#) details the number of faculty for fall 2017; and
- [Table 6.2b-34](#) details the number of faculty for fall 2018.

The faculty tables show that the number of part-time faculty for the Associate of General Studies was nearly equal or exceeded the number of full-time faculty overall.

Finally, the number of credit hours and the proportion taught by full-time and part-time faculty in the Associate of General Studies for fall 2015, fall 2016, fall 2017, and fall 2018 are examined in [Table 6.2b-35](#). As [Table 6.2b-35](#) indicates, full-time faculty taught 77.4% of the 87,699 credits taught over the four fall semesters (yellow highlighting). Full-time faculty taught 83.1% of the LSU Eunice and online courses (orange highlighting), while part-time faculty produced most off-site credits (green highlighting). Next,

- [Table 6.2b-36](#) details the credits produced for fall 2015;
- [Table 6.2b-37](#) details the credits produced for fall 2016;
- [Table 6.2b-38](#) details the credits produced for fall 2017; and
- [Table 6.2b-39](#) details the credits produced for fall 2018.
























The credit hour production data for each fall semester indicates that full-time faculty produced the vast majority of credits in the Associate of General Studies program over the four fall semesters.

SECTION 5: SUMMARY

Based on the data presented, LSU Eunice employs "a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review." The series of tables in this Standard showed a 28.9% increase in enrollment and a 19.7% increase in the number of sections offered corresponded to a 28.7% increase in the number of faculty to accommodate the growth ([Table 6.2b-3](#)). Overall, given a few exceptions at LSU Alexandria and dual enrollment sites, the vast number of sections and the number of credit hours produced are by full-time faculty.

Sources

-  [10-4-2018 LSU BOS Bylaws \(Page 21\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 13\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 14\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 5\)](#)
-  [10-4-2018 LSU BOS Regulations \(Page 8\)](#)
-  [12-2018 Organizational Chart](#)
-  [7-1-19 Email on Part-Time Faculty and Prof Dev](#)
-  [7-13-19 Employee Handbook \(Page 49\)](#)
-  [7-13-19 Employee Handbook \(Page 50\)](#)
-  [7-28-19 BoR CRIN Download](#)
-  [8-7-19 Email about FA 18 Convocation to all Faculty and Staff](#)
-  [Example of Including Part Time Faculty in Departmental Meetings](#)
-  [Fall 2018 Convocation Schedule](#)
-  [Final 8-16-19 Summary Form for Commission Review.jan2018 \(Page 5\)](#)
-  [Final 8-16-19 Summary Form for Commission Review.jan2018 \(Page 6\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 1\)](#)
-  [NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members \(Page 1\)](#)
-  [NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members \(Page 10\)](#)
-  [NO12 Recruitment, Retention, Promotion, and Tenure of Faculty Members \(Page 2\)](#)
-  [NO46 Guidelines for Faculty Workloads \(Page 1\)](#)
-  [Organizational Chart-July-2019](#)
-  [Section 3-Institutional-Mission \(Page 1\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 63\)](#)
-  [Table 6.2b-1](#)
-  [Table 6.2b-10](#)
-  [Table 6.2b-11](#)
-  [Table 6.2b-12](#)
-  [Table 6.2b-13](#)
-  [Table 6.2b-14](#)
-  [Table 6.2b-15](#)
-  [Table 6.2b-16](#)
-  [Table 6.2b-17](#)
-  [Table 6.2b-18](#)
-  [Table 6.2b-19](#)
-  [Table 6.2b-2](#)
-  [Table 6.2b-20](#)
-  [Table 6.2b-21](#)
-  [Table 6.2b-22](#)
-  [Table 6.2b-23](#)

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

R - 6.2.c

Program Coordination

For each of its educational programs, the institution:

- c. assigns appropriate responsibility for program coordination.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: INTRODUCTION

In accordance with its [mission](#), Louisiana State University at Eunice offers Associate of Science (A.S.), Associate of Arts (A.A.), Associate of Applied Science (A.A.S.), and Certificate of Technical Studies (C.T.S.) programs within the [three academic divisions](#) reporting to the Vice Chancellor for Academic Affairs. Note that this is the most recent organizational chart with the change of Chancellors in June 2019. The December 2018 version of the [Organizational Chart is here](#).

According to LSU Eunice Policy Statement (PS) 3, Responsibilities and Concerns of University Personnel, full-time faculty academically qualified in each field are responsible for LSU Eunice's educational policy. This includes course and degree program oversight and coordination in each curricular area ([lines 6-26](#)). The responsibilities in PS 3 apply to all courses, regardless of site or delivery method.

SECTION 2: PROGRAM COORDINATION

Academic program coordination at LSU Eunice takes place using either Program Directors or Coordinators. As defined by LSU Eunice PS 3, responsibilities of a program director include class scheduling; assignment of instructional duties appropriate to the program; the supervision of faculty members; the systematic review of student outcomes, courses, and instructors; curriculum revisions as required; and student selection (for Nursing and Allied Health majors) ([lines 354-414](#)). In many cases, program directors have a job description that parallels the duties stated in PS 3 (see "Directors" below). Academic program coordinators have many of the same responsibilities as program directors; however, their responsibilities are typically defined in a generalized job description as opposed to being formalized in PS 3. The ultimate responsibility for all academic programs rests with the Vice-Chancellor for Academic Affairs through each dean, whose oversight makes certain that the programs are compliant with standards of professional accrediting agencies, Louisiana State University Board of Supervisors, and Louisiana State Board of Regents.

LSU Eunice also uses the Dean of Health Sciences and Business Technology to coordinate some programs, with the full-time and part-time faculty acting as a resource to oversee the curricular aspects and daily operations. According to PS 3, the deans are, in part, responsible for personnel in their areas, along with the assignment of duties; academic advising and ensuring degree requirements are met; class schedules; executing the budget; and changes in the curriculum ([lines 278-351](#)). Programs using the dean for coordination expect the full-time and part-time faculty to maintain open lines of communication in order to oversee programmatic issues while meeting the needs of students and employers.

As noted in the List of Degrees on the [Institutional Summary Form](#), LSU Eunice awards credentials in 19 individual academic programs approved by the [Louisiana Board of Regents](#). Following the methodology from Standard 6.1 and 6.2b, the 19 academic programs were collapsed to 14 academic programs by shared faculty ([Table 6.2c-1](#)). Each are listed here, indicating the type of coordination used.

Health Sciences and Business Technology

1. Associate of Science in Nursing ([Director](#))
2. Associate of Science in Radiologic Technology ([Director](#))
3. Associate of Science in Respiratory Care ([Director](#))
4. Associate of Applied Science in Diagnostic Medical Sonography ([Director](#))
5. Associate of Applied Science in Surgical Technology ([Director](#))
6. Associate of Applied Science in Management (includes Certificate of Technical Studies, Accounting Technology: Account Clerk; Certificate of Technical Studies, Administrative Technology Specialist; Certificate of Technical Studies, Human Resources Management) (Dean--description of duties in PS 3 [lines 278-351](#))
7. Associate of Applied Science in Computer Information Technology (Dean)
8. Certificate of Technical Studies, Medical Coding and Billing (Dean)

Liberal Arts

11. Associate of Science in Care and Development of Young Children/Elementary Education ([Coordinator](#))
- Department of Public Protection and Safety ([Coordinator](#) of Public Protection and Safety)
12. Associate of Science in Criminal Justice
13. Associate of Applied Science: Fire and Emergency Services (includes Certificate of Technical Studies, Fire Service Technology)

SECTION 3: TRANSFER DEGREES

Because LSU Eunice's transfer degrees are interdisciplinary, the deans from the divisions in which they originate act as coordinators with faculty input. For example, students planning to transfer may enroll in the Associate of Arts Louisiana Transfer or the Associate of General Studies Degrees, with the Dean of the Division of Liberal Arts acting as the program coordinator. Students may also enroll in the Associate of Science Louisiana Transfer, with the Dean of the Division of Sciences and Mathematics acting as the program coordinator. As noted above in PS 3, curricular issues related to these programs originate with the faculty with approval of the appropriate dean ([lines 6-26](#)).

Liberal Arts

9. Associate of Arts Louisiana Transfer (includes concentrations in Business, Criminal Justice, Fine Arts, Humanities, Mass Communication, Social Sciences) (Dean)
10. Associate of General Studies (Dean)

Sciences and Mathematics

14. Associate of Science Louisiana Transfer (includes concentrations in Biological Sciences and Physical Sciences and the Certificate of Technical Studies, Chemical Technology) (Dean)

SECTION 4: COORDINATOR ROSTERS

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

- Academic Year (AY) [2016-2017](#)
- AY [2017-2018](#)
- AY [2018-2019](#)
































SECTION 5: DOCUMENTATION

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

- [ASN, Nursing](#) - Updating curriculum (October 9, 2018, Courses and Curricula Committee paperwork)
- [AS, Radiologic Technology](#) - Updating curriculum (August 25, 2017, Courses and Curricula Committee paperwork)
- [AS, Radiologic Technology](#) - Updating curriculum (February 24, 2019, Courses and Curricula Committee paperwork)
- [AS, Respiratory Care](#) - Updating curriculum (March 6, 2018, Courses and Curricula Committee paperwork)
- [AAS, Diagnostic Medical Sonography](#) - Updating curriculum (December 12, 2018, Courses and Curricula Committee paperwork)
- [AAS, Diagnostic Medical Sonography](#) - Director emailing a faculty member about the master plan (May 30, 2019, email)
- [AAS, Surgical Technology](#) - Updating curriculum (February 9, 2018, signed Courses and Curricula Committee paperwork)
- [AAS, Surgical Technology](#) - Updating curriculum (March 22, 2018, signed Courses and Curricula Committee paperwork)
- [AAS, Surgical Technology](#) - Implementation of a new clinical log process from meeting minutes (March 15, 2019, email)
- [AAS, Management](#) - Faculty meeting discussing self study and advising (August 16, 2018, meeting minutes)
- [AAS, Management](#) - Faculty member working with Dean and the Director of Institutional Effectiveness on job placement (January 17, 2019, email)
- [AAS, Management](#) - Faculty member turning in syllabus and SLOs to Dean and the Director of Institutional Effectiveness (January 28, 2019, email)
- [AAS, Management](#) - Faculty discussing schedule of classes (February 12, 2019, email)
- [AAS, Management](#) - Faculty meeting discussing a search and possible curriculum changes (March 12, 2019, meeting minutes)
- [AAS, Computer Information Technology](#) - Faculty discussing a recruiting function (November 14, 2018, email)
- [CTS, Medical Coding and Billing](#) - Correspondence with the Dean on Program outcomes (February 6, 2018, email)
- [CTS, Medical Coding and Billing](#) - Correspondence from Dean contacting adjunct faculty about SLOs (June 28, 2019, email)
- [Associate of Arts Louisiana Transfer](#) - Dean responsible for entering SLO data for program (November 13, 2017, coordinators' meeting minutes)
- [Associate of Arts Louisiana Transfer](#) - Dean signing two degree check out plans for graduation ([February 21, 2019](#), for Social Science and [October 26, 2018](#), for Mass Communications)
- [Associate of General Studies](#) - Dean signing two degree check out plans for graduation ([September 13, 2018](#), and [October 11, 2018](#))
- [AS, Care and Development of Young Children](#) - What courses will and will not transfer; coordinator sent new degree audits to advising center (October 11, 2018, meeting minutes)
- [Public Protection and Safety](#) - Coordinator asking about what is needed for outcome data (October 6, 2017, email)
- [Public Protection and Safety](#) - Includes AS, Criminal Justice, AAS, Fire and Emergency Services, and CTS, Fire Service Technology; coordinator wanting to establish some consistency in how courses are taught and wished to pursue recruiting efforts (October 9, 2017, Coordinator's meeting minutes)
- [Public Protection and Safety](#) - Coordinator obtaining outcomes from AAS, Fire and Emergency Services Faculty (November 27, 2017, email)
- [Associate of Science Louisiana Transfer](#) - Dean signing two degree check out plans for graduation ([February 28, 2019](#), and [February 28, 2019](#))
- [Associate of Science Louisiana Transfer](#) - Dean asking for student learning outcomes data from all science and mathematics faculty from summer 2019 (July 30, 2019, email)

Sources

-  [1-17-19 MGMT email on job placement](#)
-  [1-27-19 MGMT Syllabus and SLO report](#)
-  [10-11-17 CJ FES FST Consistency and Recruiting](#)
-  [10-11-18 CDYC Coordinator Advising](#)
-  [10-6-17 CJ FES FST Intro and Outcomes](#)
-  [11-13-17 AALT Dean Responsible for SLOs](#)
-  [11-14-18 CIT Recruiting Fair](#)
-  [11-27-17 CJ FES FST Outcomes](#)
-  [12-2018 Organizational Chart](#)
-  [2-12-19 MGMT Schedule of Classes](#)
-  [2-6-18 MBC Program Outcomes](#)
-  [3-12-19 MGMT Search and Curriculum Changes](#)
-  [6-28-19 MBC email on SLOs](#)
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-  [7-30-19 ASLT SLO Data](#)
-  [7-30-19 Table 6-2c-1](#)
-  [8-1-19 AY 2016-2017 Academic Program Coordination](#)
-  [8-1-19 AY 2017-2018 Academic Program Coordination](#)
-  [8-1-19 AY 2018-2019 Academic Program Coordination](#)
-  [8-16-18 MGMT Business Self Study and Advising](#)
-  [8-8-19 Radiologic Technology Program Director](#)
-  [8-8-19 Respiratory Care Program Director](#)
-  [8-8-19 Surgical Technology Program Director](#)
-  [CC DMS 2012 New Course](#)
-  [CC NURS 2340 Update](#)
-  [CC RADT 1021 Update](#)
-  [CC RADT 1022 Update](#)
-  [CC RC 2026 Update](#)
-  [CC SURT 1001 Update](#)
-  [CC SURT 2200 New Course](#)
-  [CJ and PPS Job Description](#)
-  [DMS Program Director Job Description](#)
-  [Degree Checkout 10-11-18 AGS](#)
-  [Degree Checkout 10-26-18 AALT Mass Communications](#)
-  [Degree Checkout 2-21-19 AALT Social Science](#)
-  [Degree Checkout 2-28-19 ASLT Phys Science](#)
-  [Degree Checkout 2-28-19 SP ASLT Physical Sciences](#)
-  [Degree Checkout 9-13-18 AGS](#)
-  [Final 8-16-19 Summary Form for Commission Review.jan2018 \(Page 5\)](#)
-  [Job Description CDYC](#)
-  [Master Plan Class 2018-2019 AAS DMS.docx](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 1\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 7\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 9\)](#)
-  [Nursing Program Director](#)
-  [Organizational Chart-July-2019](#)
-  [SURG Meeting Minutes](#)
-  [Section 3-Institutional-Mission \(Page 1\)](#)

CR - 8.1

Student Achievement

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: PUBLICATION OF STUDENT ACHIEVEMENT GOALS AND OUTCOMES

Louisiana State University at Eunice annually evaluates success with respect to student achievement consistent with its mission using a broad variety of measures and indicators. Annually, the Director of Institutional Effectiveness, using performance data from the most recent academic year available, summarizes LSU Eunice's Student Achievement Goals and Outcome, along with:

- identifying student achievement outcomes (criteria);
- identifying the thresholds and expected level of achievement (goals) (note that the two are the same for the purpose of this report);
- presenting and evaluating data; and
- publishing the summary data on the University's Website.

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

SECTION 2: ESTABLISHMENT OF CRITERIA AND EXPECTED LEVEL OF ACHIEVEMENT

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

In fulfillment of 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.

The items in bold from the Mission Statement lay the ground work for establishing the "criteria" or items to be measured for Standard 8.1:

- item 1: enrollment and retention
- item 3: general education courses and results on associated student learning outcomes
- item 4: degrees and certifications awarded
- item 5: outcomes on licensure examinations and program employment rates
- item 6: developmental education courses and associated student learning outcomes

In addition, the LSU Eunice administration adopted new strategic goals in Fall 2016 setting the direction for the University. The [LSU Eunice Strategic Goals \(bottom of the linked page\)](#) are: "To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

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

Strategic Goals 1 and 2 also establish criteria for Standard 8.1.

- Strategic Goal 1: enrollment and retention outcomes, and
- Strategic Goal 2: student outcomes such as degree and certificates awarded, outcomes on licensure examinations, employment rates, transfer rates, general education outcomes, and developmental education outcomes

As a result, the criteria for the published outcomes for student achievement originate from both the LSU Eunice Mission and Strategic Goals. The thresholds (goals) for minimal expectations for each is based on faculty and transfer expectations along with historical values averaged over several years.

SECTION 3: STUDENT ACHIEVEMENT DATA AS IT APPEARS ON THE LSU EUNICE WEBSITE

For simplicity, LSU Eunice Student Achievement Outcomes are presented to the public sorted by Strategic Goal. Currently, Fall 2018 Achievement Data is posted in detail, while Student Achievement Data from Fall 2013 through Fall 2017 is archived on the University's website as separate PDF files for each year. Note that the most recent data can be up to one year behind the current year due to the time it takes to collect final data.

For most sections, data from Institutional Research and Institutional Effectiveness is presented as follows:

- Assessment (criteria)
- Methodology (data source)
- Expected Level of Achievement (threshold or desired goal) including the justification for the threshold (LSU Eunice has not yet separated the threshold from the the desired goal)
- Number of students included in the data for the current year
- Most current data split out by program or student learning outcome data split out by site/methodology
- Current result
- Improvement

Fall 2018 Student Achievement based on 2018 Principles of Accreditation includes the following data:

- [Enrollment and Retention](#) for Fall 2017 to Spring 2018 and Fall 2016 to Fall 2017
- [Degree and Certificates Awarded along with the Key Student Completion Indicator](#) for Academic Year (AY) 2016-2017
- [Licensure Examinations](#) for the class of 2017
- [Employment and Continuing Education](#) for students graduating in AY 2016-2017
- [Developmental Education](#) for AY 2017-2018
- General Education Outcomes for AY 2017-2018: An LSU Eunice graduate will

GE 1: [demonstrate effective communication](#) of complex knowledge and ideas;
 GE 2: [use processes, procedures, data, or evidence](#) to solve problems and make effective decisions;
 GE 3: [apply knowledge of natural science](#) to the exploration and analysis of natural phenomena;
 GE 4: [demonstrate an understanding of the cultural traditions and the human condition](#) through a broad-based study of historical, cultural, and philosophical concepts;
 GE 5: [demonstrate an understanding of human behavior](#) and the relationship between individuals and their societies; and
 GE 6: [demonstrate an aesthetic and historical understanding](#) of the arts.

The most recent archived Student Achievement data contains the following information:

- Basic University statistics
- Enrollment and retention rates
- Time to degree, Integrated Postsecondary Education Data System (IPEDS) graduation rate, Associate Degree and Certificates awarded
- Scores on licensure exams for Radiologic Technology, Nursing, and Respiratory Care
- Employment data for selected majors
- General education student learning outcome data with mean scores and total number of students tested
- Developmental education student learning outcome data along with indirect success rates in general education courses after completing developmental education coursework

The [Fall 2017 Student Achievement](#) based on the 2018 Principles of Accreditation.

The [Fall 2016 Student Achievement](#) based on the 2012 Principles of Accreditation. Note that a decision was made to overlap some data as LSU Eunice transitioned from the 2012 Principles to the 2018 Principles.

SECTION 4: DISCUSSION ON THE SELECTED KEY STUDENT COMPLETION INDICATOR

Per the email from Dr. Belle Wheelen on August 15, 2018, institutions are to "include a discussion of the student success dynamics on the selected key completion indicator in the Compliance Certification and the Fifth-Year Interim Report as part of their response to Core Requirement (CR) 8.1...." The SACSCOC Key Student Completion Indicator chosen for LSU Eunice was the National Student Clearinghouse (NSC) six-year completion rate. As of November 2016, the LSU Eunice rate was 36.2%, while the peer group average was 41.4%. The rationale for the NSC rate is due, in part, to the fact that approximately one-half of LSU Eunice students attend part-time in any given semester, thus lengthening time to completion (Table 8.1-1). In addition, some of the most popular programs at LSU Eunice, namely Nursing, Radiologic Technology, and Respiratory Care, require two-years to complete without prerequisites. Even a full-time student needing all prerequisites can exceed three years to graduate from the program, as shown in Table 8.1-1 for the years indicated.

Table 8.1-1 Attendance Part-Time and Time to Degree

Semester	Percent Part-Time	Mean Time to Degree (years)	
		Full-Time	Part-Time
Fall 2016	52.24	5.8	6.2
Fall 2017	53.06	5	6.8
Fall 2018	47.90	5.3	5.8






In addition, students needing developmental coursework prior to taking prerequisites can further lengthen the time to completion. For example, of the 920 new first-time students enrolling in Fall 2018, 497 (54%) required one or two levels of developmental mathematics, 356 (39%) required one level of developmental English, and 302 (33%) required both. Time to complete developmental coursework can add one or two semesters, depending on the student.

Next, LSU Eunice administration has initiated a number of strategies to increase retention and completion. These include the following:

- The 2013 modular mathematics QEP to reduce time spent in developmental mathematics and increase completion of the first general education college mathematics course.
 - [Institutional research](#) indicates that time spent taking two developmental mathematics courses and completion of the first general education mathematics course decreased from 4.100 semesters to 3.407 semesters since Fall 2013. Students requiring two developmental mathematics course beginning in Pre-Algebra may complete it and Introductory Algebra or Intermediate Algebra (depending on degree track) in the same semester, thus eliminating attrition points between developmental courses. Students completing the second developmental mathematics course in the same semester receive the second course without paying tuition.
 - Success in the first general education mathematics course after completion of two developmental mathematics courses increased from a historical 20% to 31%--a 55% increase since fall 2013.
 - [Institutional Research](#) indicates that the time spent taking one developmental mathematics course and the completion of the first general education mathematics course decreased from 4.100 semester to 2.505 semesters.
 - Success in the first general education mathematics course after completion of one developmental mathematics course increased from a historical 35% to 50%--a 43% increase.
- The reorganization of developmental mathematics in Fall 2017 so that the algebra portion of the program targets the general education mathematics required for the student's major (documentation includes [meeting minutes from November 11, 2016](#) from one of the initial meetings, [Course Profile for MATH 0015](#) updated on March 10, 2017, and a [Course Profile for MATH 0021](#) updated on March 10, 2017).
- The creation of an Enrollment Services Committee that has been meeting approximately every other week since fall 2015. This committee discusses and reports on "everything" enrollment, including the number of new students and student retention. A selection of meeting minutes from the last 18 months are attached: [February 28, 2018](#), meeting minutes; [April 11, 2018](#), meeting minutes; [September 26, 2018](#), meeting minutes; and [March 13, 2019](#), meeting minutes. Committee discussions have resulted in a detailed examination of first-year student DWFIR rate dated [April 4, 2018](#); first-year student retention dated [February 11, 2019](#); student profile of those not retained dated [March 11, 2019](#); and initiatives adopted by the Committee dated [April 1, 2019](#).
- The creation of the [Student Success Center](#) with expanded tutoring, advising, and ADA Services in Spring 2018. The Student Success Center created a [Newsletter for the start of Fall 2018](#).
- The creation of a CARE Team in Spring 2018 to monitor the well-being of students, promoting a community that cares about its members (documentation includes a [PDF of the CARE website](#), the [actual CARE Website is also available here](#) ([active link - internet connection required](#))). Referrals include:
 - a MATH 0001 (developmental math-Pre-algebra) [referral from Spring 2018](#) where a student was two weeks behind the pacing guide;
 - a MATH 0015 (developmental math-Introductory Algebra) [referral from Spring 2018](#) where a student was two weeks behind the pacing guide, having discussed working in the lab with the faculty member;
 - a MATH 0021 (developmental math-Intermediate Algebra) [referral from Summer 2018](#) where a student was not attending class, but going to tutoring;
 - a CHEM 1201 (general education-Basic Chemistry) [referral from Fall 2018](#) where a student had a death in the family and staff offered counseling;
 - a ALLH 1013 (Medical Terminology) referral from Spring 2019 in two parts. The [first part indicates](#) that the student had not completed any work in an online course, but that the student and instructor worked out a plan for the student to complete the work. The [second part indicates](#) that the online student was a dual enrollment high school student and that the Director of Student Success was to further contact the student even though a plan had been worked out to complete the course work; and
 - a MATH 1021 (College Algebra) [referral from Spring 2019](#) where a student had enlisted in the Army and intended to drop out of school. The student was able to drop all courses before the 14th class day because the instructor turned him in and he was contacted.
- The creation of new programs. LSU Eunice was notified that [Surgical Technology](#) was approved by SACSCOC on May 7, 2018. Notification that the [Diagnostic Medical Sonography](#) Program was approved by SACSCOC was dated November 29, 2017.
- The expansion of the Nursing program to accept a second Nursing class at [Lafayette General Orthopaedic Hospital](#). LSU Eunice was notified that the off-site location was approved by SACSCOC on June 25, 2018. Please note that the name of the hospital changed to Lafayette General Orthopaedic Hospital, as acknowledged by [SACSCOC on January 18, 2019](#).
- The creation of a Writing Center staffed by English faculty [hosting 39 students for a total of 68 visits](#) in Fall 2018. The hours for [Fall 2018](#) and [Spring 2019](#) were posted as flyers around campus. At the beginning of Spring 2019, the Dean of Liberal Arts filed a report with the Retention Committee with descriptive statistics and an [improvement plan](#) (highlighted on second page).

Each of these efforts target individual student well-being and success to increase completion over time.

Sources

-  [1-18-19 Name Change from LGH to LG Ortho](#)
-  [1-29-19 email on Writing Center Visits](#)
-  [11-11-16 Math Meeting Minutes](#)
-  [3-10-17 MATH 0015 fa17](#)
-  [3-10-17 MATH 0021 fa17](#)

-  [4-23-18 Fall 2017 Disclosure](#)
-  [8-12-19 Updated Modular MATH 0001 Completion in QEP Report](#)
-  [8-12-19 Updated Modular MATH 0002 Completion in QEP Report](#)
-  [8-13-19 Student Achievement Webpage](#)
-  [ESRC 2-11-19 Retention Summary and Graphs](#)
-  [ESRC 3-11-19 Final Draft Retention Report](#)
-  [ESRC 4-1-19 Initiatives Adopted by the Enrollment Services](#)
-  [ESRC ENROLLMENT SERVICES MEETING 2-28-18](#)
-  [ESRC ENROLLMENT SERVICES MEETING 4-11-18](#)
-  [ESRC ENROLLMENT SERVICES MEETING 9-26-18](#)
-  [ESRC ENROLLMENT SERVICES-RETENTION COMMITTEE MINUTES 3-13-19](#)
-  [FA 16 Student Achievement Combined](#)
-  [FA 18 Degree Certificates KSCI](#)
-  [FA 18 Developmental Education](#)
-  [FA 18 Employment and Continuing Education](#)
-  [FA 18 Enrollment and Retention](#)
-  [FA 18 GE 1](#)
-  [FA 18 GE 2](#)
-  [FA 18 GE 3](#)
-  [FA 18 GE 4](#)
-  [FA 18 GE 5](#)
-  [FA 18 GE 6](#)
-  [FA 18 Licensure](#)
-  [FA 18 Writing Lab Report](#)
-  [Intervention ALLH1013-SP19](#)
-  [Intervention ALLH1013-SP19-continued](#)
-  [Intervention CHEM1201-FA18](#)
-  [Intervention MATH0021-SU18](#)
-  [Intervention MATH1021-SP19](#)
-  [Intervention Math 0001-SP18](#)
-  [Intervention Math 0015-SP18](#)
-  [LSUE CARE Team](#)
-  [Last page of degreecert](#)
-  [QF2018-6 Report on DFWR](#)
-  [SACSCOC Approval \(Last Page\) DMS 11-29-17](#)
-  [SACSCOC Approval Nursing at LGH 6-25-18](#)
-  [SACSCOC Surg. Tech. Approval 5-7-18](#)
-  [Section 3-Institutional-Mission](#)
-  [Student Affairs Success Center Links](#)

 [Student Success Newsletter Fall 2018](#)

 [Writing Lab Schedule Fall 2018](#)

 [Writing Lab Schedule Spring 2019](#)

R - 8.2.a

Student Outcomes: Educational Programs

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

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: INTRODUCTION

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

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

Indirect assessment also takes place using:

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

Program outcomes are ultimately determined by the faculty. The Director of Institutional Effectiveness (IE) and the Deans add input, if necessary, to ensure that the objectives and SLOs are measurable and that sound methodology is used given the requirements of the program. Gathering and entering data for program outcomes at LSU Eunice is an effort led by the Director of IE and involves the Vice Chancellor for Academic Affairs, the Deans of the [three Divisions](#), the Program Directors and Coordinators, and the faculty. (Note that the organizational chart is the most recent, reflecting the change in Chancellors in June 2019. The December 2018 version is [here](#)).

In almost all cases, the Program Directors or Coordinators enter the data annually during the summer. Upon completion, the Deans responsible for the program and the Director of IE review and either edit the text or make recommendations to the author. If editing takes place or is needed, an email is sent to the author(s) notifying them that changes were made ([October 3, 2017](#), email on the Associate of Science Louisiana Transfer; [August 24, 2018](#), email on the Associate of Science in Radiologic Technology; and [October 2, 2018](#), email on the Associate of Applied Science in Fire and Emergency Services). Upon completion, the Director of IE is responsible for marking the document complete in the system.

The IE documentation for each of LSU Eunice's 19 [academic programs](#) are shown in the tables below and comprise a summary of the planning efforts by academic year (AY) from 2016-2017 through 2018-2019. Each program title indicates the specific degree with a short summary of the program assessment used and the site location of the program paralleling the Institutional Summary Form. Each goal in the tables below is hyperlinked to the IE documentation and includes linkages downward to the program objectives and upward to LSU Eunice's strategic goals that operationalize LSU Eunice's mission. Each objective in the tables below is hyperlinked to the IE documentation that includes the measurable objective, the strategy including benchmarks and methodology, a progress report reflecting the results from the previous year and current year, and improvement. Also included is a short summary of the methodology used and improvements made. While faculty have the freedom to assess students by the means they deem appropriate to their programs, students in the same program are assessed in a similar fashion regardless of the student's location: face-to-face, online, or at a remote site. Note that the assessments below include all student data regardless of site or methodology, unless otherwise noted.

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

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

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

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

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 2 linked to strategic goals and objectives</p> <p>Objective 2.1: Professional competency: SLOs assessed in two courses based on quizzes. Results > the 70% benchmark. Objective met.</p> <p>Improvement: Spend more time on calculations and use more up-to-date data sets. Also report data per SLO.</p> <p>Objective 2.4: Placement: Objective tentatively met given that 28% employed or continuing education < historical benchmark of 47.5%. Several students could not be contacted. Improvement: New director hired in August 2016, establishing new contacts for internships and job placement.</p>	<p>Goal 2 linked to strategic goals and objectives</p> <p>Updated Objective 2.1: Professional competency: SLOs reported and assessed by outcome. Results > the 70% benchmark. Objective met.</p> <p>Improvement: Data will be monitored because this was the first time it was assessed in this manner.</p> <p>Objective 2.2: Placement: Career services attempted to contact the students; however, they could not reach any of the four graduating. Results inconclusive. Improvement: Changes occurred this AY in Career Services. Use a methodology such that student data can be obtained.</p>	<p>Goal 2 linked to strategic goals and objectives</p> <p>Objective 2.1: Professional competency with program SLOs: The five students enrolled were assessed with all other Accounting students enrolled in Management. Results > the 70% benchmark. Objective met. Improvement: Provide additional examples and more time on working difficult problems.</p> <p>Objective 2.2: Placement: Delayed There were no completers during Spring 2018 or Summer 2018. No data to report. Improvement: The faculty intend to work with the advisory committee to update the curriculum and create internships.</p>

Given the data in Table 8.2a-1 for the Certificate of Technical Studies in Accounting Technology, the program objectives were partially met, given that the competencies were met while job placement was largely inconclusive due to methodological issues or no completers.

Administrative Technology Specialist, Certificate of Technical Studies (CTS)

This program requires a total of 33 credit hours and is offered as a hybrid program with some courses offered online and some offered face-to-face at the LSU Eunice site only. Table 8.2a-2 indicates that some program outcomes are directly assessed using SLOs in two courses. Additionally, indirect assessment takes place using placement or continuing education in the field. Retention is not examined because this program is a one-year program.

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

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 3 linked to strategic goals and objectives</p> <p>Objective 3.1: Professional Competency: SLOs assessed using production assignments and pre/post test design. Objective met.</p> <p>Improvement: Encourage all students to engage in sample activities. Program outcomes need to be developed.</p> <p>Objective 3.2 (formerly 3.4): Placement: Delayed. No students completed the program during the year studied.</p> <p>Improvement: Degree audits were placed on a shared drive to streamline student completion, and an effort to develop internships in order to attract additional students.</p>	<p>Goal 3 linked to strategic goals and objectives.</p> <p>Objective 3.1: Professional Competency: Delayed. No students in program during AY 2017-2018. No data collected.</p> <p>Improvement: Faculty and administration need to decide whether or not to keep program.</p> <p>Objective 3.2: Placement: One student completed the program during the period studied; however, the student could not be contacted. Results inconclusive.</p> <p>Improvement: Faculty and administration need to decide whether or not to keep program.</p>	<p>Goal 3 linked to strategic goals and objectives</p> <p>Objective 3.1: Professional Competency: Delayed. No students in program during AY 2018-2019. No data collected.</p> <p>Improvement: Discussion of formally closing the program.</p> <p>Objective 3.2: Placement: Delayed. No students completed the program in Spring 2018 or Summer 2018.</p> <p>Improvement: An advisory committee was formed. Faculty will work with them to update curriculum (if needed) and create internships.</p>

Given the data in Table 8.2a-2 for the Certificate of Technical Studies in Administrative Technology Specialist, the program objectives were largely inconclusive because there was only one student in the program over three years.

Computer Information Technology, Associate of Applied Science (AAS)

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

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

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 6 linked to strategic goals and objectives</p> <p>Objective 6.1: Professional Competency: SLOs assessed using homework, quizzes, and an exam. SLO Results > 70% benchmark. Objective met.</p> <p>Improvement: Use of team projects and exercises. Use more than one course for evaluation.</p> <p>Objective 6.4: Placement: A total of 11 students completed the program during the period studied. 55% of the students were employed < the historical benchmark of 60%.</p> <p>Improvement: With the understanding that the low n is affecting the percentages, the new director was trying to develop contacts for internships and job placement purposes.</p>	<p>Goal 6 linked to strategic goals and objectives</p> <p>Objective 6.1: Professional Competency: SLOs were assessed using quizzes, exams, labs, and team projects from two courses. SLO results > the 70% benchmark. Objective met.</p> <p>Improvement: Plan was to add more hands on, include group projects, and include current events.</p> <p>Objective 6.2: Placement: Career services could not contact any of the 10 graduates. Results inconclusive.</p> <p>Improvement: Develop a method to contact graduates to determine employment or education status.</p> <p>Objective 6.3: Retention: Maintain fall to fall retention of first-year students. Fall 2016 to Fall 2017 rate was 46.15% < the historical benchmark of 60%. Objective not met.</p> <p>Improvement: LSU Eunice hired a full-time CIT instructor. Monitor data because this is the first iteration.</p>	<p>Goal 6 linked to strategic goals and objectives</p> <p>Objective 6.1: Professional Competency: SLOs assessed in three courses using team and individual projects, chapter exercises, and chapter quizzes and tests. SLO results > the 70% benchmark. Objective met.</p> <p>Improvement: Additional use of team and hands-on experiments, along with encouraging students to participate.</p> <p>Objective 6.2: Placement: A total of five students graduated during Spring and Summer 2018. 40% were continuing their education > 31.5% five year average. Objective met.</p> <p>Improvement: Develop contacts for internships and placement (was not able to do so after AY 2016-2017). Establish an advisory board.</p> <p>Objective 6.3: Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 33.33% < three year historical benchmark of 56.25%. Objective not met.</p> <p>Improvement: Began increasing virtual labs in fall 2018 and will begin face-to-face in fall 2019. Signed a 2+2 agreement with the University of Louisiana at Lafayette on February 28, 2019.</p>

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

Diagnostic Medical Sonography (DMS), Certificate of Applied Studies (CAS) and Associate of Applied Science (AAS)

This CAS required a total of 63 credit hours and was offered in AY 2017-2018 for one year. The program increased to 71 hours for AY 2018-2019 as the CAS was closed and the AAS was implemented (Goal 17-18 temp and Objective 17-18 temp). The face-to-face program originates from the LSU Eunice site. DMS program outcomes follow guidelines established by the Joint Review Committee on Diagnostic Medical Sonography (JRCDMS). As Table 8.2a-4 indicates, direct assessment takes place using SLOs assessed using two clinical courses toward the end of the program. In addition, the JRCDMS also requires the DMS program to assess completion rates and employment indirectly.

Table 8.2a-4: Institutional Effectiveness for the Diagnostic Medical Sonography, Certificate of Applied Studies and the Associate of Applied Science

AY 2016-2017 (CAS not active)	AY 2017-2018 (CAS)	AY 2018-2019 (First year of AAS)
<p>The CAS Program was not active during this academic year. As a result, no SLOs or program outcomes were assessed. The primary goal for AY 2016-2017 was to restart the CAS program and accept a class for AY 2017-2018.</p> <p>Goal 16-17 Temp:</p> <p>Re-establish the DMS CAS program and is linked to the strategic goals and the objective.</p> <p>Objective 16-17 Temp:</p> <p>This objective was to ensure all of the preliminary work was completed to restart the DMS CAS program. Objective met.</p> <p>Improvement: Update the program to an Associate of Applied Science.</p> <p>Note that the one-year CAS program did accept a class for Fall 2017.</p>	<p>Goal 1 linked to strategic goals and program objectives.</p> <p>Objective 1.1:</p> <p>Professional Competency: Per the JRCDMS, the content for the SLOs was assessed in two courses. Students scored > 77% benchmark on each outcome. Objective met.</p> <p>Improvement: Transition to the AAS will permit additional lab time.</p> <p>Objective 1.2:</p> <p>Completion Rate: 100% of the students completed the program > JRCDMS benchmark of at least 60%. Objective met.</p> <p>Improvement Plan: The new AAS will permit the separation of teaching gynecology from obstetrics.</p> <p>Objective 1.3:</p> <p>Employment: 78% of the students were employed > the 75% benchmark established by JRCDMS. Objective met.</p> <p>Improvement: A decision was made to report on the employment of students only (and not the survey results required by JRCDMS).</p>	<p>Goal 1 linked to strategic goals and program objectives.</p> <p>Objective 1.1:</p> <p>Professional Competency: Per JRCDMS requirements, SLOs for the AAS were assessed in two courses. Students scored > 80% or 77% as required. Objective met.</p> <p>Improvement: Monitor scan time along with patient interaction.</p> <p>Objective 1.2:</p> <p>Completion Rate: The first AAS DMS class completed the program in Summer 2019. In all, 100% completed > benchmark of 60%. Objective met.</p> <p>Improvement: Monitor because this was the first AAS DMS class of students.</p> <p>Objective 1.3:</p> <p>Employment: Outcome based upon the CAS DMS class that finished in spring 2018. 100% of the students have been employed. Objective met.</p> <p>Improvement: Program changed to AAS DMS in fall 2018. Data for this objective will be assessed in 2020.</p>

Given the data in Table 8.2a-4 for the one year of the Certificate in Applied Studies in DMS and the one year of the Associate of Applied Science in DMS, the program objectives were met.

Human Resources Management Certificate of Technical Studies (CTS)

This program requires a total of 18 credit hours and is offered as a hybrid program with some courses online and some face-to-face at the LSU Eunice site only. As Table 8.2a-5 indicates, this program directly assesses student learning through SLOs in two courses. Additionally, indirect assessment of the program takes place using placement or continuing education in the field. Retention is not examined because this program is a one-year program.

Table 8.2a-5: Institutional Effectiveness for Human Resource Management, Certificate of Technical Studies

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 4 linked to strategic goals and program objective.</p> <p>Objective 4.1:</p> <p>Professional Competency: SLOs assessed using a pretest-posttest design with an overall score of 85% > the benchmark of 70%. Objective met.</p> <p>Improvement: Courses at the end of the curriculum should be used to assess the program (BADM 1001 is a first year course). Use more than one course to collect SLO data.</p> <p>Objective 4.2:</p> <p>Placement: Four students completed with 75% employed or continuing education > historical benchmark of 47.5%. Objective met.</p> <p>Improvement: Program director hired to establish new contacts to establish internships and increase job placement.</p>	<p>Goal 4 linked to strategic goals and program objective.</p> <p>Objective 4.1:</p> <p>Professional Competency: SLOs now broken out and assessed by two courses at the end of the curriculum. Overall results > the benchmark of 70%. Objective met.</p> <p>Improvement: Students taking an active role in both courses was mentioned by the instructor.</p> <p>Objective 4.2:</p> <p>Placement: Four students completed the program in the period studied; however, Career Services was not contact any of them. Results inconclusive.</p> <p>Improvement: Collect data in such a way that students can be contacted.</p>	<p>Goal 4 linked to strategic goals and program objective.</p> <p>Objective 4.1:</p> <p>Professional Competency: Overall results from the two online course SLOs = 89.3% > benchmark of 70%. Objective met.</p> <p>Improvement: Encourage students to participate and send out feedback at least weekly</p> <p>Objective 4.2:</p> <p>Placement: Delayed. No completers in Spring 2018 or Summer 2018.</p> <p>Improvement: An advisory committee was formed. Faculty will work with them to update curriculum (if needed) and create internships.</p>

Given the data in Table 8.2a-5 for the Certificate of Technical Studies in Human Resource Management, the program objectives were partially met, considering that the competencies were met, but there were methodological issues for collecting placement data in AY 2017-2018 and there were no completers to assess placement for AY 2018-2019.

Management, Associate of Applied Science (AAS)

This program requires a total of 60 credit hours and is offered as a hybrid program with both online and face-to-face courses at the LSU Eunice site only. As Table 8.2a-6 indicates, this program directly assesses student learning through SLOs in five courses. Additionally, indirect assessment of the program takes place using placement or continuing education in the field, along with first to second year retention for new first-time students.

Table 8.2a-6: Institutional Effectiveness for Management, Associate of Applied Science

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 7 linked to strategic goals and program objective.</p> <p>Objective 7.1:</p> <p>Professional Competency: One course used to assess SLOs for the program (see note related to the use of Economics in the improvement plan). SLO results > the benchmark of 70%. Objective met.</p> <p>Improvement: supply pretest and posttest means. Do not use a general education course to assess a program.</p> <p>Objective 7.4:</p> <p>Placement: A total of 30 students graduated from the program during the period studied. Overall, 77% of them were employed in the field or continuing their education > historical benchmark of 48%. Objective met.</p> <p>Improvement: New director is seeking new contacts for internships and employment.</p>	<p>Goal 7 linked to strategic goals and program objective.</p> <p>Objective 7.1:</p> <p>Professional Competency: Program Outcomes now assessed by SLOs from two accounting courses, one business applications course, and two management courses. Overall SLO score > the benchmark of 70%. Objective met.</p> <p>Improvement: Generally, faculty would like students to be more engaged in their courses.</p> <p>Objective 7.2:</p> <p>Placement: Career Services was unable to contact 17 of the 20 graduates. Given that, the results are inconclusive.</p> <p>Improvement: Collect data in such a way that students can be contacted.</p> <p>Objective 7.3:</p> <p>Retention: Fall 2016 to Fall 2017 retention was 50% for the 26 students entering the Management Program > the historical benchmark of 41.27%. Objective met.</p> <p>Improvement: Monitor data as Management students typically transfer after one year.</p>	<p>Goal 7 linked to strategic goals and program objective.</p> <p>Objective 7.1:</p> <p>Professional Competency: Program assessment from five courses with overall results 89.22% > established benchmark of 70%. Objective met.</p> <p>Improvement: Varied by course, present additional examples, encourage participation, and offer optional training.</p> <p>Objective 7.2:</p> <p>Placement: A total of six students completed the program, with a total of 50% either employed in field or continuing education > five-year benchmark of 48.3%. Objective met.</p> <p>Improvement: Faculty will work with advisory committee to update curriculum and create internships.</p> <p>Objective 7.3</p> <p>Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 53.85% > three year historical benchmark of 42.76%. Objective met.</p> <p>Improvement: Report at-risk students to the Student Success Center.</p>

Given the data in Table 8.2a-6 for the Associate of Applied Science in Management, the program objectives were met. All program objectives were met except one on placement that was inconclusive during AY 2017-2018.

Medical Coding and Billing Certificate of Technical Studies (CTS)

This program requires a total of 33 credit hours and is offered as an online program with both online and face-to-face courses at the LSU Eunice site only. As Table 8.2a-7 indicates, this program is assessed through SLOs in four courses. Indirect assessment takes place through placement or continuing education in the field. Retention is not examined because this program is a one-year program.

Table 8.2a-7: Institutional Effectiveness for Medical Coding and Billing, Certificate of Technical Studies

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 5 linked to strategic goals and program objective.</p> <p>Objective 5.1: Professional Competency: Assessment was completed through a national exam that was not required. Five of seven (71.4%) passed the exam > the historical benchmark of 60%. Objective met.</p> <p>Improvement: Remediate students who need it to pass exam. Better articulate outcomes for the program.</p> <p>Objective 5.4: Placement: Five students completed the program during the period studied, with three (60%) either employed in field or continuing their education > historical benchmark of 47.5%. Objective met.</p> <p>Improvement: Contact potential employers to assess needs and possible create internship.</p>	<p>Goal 5 linked to strategic goals and program objective.</p> <p>Objective 5.1: Professional Competence: Because the national exam is not required, the program used data from four courses to assess SLOs and program outcomes. All data indicated scores > the benchmark of 70%. Objective met.</p> <p>Improvement: Attempt to secure a 3M coding program because it is used by many hospitals.</p> <p>Objective 5.2: Placement: A total of 14 students completed the program during the period studied; however, 13 could not be contacted. Results inconclusive.</p> <p>Improvement: Career services to gather data in a way that students can be contacted.</p>	<p>Goal 5 linked to strategic goals and program objective.</p> <p>Objective 5.1: Professional Competence: SLOs assessed in four courses. The overall observed score of 86% > established 70% benchmark. Objective met.</p> <p>Improvement: Add non-graded assignments, encourage participation, and re-evaluate quizzes.</p> <p>Objective 5.2: Placement: A total of four students completed the program in Spring and Summer 2018; however, none of the four students could be contacted. Results inconclusive.</p> <p>Improvement: The Office of Institutional Effectiveness took over Career Services data for AY 2018-2019 and called students four times and emailed once. No response from any students that were in the program. Will attempt again upon the conclusion of spring 2019.</p>

Given the data in Table 8.2a-7 for the Certificate of Technical Studies in Medical Coding and Billing, the program objectives were partially met considering that students met the competency objectives, but some data related to job placement was inconclusive for two years.

Associate of Science in Nursing (ASN)

This selective program requires a total of 72 credit hours and is offered with face-to-face Nursing courses only at the LSU Eunice and Lafayette General Orthopaedic Hospital (LG Ortho) sites. The LG Ortho site began accepting students in Spring 2017 (AY 2016-2017 [Goal 2a](#) and [Objective 2.1a](#) letter of notification and SACSCOC response), offering only nursing courses once the students were accepted into the program. The program exceeded the 50% of the program offered at LG Ortho in Fall 2018 (AY 2017-2018 [Goal 2.1a](#) and [objective 2.1b](#) contains the Prospectus and the SACSCOC response). The first cohort of LGH Ortho graduated in Fall 2018. The data for the LSU Eunice and LG Ortho sites is broken out in AY 2018-2019. As Table 8.2a-8 indicates, this program directly assesses student learning through pass rates on the National Council Licensure Examination-Registered Nurse (NCLEX-RN) exam and SLOs in the final clinical course. Indirect assessment for the program takes place using employment in the field and completion (graduation) rates.

Table 8.2a-8: Institutional Effectiveness for the Associate of Nursing

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 2 linked to strategic goals and program objective.</p> <p>Objective 2.1:</p> <p>Professional Competency: Based on the NCLEX-RN pass rate. A total of 39 of 44 (86.36%) passed on their first attempt > the benchmark of 80% state and 81.68% national. Objective met.</p> <p>Improvement: Faculty and director will enhance teaching so that content matches new test matrix. Break out NCLEX-RN results by SLO. Incorporate a second direct assessment of SLOs.</p> <p>Objective 2.2:</p> <p>Graduation: Traditional students will graduate within 1 ½ times the length of the program. A total of 75% (60 students) graduated within 1 ½ time > historical benchmark of 60%. Objective met.</p> <p>Improvement: Faculty will monitor potential weak students to begin remediation as soon as possible.</p> <p>Objective 2.3:</p> <p>Employment: 100% of the graduates were employed within six months > historical benchmark of 90%. Objective met.</p> <p>Improvement: No changes in methodology, but remain interactive with clinical sites to ensure meeting employment needs.</p>	<p>Goal 2 linked to strategic goals and program objective.</p> <p>Objective 2.1:</p> <p>Professional Competency: Based on the NCLEX-RN pass rate. A total of 32 of 37 (86%) passed on their first attempt > the updated benchmark of 85% set by the nursing faculty. Objective met.</p> <p>Improvement: Strengthening mentoring by constantly visiting the clinical sites.</p> <p>Objective 2.1a:</p> <p>Professional Competency Clinical: Assessed in final clinical course, SLOs directly assessed by faculty using a rubric on each task. In all, 100% of the students successfully met the tasks > the historical benchmark of 77% set by faculty. Objective met.</p> <p>Improvement: Continue meeting with nurses at clinical sites to ensure needs are being met.</p> <p>Objective 2.2:</p> <p>Graduation: Overall graduation rate for traditional and LPN students was 63.46% > 60% for traditional students, but < 80% for LPNs. Objective tentatively met.</p> <p>Improvement: Classroom lectures being restructured so students may better retain information.</p> <p>Objective 2.3</p> <p>Employment: 100% of the students were employed within six months of graduation > historical benchmark of 90%. Objective met.</p> <p>Improvement: Remain current with chief nursing officers at each clinical site.</p>	<p>Goal 2 linked to strategic goals and program objective. Note that this is the first report with two sites.</p> <p>Objective 2.1:</p> <p>Professional Competency: Based on NCLEX-RN pass rate. LSUE: pass rate 84.62% < 85% LG Ortho: pass rate 73.33% < 85%. Objective not met.</p> <p>Improvement: Number of items discussed, including curriculum mapping, student engagement, professional development for faculty, and electronic testing.</p> <p>Objective 2.1a:</p> <p>Professional Competency Clinical: Assessed in final clinical with rubric. LSU Eunice: 100% > 77% LG Ortho: 100% > 77% Objective met.</p> <p>Improvement: Strengthen evaluations by visiting clinical sites and include some self-reflection.</p> <p>Objective 2.2:</p> <p>Graduation: LSUE: 80% traditional > 60% benchmark and 91% LPN > 85% benchmark LG Ortho: 75% traditional > 60% benchmark with no LPN students. Objective met.</p> <p>Improvement: Working with Assessment Technologies Institute to assist students in learning, retaining, and successfully completing the NCLEX-RN.</p> <p>Objective 2.3:</p> <p>Employment: LSU Eunice: 41/44 or 93% > 90% benchmark. LG Ortho 12/12 or 100% > 90% benchmark.</p> <p>Objective met.</p> <p>Improvement: Monitor because many other changes are being implemented.</p>

Given the data from Table 8.2a-8 for the Associate of Science in Nursing, the program objectives were met even though performance on the NCLEX-RN was down a bit for AY 2018-2019. It was the first year of assessment at both program sites, and the two sites did meet the clinical competency objectives.

Radiologic Technology, Associate of Science (AS)

This selective program requires a total of 91 credit hours. Prerequisite courses are offered face-to-face and online, while the Radiologic Technology Courses are offered face-to-face at the LSU Eunice site only. Accredited by the Joint Committee on Education in Radiology Technology (JRCERT), this program directly assesses SLOs by clinical evaluations and competency evaluation forms (Table 8.2a-9). Additionally, indirect assessment takes place using the results of surveys, retention, and employment.

Table 8.2a-9: Institutional Effectiveness for Radiologic Technology, Associate of Science

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 3 linked to strategic goals and program objective.</p> <p>Objective 3.1:</p> <p>Professional Competency:</p> <p>Assessed indirectly through surveys and directly through competency forms. 100% of the students scored $\geq 80\%$ on their first attempt Final Competency Evaluation. Objective met.</p> <p>Improvement: Specific criteria to better assess clinical performance will be articulated in planning documents next year.</p> <p>Objective 3.2:</p> <p>Retention: A total of 19 of 20 (95%) \geq JRCERT's benchmark of 75% were retained. Objective met.</p> <p>Improvement: Will seek input from faculty as necessary. This rate is difficult to maintain year to year.</p> <p>Objective 3.3:</p> <p>Employment: Five-year employment rate after 12 months is 99% \geq 75% set by JRCERT. Objective met.</p> <p>Improvement: Related to employer surveys--will discuss with faculty to increase participation rate.</p>	<p>Goal 3 linked to strategic goals and program objective.</p> <p>Objective 3.1:</p> <p>Professional Competency:</p> <p>Specific program competencies and SLOs directly assessed through Final Competency Form. Students scored ≥ 2 on ten areas using the mid-semester evaluation form and $\geq 80\%$ for each competency. Objective met.</p> <p>Improvement: Areas needing the most improvement from mid-semester to end-of-semester were remediated as needed.</p> <p>Objective 3.2:</p> <p>Surveys: Surveys sent to employers and graduates rated the program as good, very good, or excellent $\geq 80\%$ established by JRCERT. Objective met.</p> <p>Improvement: Faculty to solicit strategies to increase participation in surveys.</p> <p>Objective 3.3:</p> <p>Retention: A total of 21 of 26 (81%) of the students were retained $\geq 75\%$ set by JRCERT. Objective met.</p> <p>Improvement: Will discuss with faculty and seek input on correction, if possible.</p> <p>Objective 3.4:</p> <p>Employment: Five-year employment rate of 99% \geq 75% set by JRCERT. Objective met.</p> <p>Improvement: Related to surveys, attempt to increase participation.</p>	<p>Goal 3 linked to strategic goals and program objective.</p> <p>Objective 3.1:</p> <p>Professional Competency:</p> <p>Specific program competencies and SLOs directly assessed through Final Competency Form. Students scored ≥ 2 on ten areas using the mid-semester evaluation form and $\geq 80\%$ for each competency. Objective met.</p> <p>Improvement: Continue to discuss evaluations with faculty and solicit input as needed.</p> <p>Objective 3.2:</p> <p>Surveys: Surveys sent to employers and graduates rated the program as good, very good, or excellent $\geq 80\%$ established by JRCERT. Objective met.</p> <p>Improvement: Faculty still working on ways to increase survey return rates.</p> <p>Objective 3.3:</p> <p>Retention: A total of 18 (69%) of the original 26 were retained $< 75\%$ set by JRCERT. Objective not met.</p> <p>Improvement: Students had many reasons for leaving the program. A discussion will take place with faculty on this issue.</p> <p>Objective 3.4:</p> <p>Employment: Five-year employment rate of 99% \geq 75% set by JRCERT. Objective met.</p> <p>Improvement: Monitor and try to increase participation rate on surveys.</p>

Given the data in Table 8.2a-9 for the Associate of Science in Radiologic Technology, the program objectives were met.

Respiratory Care, Associate of Science (AS)

This selective program requires a total of 83 credit hours. Prerequisite courses are offered face-to-face and online, while the Respiratory Care Courses are offered face-to-face at the LSU Eunice site only. Accredited by the Commission on Accreditation for Respiratory Care (CoARC), this program directly assesses program SLOs using clinical evaluations and competency evaluation forms (Table 8.2a-10). Program outcomes are indirectly assessed through the use of surveys, retention, and employment.

Table 8.2a-10: Institutional effectiveness for Respiratory Care, Associate of Science

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 4 linked to strategic goals and program objective.</p> <p>Objective 4.1:</p> <p>Professional Competency: Students will pass the National Board of Respiratory Care (NBRC) Exam. 100% passed in year studied > 80% benchmark set by the Commission on Accreditation for Respiratory Care (CoARC). Objective met.</p> <p>Improvement: Articulate and assess program objectives and SLOs.</p> <p>Objective 4.2:</p> <p>Retention: A total of 86.7% of students were retained by CoARC definitions > 70% set by CoARC. Objective met.</p> <p>Improvement: Assess student progression and provide remediation as necessary.</p> <p>Objective 4.3:</p> <p>Employment: 12 (100%) of the graduates were employed > 70% set by CoARC. Objective met.</p> <p>Improvement: Seeking additional clinical sites.</p>	<p>Goal 4 linked to strategic goals and program objective.</p> <p>Objective 4.1:</p> <p>Professional Competency: Now being assessed by 17 competencies using national exam. Overall score of 109.7 with 100% passing > the benchmark set by CoARC. Objective met.</p> <p>Improvement: Assist students in remediation in areas that scored lowest on national exam.</p> <p>Objective 4.2:</p> <p>Retention: A total of 75% of the students were retained > 70% set by CoARC. Objective met.</p> <p>Improvement: Place additional restrictions on admission to admit higher quality students.</p> <p>Objective 4.3:</p> <p>Employment: All 12 (100%) of the graduates were employed > 70% set by CoARC. Objective met.</p> <p>Improvement: Continuing to see clinical sites.</p>	<p>Goal 4 linked to strategic goals and program objective.</p> <p>Objective 4.1:</p> <p>Professional Competency: 17 competencies being assessed using national exam. Overall score 118.9 with 100% passing > benchmark set by CoARC. Objective met.</p> <p>Improvement: Monitor curriculum to ensure it aligns with the content matrix provided by NBRC.</p> <p>Objective 4.2:</p> <p>Retention: A total of 93.3% of the students were retained > 70% set by CoARC. Objective met.</p> <p>Improvement: Restrictions mentioned in AY 2017-2018 to be placed on Fall 2019 class selection.</p> <p>Objective 4.3:</p> <p>Employment: All 15 (100%) of the graduates were employed > 70% set by CoARC. Objective met.</p> <p>Improvement: Clinical site in Baton Rouge, Louisiana, added in AY 2017-2018.</p>

Given the data in Table 8.2a-10 for the Associate of Science in Respiratory Care, the program objectives were met.

Surgical Technology, Associate of Applied Science (AAS)

This program officially began the first class in Summer 2018 with a Prospectus having been filed with SACSCOC on June 27, 2017, with SACSCOC taking final action in a letter dated May 7, 2018 ([Goal 11a](#) and [Objective 11.1a](#)). The Surgical Technology Program is a selective program that requires a total of 63 credit hours. Prerequisite courses are offered at the LSU Eunice site and online, while the Surgical Technology courses are offered face-to-face at the Lafayette General Orthopaedic Hospital (LG Ortho) site. Currently seeking accreditation from the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), this program assesses SLOs through the Certified Surgical Technologist National Exam, clinical evaluations, and competency evaluation forms (Table 8.2a-11). Program outcomes are indirectly assessed using data from the number of completers and employment.

Table 8.2a-11: Institutional Effectiveness for Surgical Technology, Associate of Applied Science

AY 2016-2017	AY 2017-2018	AY 2018-2019
Program Did Not Exist.	<p>Goal 11 linked to strategic goals and program objective.</p> <p>Objective 11.1: Professional Competency based on the CST Exam. No students enrolled in AY 2017-2018.</p> <p>Objective 11.2: Professional Competency based on Clinical SLOs. No students enrolled.</p> <p>Objective 11.3: Graduation: No students enrolled</p> <p>Objective 11.4: Employment Rate: No student enrolled.</p> <p>Note that these outcomes were preliminary and that no students were enrolled in the program during this AY.</p>	<p>Goal 11 linked to strategic goals and program objective.</p> <p>Objective 11.1: Professional Competency based on the CST Exam: Delayed. Students were not required to take CST exam because program is not yet accredited. No data to report.</p> <p>Improvement: None</p> <p>Objective 11.2: Professional Competency based on Ten Clinical SLOs: Nine (100%) out of nine students scored an A, B, or C on clinical observations. Because 100% > 77%, the objective is met</p> <p>Improvement: Better articulate course SLOs and how they parallel the clinical rubrics.</p> <p>Objective 11.3: Graduation: Nine (64%) of the students completed the program out of 14 > benchmark of 60%. Objective met.</p> <p>Improvement: Program will begin using Trajecsys software to track students in clinicals in AY 2019-2020.</p> <p>Objective 11.4: Employment Rate: All nine (100%) of the students were immediately hired upon completion of the program > established benchmark of 80%. Objective met.</p> <p>Improvement: Continue to host career fairs at Lafayette General Orthopaedic Hospital</p>

Given the data in Table 8.2a-11 for the Associate of Applied Science in Surgical Technology, the program objectives were met based on the first year results from AY 2018-2019.

SECTION 3: PROGRAM OUTCOMES FOR THE DIVISION OF LIBERAL ARTS

Associate of Arts, Louisiana Transfer (AALT)

This program requires a total of 60 credit hours and is offered online and face-to-face at the LSU Eunice, LSU Alexandria, and LSU Laboratory High School sites. The AALT degree is one program with several concentrations, including Business, Criminal Justice, Fine Arts, Humanities, Mass Communication, and Social Sciences. Note that the different concentrations are merely a mixing of the various general education courses. As Table 8.2a-11 indicates, this program uses a direct internal assessment of SLOs in specific general education courses and an external direct assessment using the Peregrine Academic General Education (GE) Exam. The program outcomes are indirectly assessed using student retention and employment or the students continuing their education.

Table 8.2a-12: Institutional Effectiveness for the Associate of Arts Louisiana Transfer

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1:</p> <p>Retention: Considering all students, 40% < 57% historical benchmark. Objective not met.</p> <p>Improvement: Use first-time freshmen only in the calculation. Monitor data because this is the first year for this objective.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1:</p> <p>Professional Competency: Internal direct assessment of SLOs using written communication – ENGL 1002 and mathematics – MATH 1425. For ENGL 1002, students earned a 70.6% > historical benchmark 62.9%. For MATH 1425, students earned a 75.8% > 70%. Objective met.</p> <p>Improvement: Use Peregrine Academics to assess multiple aspects of general education.</p> <p>Objective 1.2:</p> <p>Retention: First-time students were retained at a rate of 37.10% < three-year average of 51.72%. Objective not met.</p> <p>Improvement: Monitor for an additional year to determine if the decline is a trend especially given the fact that this is a transfer degree and that many students transfer after one year.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1:</p> <p>Professional Competency using SLOs: Internal direct assessment using English - ENGL 1002 SLOs and mathematics - MATH 1425 SLOs. ENGL 1002 SLOs = 69% and MATH 1425 SLOs = 71 > the benchmark of 70%. Objective partially met.</p> <p>Improvement: Monitor ENGL 1002 (as assessment is to be updated) and MATH 1425 (just added Outcome C and instructors giving optional reviews before tests).</p> <p>Objective 1.2:</p> <p>Professional Competency using the Peregrine GE Exam: Twelve students took the GE exam in their last semester of attendance. Overall score LSU Eunice = 45.83% < national = 46.074%. Results inconclusive as no benchmark yet exists.</p> <p>Improvement: Continue to collect data to create a benchmark and work with deans to determine best method to have students take exam.</p> <p>Objective 1.3:</p> <p>Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 46.8% > three year historical benchmark of 44.2%. Objective met.</p> <p>Improvement: The retention data indicated here contains only the AALT students. Other students who are AALT, but labeled as pre-law, Bachelor's education, etc., are not captured. The plan is to develop a report to include all transfer students.</p> <p>Objective 1.4:</p> <p>Placement: Data reported for the first time, but had been gathered because Fall 2012. A total of 14 students graduated with the AALT in Spring 2018 and Summer 2018. Overall employed in the field or continuing education was 57.1% is essentially equal to the five-year benchmark of 57.8%. Objective tentatively met.</p> <p>Improvement: Monitor because this is the first time the objective was written.</p>

Given the data in Table 8.2a-12 for the Associate of Arts Louisiana Transfer, the program objectives were partially met because of the slight difference in the Peregrine General Education Assessment and retention not meeting benchmarks for two years.

Associate of General Studies (AGS)

This program requires a total of 60 credit hours with courses offered both online and face-to-face at the LSU Eunice, LSU Alexandria, and LSU Laboratory High School sites. As Table 8.2a-13 indicates, this program directly assesses SLOs using a selection of general education courses and through a national general education exam. The program outcomes are indirectly assessed using student retention and employment or the students continuing their education.

Table 8.2a-13: Institutional Effectiveness for the Associate of General Studies

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 1 linked to strategic goals and program objective.</p> <p>(see below)</p> <p>Objective 1.1: Retention: In the period studied, 74% of all students were retained for one year > the 27% historical benchmark. Objective met.</p> <p>Improvement. Begin using only new first-time students next AY. Develop program outcomes along with SLO data.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1: Professional Competency: Internal direct assessment of SLOs using written communication – ENGL 1002 and mathematics – MATH 1425. For ENGL 1002, students earned a 74.7% > historical benchmark 62.9%. For MATH 1425, students earned a 75.7% > 70%. Objective met.</p> <p>Improvement: Use Peregrine Academics to assess multiple aspects of general education.</p> <p>Objective 1.2: Retention: For the period studied, retention of new first-time students was 55% > the three-year historical benchmark of 33.7%. Objective met.</p> <p>Improvement: Monitor data because this is the first year that retention of new first-time students was examined.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1: Professional Competency using SLOs: Internal direct of SLOs in written communication ENGL 1002 of 73% > 70% benchmark. Mathematics SLOs score in MATH 1425 of 62% < 70% benchmark. Objective partially met.</p> <p>Improvement: ENGL 1002: Revise SLO document. MATH 1425: Monitor, faculty adding reviews, and Outcome C was new.</p> <p>Objective 1.2: Professional Competency using the Peregrine GE Exam. Overall score higher, but individual subject matter scores lower when compared to national group. Results inconclusive.</p> <p>Improvement: Continue to collect data; results based on an n = 26.</p> <p>Objective 1.3: Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 56.4% > three year historical benchmark of 38.6%. Objective met.</p> <p>Improvement: Maintain open communication with the Student Support Center that advises first-year students.</p> <p>Objective 1.4: Placement: Data reported for the first time, but had been gathered because Fall 2012. A total of 54 students graduated with the AGS in Spring 2018 and Summer 2018. Overall employed in field or continuing education was 54% > five-year benchmark of 50.4%. Objective met.</p> <p>Improvement: Monitor as this is the first year the objective was written.</p>

Given the data in Table 8.2a-13 for the Associate of General Studies, the program objectives were met, considering that the majority of the objectives were met.

Care and Development of Young Children, Associate of Science (AS)

This program requires a total of 61 credit hours and is offered with a combination of online and face-to-face education courses. While most of the general education courses are available both online and face-to-face, most of the education courses are offered as a combination of face-to-face/hybrid online in varying percentages. Table 8.2a-14 indicates that this program directly assesses SLOs in three courses. Additionally, program outcomes are indirectly assessed using retention and employment or continuing education.

Table 8.2a-14: Institutional Effectiveness for the Care and Development of Young Children, Associate of Science

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1: Professional Competency: SLOs based on a Likert Scale yielded 4.93 > 3.00. Objective met.</p> <p>Improvement: Add a second course from which SLOs can be utilized to assess the program. Also, specifically state program and SLOs.</p> <p>Objective 1.2: Placement: Students contacted indicated that 60% were employed in the field > the historical benchmark of 50.5%. Objective met.</p> <p>Improvement: Continue to monitor given that the State is changing requirements.</p> <p>Objective 1.3: Retention: Observed one-year retention of all students of 38% < the historical benchmark of 44%. Objective not met.</p> <p>Improvement: Change methodology to new students only and market program, keeping in mind that the State has been changing and thinking about changing requirements for several years.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1: Professional Competency: Now using SLOs from three courses. The overall student results > the established benchmarks in each case. Objective met.</p> <p>Improvement: Include having students assess themselves, include more instruction on cognitive domain, and add videos that demonstrate the teaching of reading.</p> <p>Objective 1.2: Placement: Four students completed the program; however, none of them could be contacted. Results inconclusive.</p> <p>Improvement: Gather data in a way that students can be contacted.</p> <p>Objective 1.3: Retention: Current year's retention was 44.44% < the historical benchmark of 48.28%.</p> <p>Improvement: Note that the current retention number was based on nine students. Plans for increasing retention included meeting with at risk students and referring students to the writing lab or CARE team as needed.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1: Professional Competency: SLO results from two courses > the established benchmarks (third course was cancelled due to low enrollment).</p> <p>Improvement: Include how to write a goal in EDCI 2900. Use Tuesday class to assess the course material.</p> <p>Objective 1.2: Placement: A total of two students completed the program during Spring and Summer 2018. One was employed in the field, so 50% > 41.8% five year average. Objective met.</p> <p>Improvement: Participate in college fairs, local community network meetings, and perhaps restart the advisory board.</p> <p>Objective 1.3: Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 20% < three year historical benchmark of 47.37%. Objective not met.</p> <p>Improvement: Note that the retention was based on five new students, so a low n is affecting the percentages. Restart advisory board in order to establish contacts in the field and revise curriculum. See additional notes in the Progress Report and Improvement sections dealing with changes in state requirements and low wages.</p>

Given the data in Table 8.2a-14 for the Associate of Science in the Care and Development of Young Children, the program results were partially met, considering the low number of students enrolled and that retention did not meet benchmarks in any of the three years.

Criminal Justice, Associate of Science (AS)

This program requires a total of 60-62 credit hours, depending on general education courses selected. Many general education courses are offered online and face-to-face; however, most criminal justice courses are only offered online. As Table 8.2a-15 indicates, this program directly assesses SLOs using two course taken toward the end of the curriculum. The program is also indirectly assessed using retention and employment data.

Table 8.2a-15: Institutional Effectiveness for Criminal Justice, Associate of Science

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 2 linked to strategic goals and program objective.</p> <p>Objective 2.1: Professional Competency: SLOs are analyzed using two courses at the conclusion of the program. Results indicated that both overall means > 70% benchmark that may be transferred.</p> <p>Improvement: Better articulate program outcomes.</p> <p>Objective 2.3: Retention: In the year studied, the retention of all students subtracting graduates was 55.26% > 42%. Objective met.</p> <p>Improvement: Methodology will be changed to first-time freshmen retention.</p> <p>Objective 2.2 Placement: In year studied, a total of 58% were employed or continuing their education > 42% historical benchmark. Objective met.</p> <p>Improvement: Note that there has been some reorganization of departments that may be influencing data. Monitor data.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1: Professional Competency: Program goals articulated with SLOs assessed in two courses at the completion of the curriculum. Overall results on SLOs > the 70% benchmark established for transfer purposes. Objective met.</p> <p>Improvement: Choose updated books, arrange for face-to-face sections for students who cannot take online courses.</p> <p>Objective 1.2: Retention of first-time students: For the period studied, retention was 55% > three-year historical value of 36.4%. Objective met.</p> <p>Improvement: Try to increase enrollment – visit high schools and/or begin a ride along program.</p> <p>Objective 1.3: Placement: Overall employment or continuing education was 78% > 41.5% three-year historical average. Objective met.</p> <p>Improvement: Career services to use a better method to contact students.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1: Professional Competency: Program SLOs assessed in two Criminal Justice courses. Results of 82% and 98% assessed on final exams > 70% benchmark. Objective met.</p> <p>Improvement: Encourage students to complete all work and assess all SLOs.</p> <p>Objective 1.2: Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 55.6% > three year historical benchmark of 40.2%. Objective met.</p> <p>Improvement: Recommend that all on campus students take the first CJ course face-to-face.</p> <p>Objective 1.3: Placement: A total of 16 students completed in Spring 2018 and Summer 2018. Overall employment or continuing education was 75% > five-year historical average of 50.4%. Objective met.</p> <p>Improvement: Continue recruiting high school juniors and seniors and work toward making Public Protection and Safety a priority during recruiting (currently there is one table for Liberal Arts).</p>

Given the data in Table 8.2a-15 for the Associate of Science in Criminal Justice, the program objectives were met.

Fire and Emergency Services, Associate of Applied Science (AAS)

This program requires a total of 60 credit hours and is offered with a combination of face-to-face and online general education courses; however, all Fire and Emergency Services and related courses are offered online only. As Table 8.2a-16 indicates, the program outcomes are directly assessed using SLOs in two courses offered toward the end of the curriculum. Additionally, indirect assessment takes place through student retention and employment.

Table 8.2a-16: Institutional Effectiveness for Fire and Emergency Services, Associate of Applied Science

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 5 linked to strategic goals and program objective.</p> <p>Objective 5.1: Professional Competency: SLOs assessed in two courses taken toward the end of the curriculum. Overall results indicated that student performance > the benchmark of 70%. Objective met.</p> <p>Improvement: Articulate program outcomes and present material in an engaging way encouraging discussion.</p> <p>Objective 5.3: Retention: In the period studied, 23% of all students were retained < the 41% historical benchmark. Objective not met.</p> <p>Improvement: A new coordinator was hired in Fall 2017 and will try to increase enrollment.</p> <p>Objective 5.2: Employment: In the period studied, 85% of the students were either employed in the field or continuing education > the historical benchmark of 73%. Objective met.</p> <p>Improvement: Monitor the number of students in the program.</p>	<p>Goal 2 linked to strategic goals and program objective.</p> <p>Objective 2.1: Professional Competency: SLOs assessed in two courses taken toward the end of the curriculum. Overall results indicated that student performance > the benchmark of 70%. Objective met.</p> <p>Improvement: Separate data from Fire Service Technology students.</p> <p>Objective 2.2: Retention: In the period studied, 62.5% of the new first-time students were retained one year > 59.1% historical benchmark. Objective met.</p> <p>Improvement: Monitor enrollment and retention.</p> <p>Objective 2.3: Employment: In the period studied, 82% of students were employed in the field or continuing their education > 74.7% historical benchmark. Objective met.</p> <p>Improvement: Collect data in such a way that students can be contacted.</p>	<p>Goal 2 linked to strategic goals and program objective.</p> <p>Objective 2.1: Professional Competency: SLOs directly assessed in two courses at the end of the curriculum. Overall results of 86.8% and 91% > the 70% benchmark. Objective met.</p> <p>Improvement: Both courses-- continually engage students, contacting them when they fall behind on work.</p> <p>Objective 2.2: Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 54.6% < three year historical benchmark of 59.6%. Objective not met.</p> <p>Improvement: Emphasis at this time is recruiting to build enrollment by targeting high schools and fire departments.</p> <p>Objective 2.3: Employment: In the period studied, 100% of the students were employed in the field > the five-year benchmark of 81.4%. Objective met.</p> <p>Improvement: Build partnerships with local community.</p>

Given the data in Table 8.2a-16 for the Associate of Applied Science in Fire and Emergency Services, the program objectives were partially met because the retention objectives were not met for two years.

Fire Service Technology, Certificate of Technical Studies (CTS)

This program requires a total of 36 credit hours and is offered with a combination of face-to-face and online courses for the one general education course; however, all Fire Service Technology and related courses are offered online. Table 8.2a-17 indicates that program outcomes are directly assessed using SLOs in two courses toward the end of the curriculum. Note that the professional competency objective mirrors Fire and Emergency Service because students completing that the program are also eligible for the CTS. Additionally, indirect assessment takes place through student employment. Note that retention is not assessed because this is a one-year program.

Table 8.2a-17: Institutional Effectiveness for Fire Service Technology, Certificate of Technical Studies

AY 2016-2017	AY 2017-2018	AY 2018-2019
No data.	<p>Goal 3 linked to strategic goals and program objective.</p> <p>Objective 3.1: Professional Competency: SLOs assessed in two courses taken toward the end of the curriculum. Overall results indicated that student performance > the benchmark of 70%. Objective met.</p> <p>Improvement: Separate data out between Fire Science and Fire and Emergency Services students.</p> <p>Objective 3.2: Employment: In the period studied, there were no completers. As a result, this objective is <u>delayed</u>.</p> <p>Improvement: Continue to advertise in publications, distribute marketing materials to high school students, and use recruiters to assist in all efforts to increase enrollment.</p>	<p>Goal 3 linked to strategic goals and program objective.</p> <p>Objective 3.1: Professional Competency: SLOs directly assessed in two courses at the end of the curriculum. Overall results of 86.8% and 91% > the 70% benchmark. Objective met.</p> <p>Improvement: Both courses-- continually engage students, contacting them when they fall behind.</p> <p>Objective 3.2: Employment: In period studied, there were two completers, and both were employed in the field. As a result, the observed employment of 100% > five-year benchmark of 31.4%. Objective met.</p> <p>Improvement: Attempt to coordinate a job fair for students completing the program (either FES or FST).</p>

Given the data in Table 8-2a-17 for the Certificate of Technical Studies in Fire Service Technology, the program objectives were partially met because there is a low number of students enrolled in the program and there was no data from AY 2016-2017.

SECTION 4: PROGRAM OUTCOMES FROM THE DIVISION OF SCIENCES AND MATHEMATICS

Associate of Science Louisiana Transfer (ASLT)

This program requires a total of 60 credit hours and is offered face-to-face at the LSU Eunice, LSU Alexandria, and LSU Laboratory High School sites. The ASLT is a single degree with two concentrations--Biological Sciences and Physical Sciences--that are a mixing of the general education courses. Table 8.2a-18 indicates that this program directly assesses SLOs in two general education courses and the Peregrine Academic General Education Exam. Additionally, indirect assessment takes place using student retention and employment or the students continuing their education.

Table 8.2a-18: Institutional Effectiveness for the Associate of Science Louisiana Transfer

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1:</p> <p>Professional Competency:</p> <p>Students were assessed using ACT's CAAP in science and critical thinking. Not all students performed at or above the national average. Objective not met.</p> <p>Improvement: CAAP discontinued in December 2017. A replacement is being sought.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1:</p> <p>Professional Competency using CAAP: Product discontinued by ACT. This objective is cancelled.</p> <p>Improvement: Begin using Peregrine Academic GE exam upon graduation in AY 17-18.</p> <p>Objective 1.1a:</p> <p>Professional Competency using direct internal assessment of SLOs: English Composition (ENGL 1002) and Plane Trigonometry (MATH 1022). For ENGL 1002, overall score was 74.7% and MATH 1022, the overall score was 74.4%. Both are > the established benchmark of 70%. Objective met.</p> <p>Improvement: Peregrine Academic GE Exam may replace this objective in the future.</p> <p>Objective 1.2:</p> <p>Retention: For the period studied, retention was 42.1% < three-year historical average of 47.22%. Objective not met.</p> <p>Improvement: Monitor data because this was the first time retention was examined.</p>	<p>Goal 1 linked to strategic goals and program objective.</p> <p>Objective 1.1:</p> <p>Professional Competency using direct assessment of SLOs: English Composition (ENGL 1002) score of 81% > 70% benchmark and Plane Trigonometry (MATH 1022) score of 74% > 70% benchmark. Objective met.</p> <p>Improvement: ENGL 1002: Revise SLO document for fall 2019. MATH 1022: monitor because results increased three percentage points from AY 2017-2018.</p> <p>Objective 1.2:</p> <p>Program Competency using the Peregrine Academic GE Exam: Scores on college algebra, English, critical thinking, and scientific process were all higher than national comparison group. Objective met.</p> <p>Improvement: Continue to collect data to determine adequate benchmark.</p> <p>Objective 1.3:</p> <p>Retention: For Fall 2017 to Fall 2018, retention of new first-time students was 39.29% < three year historical benchmark of 44.59%. Objective not met.</p> <p>Improvement: This assessment only accounts for students who indicate the ASLT as their major. Most of the more than 300 students in the division are pursuing an ASLT but have listed their preferred B.S. degree as their major. Report will be updated to include all applicable students.</p> <p>Objective 1.4:</p> <p>Placement: Data reported for the first time. A total of 12 students graduated with the ASLT in Spring 2018 and Summer 2018. Overall employed in field or continuing education was 67%, which approximates the five-year benchmark of 67.7%. Objective tentatively met.</p> <p>Improvement: Monitor because this is the first iteration of this objective.</p>

Given the data in Table 8.2a-18 for the Associate of Science Louisiana Transfer, the program objectives were partially met because the retention objective did not meet the benchmarks in two years.

Chemical Technology, Certificate of Technical Studies (CTS)

This program requires a total of 34 credit hours and is offered with face-to-face courses at the LSU Eunice and LSU Laboratory High School sites. Table 8.2a-19 indicates that program outcomes are directly assessed using SLOs from specific courses; however, no students declaring this major have completed the necessary coursework as this Standard is completed. As a result, there is no indirect data to report in terms of employment.

Table 8.2a-19 - Institutional Effectiveness for Chemical Technology, Certificate of Technical Studies

AY 2016-2017	AY 2017-2018	AY 2018-2019
<p>Goal 8 linked to strategic goals and program objective.</p> <p>Objective 8.1:</p> <p>Professional Competency:</p> <p>SLOs in prescribed courses. The one student in the program was taking developmental courses. As a result, there was no data to report. Objective delayed.</p> <p>Improvement: Decide if the CTS should really be an Associate's Degree.</p>	<p>Goal 8 linked to strategic goals and program objective.</p> <p>Objective 8.1:</p> <p>Professional Competency: SLOs in prescribed courses. The one student in the program had not taken courses containing the SLOs for the program by the end of the AY. As a result, there was no data to report. Objective delayed.</p> <p>Improvement: Attempt to attend career fairs to talk to potential students.</p>	<p>Goal 8 linked to strategic goals and program objective.</p> <p>Objective 8.1:</p> <p>Professional Competency: The one student in the program has not completed the program. No Data to report. Objective delayed.</p> <p>Improvement: Evidence of attending career fairs is in the improvement plan for this objective.</p> <p>Objective 8.2:</p> <p>Placement: Delayed. No data to report because no students have completed this program.</p> <p>Improvement: Evidence of attending career fairs is in the improvement plan for this objective.</p>

Given the data in Table 8.2a-19 for the Certificate in Technical Studies in Chemical Technology, the results on the program objectives are inconclusive because the assessment is continually delayed as there is only one student in the program and she has not completed the program.

SECTION 5: SUMMARY







The reply to this Standard has examined the assessment processes used by LSU Eunice to assess its 19 academic programs. In each case, program outcomes were identified, along with whether or not the outcomes were met, and improvements were documented where possible. The data spans over three years and included AY 2018-2019 to assess the new Surgical Technology Program and the expansion of the Nursing Program to the new LG Ortho Site. A wealth of data is presented to increase LSU Eunice's effectiveness, maintain academic excellence, and increase student success.






































Sources

-  [10-2-18 Email to FES Program Director](#)
-  [10-3-17 email to Dean of Sciences and Math](#)
-  [12-2018 Organizational Chart](#)
-  [4-27-18 Email on ATS Program](#)
-  [7-28-19 BoR CRIN Download](#)
-  [8-24-18 email to RADT Program Director](#)
-  [AALT 16-17 Maintain an effective Associate of Arts, Louisiana Transfer \(AALT\) Program](#)
-  [AALT 16-17 Retention](#)
-  [AALT 17-18 Maintain an effective Associate of Arts, Louisiana Transfer \(AALT\) Program](#)
-  [AALT 17-18 Program Competency](#)
-  [AALT 17-18 Retention](#)
-  [AALT 18-19 Maintain an effective Associate of Arts, Louisiana Transfer \(AALT\) Program](#)
-  [AALT 18-19 Placement](#)
-  [AALT 18-19 Professional Competency using Peregrine Academic](#)
-  [AALT 18-19 Program Competency using SLOs](#)
-  [AALT 18-19 Retention](#)

-  AGS 16-17 Maintain an Effective Associate of General Studies Program
-  AGS 16-17 Retention
-  AGS 17-18 Maintain an Effective Associate of General Studies Program
-  AGS 17-18 Professional Competency
-  AGS 17-18 Retention
-  AGS 18-19 Maintain an Effective Associate of General Studies Program
-  AGS 18-19 Placement
-  AGS 18-19 Professional Competency using Peregrine Academic
-  AGS 18-19 Professional Competency using SLOs
-  AGS 18-19 Retention
-  ASLT 16-17 Maintain an effective Associate of Science Louisiana Transfer Program
-  ASLT 16-17 Professional Competency using CAAP
-  ASLT 17-18 Maintain an effective Associate of Science Louisiana Transfer Program
-  ASLT 17-18 Professional Competency using CAAP
-  ASLT 17-18 Professional Competency using SLOs
-  ASLT 17-18 Retention
-  ASLT 18-19 Maintain an Effective Associate of Science Louisiana Transfer Program
-  ASLT 18-19 Placement
-  ASLT 18-19 Professional Competency using Peregrine Academic
-  ASLT 18-19 Program Competency using SLOs
-  ASLT 18-19 Retention
-  ASN 16-17 Begin a Second Class of Nursing Students in Spring 2017 at LGH
-  ASN 16-17 Begin a Second Nursing Class at LGH
-  ASN 16-17 Employment
-  ASN 16-17 Graduation Rate
-  ASN 16-17 Maintain an Effective Nursing (ASN) Program
-  ASN 16-17 Professional Competency
-  ASN 17-18 Continue the Second Nursing Class at LGH
-  ASN 17-18 Employment
-  ASN 17-18 Graduation Rate
-  ASN 17-18 Maintain an Effective Nursing (ASN) Program
-  ASN 17-18 Objective Continue the Second Nursing Class at LGH
-  ASN 17-18 Professional Competency based on Clinical Results
-  ASN 17-18 Professional Competency based on NCLEX-RN
-  ASN 18-19 Employment
-  ASN 18-19 Graduation Rate
-  ASN 18-19 Maintain an Effective Nursing (ASN) Program
-  ASN 18-19 Professional Competency based on Clinical Results
-  ASN 18-19 Professional Competency based on NCLEX-RN

-  ATC 16-17 (CTS) Placement
-  ATC 16-17 (CTS) Professional Competency
-  ATC 16-17 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
-  ATC 17-18 (CTS) Placement
-  ATC 17-18 (CTS) Professional Competency
-  ATC 17-18 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
-  ATC 18-19 (CTS) Placement
-  ATC 18-19 (CTS) Professional Competency
-  ATC 18-19 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
-  ATS 16-17 (CTS) Placement
-  ATS 16-17 (CTS) Professional Competency
-  ATS 16-17 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
-  ATS 17-18 (CTS) Placement
-  ATS 17-18 (CTS) Professional Competency
-  ATS 17-18 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
-  ATS 18-19 (CTS) Placement
-  ATS 18-19 (CTS) Professional Competency
-  ATS 18-19 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
-  CCHT 16-17 CTS Professional Competency
-  CCHT 16-17 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
-  CCHT 17-18 (CTS) Professional Competency
-  CCHT 17-18 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
-  CCHT 18-19 (CTS) Placement
-  CCHT 18-19 (CTS) Professional Competency
-  CCHT 18-19 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
-  CDYC 16-17 (AS) Competence
-  CDYC 16-17 (AS) Placement
-  CDYC 16-17 (AS) Retention
-  CDYC 16-17 Maintain a Care and Development of Young Children (CDYC) Associate of Science (AS) Program.
-  CDYC 17-18 (AS) Placement
-  CDYC 17-18 (AS) Professional Competency
-  CDYC 17-18 (AS) Retention
-  CDYC 17-18 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) Program.
-  CDYC 18-19 (AS) Placement
-  CDYC 18-19 (AS) Professional Competency
-  CDYC 18-19 (AS) Retention
-  CDYC 18-19 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
-  CIT 16-17 (AAS) Placement

-  CIT 16-17 (AAS) Program Professional Competency
-  CIT 16-17 Maintain an effective Computer Information Technology (CIT) (AAS) program.
-  CIT 17-18 (AAS) Placement
-  CIT 17-18 (AAS) Program Professional Competency
-  CIT 17-18 (AAS) Retention
-  CIT 17-18 Maintain an effective Computer Information Technology (CIT) (AAS) program.
-  CIT 18-19 (AAS) Placement
-  CIT 18-19 (AAS) Program Professional Competency
-  CIT 18-19 (AAS) Retention
-  CIT 18-19 Maintain an effective Computer Information Technology (CIT) (AAS) program.
-  CJ 16-17 (AS) Employment
-  CJ 16-17 (AS) Maintain an effective Criminal Justice (CJ) Associate of Science (AS) Program
-  CJ 16-17 (AS) Professional Competency
-  CJ 16-17 (AS) Retention
-  CJ 17-18 (AS) Placement
-  CJ 17-18 (AS) Professional Competency
-  CJ 17-18 (AS) Retention
-  CJ 17-18 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program.
-  CJ 18-19 (AS) Placement
-  CJ 18-19 (AS) Professional Competency
-  CJ 18-19 (AS) Retention
-  CJ 18-19 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
-  DMS 16-17 Accept a CAS class for Fall 2017
-  DMS 16-17 Restart CAS Program and accept a class for Fall 2017
-  DMS 17-18 (CAS) Completion Rate
-  DMS 17-18 (CAS) Employment
-  DMS 17-18 (CAS) Professional Competency
-  DMS 17-18 Create the Associate of Applied Science in Diagnostic Medical Sonography Program
-  DMS 17-18 Implement the AAS in DMS class for Fall 2018
-  DMS 17-18 Maintain an effective Certificate of Applied Science in Diagnostic Medical Sonography Program (CAS)
-  DMS 18-19 (AAS) Completion Rate
-  DMS 18-19 (AAS) Employment
-  DMS 18-19 (CAS) Professional Competency
-  DMS 18-19 Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
-  FES 16-17 (AAS) Employment
-  FES 16-17 (AAS) Professional Competency
-  FES 16-17 (AAS) Retention
-  FES 16-17 Maintain an Effective Fire Science Program (FES), Associate of Applied Science (AAS)
-  FES 17-18 (AAS) Employment

-  FES 17-18 (AAS) Professional Competency
-  FES 17-18 (AAS) Retention
-  FES 17-18 Maintain an Effective Fire Science (FES) Program, Associate of Applied Science (AAS)
-  FES 18-19 (AAS) Employment
-  FES 18-19 (AAS) Professional Competency
-  FES 18-19 (AAS) Retention
-  FES 18-19 Maintain an Effective Fire Science (FES) Program, Associate of Applied Science (AAS)
-  FST 17-18 (CTS) Employment
-  FST 17-18 (CTS) Professional Competency
-  FST 17-18 Maintain an Effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program
-  FST 18-19 (CTS) Employment
-  FST 18-19 (CTS) Professional Competency
-  FST 18-19 Maintain an effective Fire Service Technology (FST) Certificate of Technical Studies (CTS) Program
-  Fa 17 DMS Courses Offered
-  HRM 16-17 (CTS) Placement
-  HRM 16-17 (CTS) Professional Competency
-  HRM 16-17 Maintain an effective Human Resource Management (CTS) program
-  HRM 17-18 (CTS) Placement
-  HRM 17-18 (CTS) Professional Competency
-  HRM 17-18 Maintain an effective Human Resource Management (CTS) program
-  HRM 18-19 (CTS) Placement
-  HRM 18-19 (CTS) Professional Competency
-  HRM 18-19 Maintain an effective Human Resource Management (CTS) program
-  MCB 16-17 (CTS) Placement
-  MCB 16-17 (CTS) Professional Competency
-  MCB 16-17 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program
-  MCB 17-18 (CTS) Placement
-  MCB 17-18 (CTS) Professional Competency
-  MCB 17-18 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program
-  MCB 18-19 (CTS) Placement
-  MCB 18-19 (CTS) Professional Competency
-  MCB 18-19 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program
-  MGMT 16-17 (AAS) Placement
-  MGMT 16-17 (AAS) Professional Competency
-  MGMT 16-17 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) Program
-  MGMT 17-18 (AAS) Placement
-  MGMT 17-18 (AAS) Professional Competency
-  MGMT 17-18 (AAS) Retention
-  MGMT 17-18 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

-  MGMT 18-19 (AAS) Placement
-  MGMT 18-19 (AAS) Professional Competency
-  MGMT 18-19 (AAS) Retention
-  MGMT 18-19 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program
-  Organizational Chart-July-2019
-  Planning and Evaluation Cycle
-  RADT 16-17 (AS) Employment
-  RADT 16-17 (AS) Professional Competency
-  RADT 16-17 (AS) Retention
-  RADT 16-17 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
-  RADT 17-18 (AS) Employment
-  RADT 17-18 (AS) Professional Competency
-  RADT 17-18 (AS) Retention
-  RADT 17-18 (AS) Surveys
-  RADT 17-18 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
-  RADT 18-19 (AS) Employment
-  RADT 18-19 (AS) Professional Competency
-  RADT 18-19 (AS) Retention
-  RADT 18-19 (AS) Surveys
-  RADT 18-19 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
-  RC 16-17 (AS) Employment
-  RC 16-17 (AS) Professional Competency
-  RC 16-17 (AS) Retention
-  RC 16-17 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
-  RC 17-18 (AS) Employment
-  RC 17-18 (AS) Professional Competency
-  RC 17-18 (AS) Retention
-  RC 17-18 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
-  RC 18-19 (AS) Employment
-  RC 18-19 (AS) Professional Competency
-  RC 18-19 (AS) Retention
-  RC 18-19 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
-  SACSCOC Approval DMS AAS
-  SACSCOC Response closing CAS DMS
-  ST 17-18 (AAS) Employment
-  ST 17-18 (AAS) Graduation Rate
-  ST 17-18 (AAS) Implement Surgical Technology
-  ST 17-18 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam
-  ST 17-18 (AAS) Professional Competency based on Clinical Results

-  ST 17-18 Maintain an effective Surgical Technology (ST) Program Associate of Applied Science (AAS)
-  ST 17-18 Temp Create the Associate of Applied Science (AAS) in Surgical Technology (ST)
-  ST 18-19 (AAS) Employment
-  ST 18-19 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam
-  ST 18-19 (AAS) Professional Competency based on Clinical Results
-  ST 18-19 (AAS) Retention (Graduation) Rate
-  ST 18-19 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
-  Section 3-Institutional-Mission

CR - 9.1

Program Content

Educational programs (a) embody a coherent course study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: COMPATIBILITY WITH INSTITUTIONAL MISSION

Based on the [mission statement](#), Louisiana State University at Eunice offers high-quality certificates, associate degrees, transfer degrees, 2 + 2 agreements, and pre-professional programs that serve the student, business, and workforce needs of the south-central region of Louisiana. The 19 programs offered are approved by the Louisiana Board of Regents as indicated by the [Active Inventory of Degree and Certificate Programs](#) encompassing five different classifications of degrees. To further fulfill the [mission statement](#), LSU Eunice has numerous transfer and pre-professional agreements established in innovative high-demand disciplines with several four-year universities across the state. Depending upon the program, courses are offered at four locations, LSU Eunice site; LSU Alexandria site; LSU Laboratory School, Baton Rouge; Lafayette General Orthopaedic Hospital, Lafayette; and online as documented by the [LSU Eunice Instructional Locations Table](#).

Led by the Vice Chancellor for Academic Affairs, LSU Eunice has three academic divisions: Health Sciences and Business Technology, Liberal Arts, and Sciences and Mathematics. First, the Division of Health Sciences and Business Technology offers an integrated sequence of curricula in the field of medical and health services, along with curricula in Management, Computer Information Technology, and several certificate programs. The Division of Liberal Arts offers an Associate of General Studies degree, along with the Associate of Arts Louisiana Transfer having several concentrations that are a mixing of general education courses. The Division of Liberal Arts also has programs in Criminal Justice, Fire and Emergency Services, the Care and Development of Young Children, and one certificate program in Fire Service Technology. Finally, the Division of Sciences and Mathematics offers the Associate of Science Louisiana Transfer with two concentrations that mix general education science courses and Chemical Technician, Certificate of Technical Studies.

SECTION 2: PROGRAMS EMBODY A COHERENT COURSE OF STUDY

The following program definitions and documentation demonstrate that LSU Eunice degree and certificate programs present a coherent course of study in each case.

2.1 Degree Program Definitions from the AY 2018-2019 LSU Eunice Catalog

2.1.1 Louisiana Transfer Associate [According to the Program Definitions from the AY 2018-2019 LSU Eunice Catalog](#), an Associate of Arts Louisiana Transfer (AALT) is offered by the Division of Liberal Arts, and the Division of Sciences and Mathematics offers the Associate of Science Louisiana Transfer (ASLT). Both transfer degrees follow a prescribed curriculum (providing both structure and flexibility) and assure transfer of the 60 hours in the degree plus credit for completion of the required general education block at any public university in the State of Louisiana. Louisiana Transfer graduates are eligible to enter a 4-year Louisiana public university as a junior, with all 60 (non-developmental) credits transferring to the receiving university. The [Transfer Degree Guarantee \(TDG\)](#) refers to a guaranteed and easy transfer for students from a two-year community college to a public university in Louisiana. Students may complete either an AALT or ASLT, depending on their interests and aspirations for further study, and a bachelor's degree. Each consists of a 39-hour General Education (GenEd) block and 21-hours of additional course work related to the prospective major. Students must complete each course in the degree with a grade of "C" or better.

- Example: [Associate of Arts Louisiana Transfer--offered by the Division of Liberal Arts](#)
- Example: [Associate of Science Louisiana Transfer--offered by the Division of Sciences and Mathematics](#)

Course numbers at LSU Eunice are the same as those used by LSU in Baton Rouge, further simplifying the transfer process. Also, the Board of Regents maintains an [Articulation Matrix](#) listing courses that are transferable at colleges throughout the State of Louisiana (see the four courses highlighted indicating that LSU Eunice and LSU use the same course numbers and that LSU Eunice's courses transfer across the state on page 2). Scheduling transfer courses for other colleges is also generally straightforward because LSU Eunice offers the standard courses included in most college curricula across the country.

2.1.2 Associate (A) An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this particular degree designation should be limited to cases wherein other associate degree designations (A.A.S., A.A., or A.S.) have been determined to be inappropriate. All coursework must meet SACSCOC requirements. Non-designated associate degrees are limited to community colleges and two-year transfer institutions.

- Example: [Associate of General Studies--offered by the Division of Liberal Arts](#)

2.1.3 Associate of Science (A.S.) An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements. Community colleges and two-year transfer institutions usually offer A.S. degrees.

- Example: [Associate of Science in Criminal Justice--offered by the Division of Liberal Arts](#)
- Example: [Associate of Science Care and Development of Young Children--offered by the Division of Liberal Arts](#)
- Example: [Associate of Science in Radiological Technology--offered by the Division of Health Sciences and Business Technology](#)

2.1.4 Associate of Applied Science (A.A.S.) An applied/academic degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. A.A.S. degrees can be formed by combining a Technical Diploma with 15 hours of required general education or can be a distinct curriculum unrelated to any preexisting program of technical studies. All general education coursework must meet SACSCOC requirements. If coursework required of the degree is intended for transfer to a four-year institution, this coursework must meet appropriate SACSCOC requirements.

- Example: [Associate of Applied Science in Computer Information Technology](#)--offered by the Division of Health Sciences and Business Technology
- Example: [Associate of Applied Science in Fire and Emergency Services](#)--offered by the Division of Liberal Arts
- Example: [Associate of Applied Science in Diagnostic Medical Sonography](#)--offered by the Division of Health Sciences and Business Technology

2.1.5 Certificate of Technical Studies (C.T.S.) An applied, technical program (usually 16-33 hours) to provide a student with a broad technical competency. C.T.S. programs are strictly limited to technical and community colleges. The C.T.S. is not designed for transfer to an associate or baccalaureate degree program; the C.A.S. is more appropriate for such transferability.

- Example: [Administrative Technology Specialist, Certificate of Technical Studies](#)--offered by the Division of Health Sciences and Business Technology
- Example: [Medical Coding and Billing, Certificate of Technical Studies](#)--offered by the Division of Health Sciences and Business Technology
- Example: [Fire Service Technology, Certificate of Technical Studies](#)--offered by the Division of Liberal Arts
- Example: [Chemical Technician, Certificate of Technical Studies](#)--offered by the Division of Sciences and Mathematics

2.2 Transfer Degrees

Next, to further demonstrate coherent courses of study, LSU Eunice offers many transfer degrees separate from the AALT and ASLT, according to the "Transfer" section of the AY 2018-2019 LSU Eunice Catalog. The University also has several 2+2 Matriculation Agreements and Pre-Professional Programs in cooperation with local four-year institutions. First, examples of transfer degrees follow.

2.2.1 Division of Liberal Arts

- Transfer program in [Elementary Education](#) with Louisiana State University and the University of Louisiana at Lafayette
- Transfer program in [Humanities and Social Sciences](#) with Louisiana State University (bottom of page)

2.2.2 Division of Sciences and Mathematics

- Transfer in [Selected Curricula in Agriculture](#) with four-year institutions within the state
- Transfer curriculum in [Microbiology](#) with Louisiana State University and the University of Louisiana at Lafayette
- Transfer curriculum in [Physics](#) with Louisiana State University, the University of Louisiana at Lafayette, and McNeese State University

2.3 2+2 Matriculation Agreements

Next, LSU Eunice has nine 2+2 Matriculation Agreements; five in the Division of Health Sciences and Business Technology, three in the Division of Liberal Arts, and one in the Division of Sciences and Mathematics.

2.3.1 Division of Health Sciences and Business Technology LSU Eunice's Division of Health Sciences and Business Technology has five agreements with two universities, McNeese State University and Northwestern State University, in the areas of Nursing, Radiological Technology, Respiratory Care, and Business Administration

- [Memorandum of Understanding in Nursing](#) with McNeese State University
- [Memorandum of Understanding in Nursing](#) with Northwestern State University
- [Memorandum of Understanding in Radiological Technology](#) with Northwestern State University
- [Memorandum of Understanding in Respiratory Care](#) with Northwestern State University
- [Memorandum of Understanding in Business Administration](#) with Northwestern State University

2.3.2 Division of Liberal Arts The Division of Liberal Arts has three agreements with two universities, the University of Louisiana at Lafayette and Northwestern State University, in the areas of Elementary Education, Criminal Justice, and Unified Public Safety and Protection.

- [Memorandum of Understanding in Elementary Education](#) with the University of Louisiana at Lafayette
- [Memorandum of Understanding in Criminal Justice](#) with Northwestern State University
- [Memorandum of Understanding in Unified Public Safety and Protection](#) with Northwestern State University

2.3.3 Division of Sciences and Mathematics The Division of Sciences and Mathematics has one agreement in Biology with the University of Louisiana Lafayette.

- [Memorandum of Understanding in Biology](#) with the University of Louisiana at Lafayette

2.3.4 Pre-Professional Programs Additionally, students planning to enroll at the [LSU Medical Center in Medical Technology](#) have the option of either completing two years at LSU Eunice before transferring for the final two years (the 2 + 2 option) or remaining at LSU Eunice for three years before transferring to complete the final year (the 3 + 1 option). Admission to Allied Health programs at the LSU Medical Center is on a competitive basis. Potential applicants contact their choice of professional schools as early as a year in advance of the desired date of enrollment. Students interested in any curricula not detailed in the catalog may request information from the appropriate Dean or faculty adviser.

2.3.5 Additional Evidence of the Embodiment of a Coherent Course of Study Program coherency is also illustrated in degree audits from AY 2018-2019.

- [Nursing](#), AS (spring 2019--please note that the bottom of the form is completed when grades are turned in for the spring 2019 semester and before graduation)
- [Radiologic Technology](#), AS (spring 2019)
- [Management](#), AAS (fall 2018)
- [Associate of Arts Louisiana Transfer](#) (fall 2018)
- [Associate of Science Louisiana Transfer](#) (fall 2018)
- [Fire and Emergency Services](#), AAS (fall 2018)
- [Computer Information Technology](#), AAS (spring 2019)

SECTION 3: FIELDS OF STUDY APPROPRIATE FOR HIGHER EDUCATION

3.1 Appropriateness and Coherence

New programs at LSU Eunice are carefully chosen, often considering occupational rankings provided by the [Louisiana Workforce Commission](#). Occupations are ranked based on a scale of 1-5. Jobs with 4 and 5 Stars are considered those with the best long-term outlook and wages and get higher star ratings. For example, an [Associate Degree in Nursing](#) has a 5 Star rating, while [Firefighters and Emergency Personnel](#) and [Surgical Technology](#) have a 4 Star rating.

While information from the Louisiana Workforce Commission may be used to develop new programs, faculty members are responsible for the development and review of the curriculum as stated in the [Employee Handbook](#) ("Duties"), the Curriculum Development Manual, and LSU Eunice [Policy Statement 3](#) (lines 7-26): Responsibilities and Concerns of University Personnel. As stated in the [Curriculum Development Manual](#) (paragraphs 1 and 3 of Section I: General Policy), "all additions, deletions, and modifications in courses and curricula including the use of distance education technology at Louisiana State University Eunice originate with divisional faculty." According to policy, any curricular modification begins with the completion of a standardized form by the Dean and forwarded to the Office for Academic Affairs, who transmits the form to the campus Courses and Curricula Committee, a [standing committee](#) (p. 5) of the Faculty Senate, for review. If the new program is to be offered through distance education technology whereby a student can earn 50% or more of required coursework, the request must also comply with the Board of Regents Academic Affairs Policy 2.12: [Delivery of Degree Programs through Distance Learning Technology](#).

The Courses and Curriculum Committee, comprised of faculty and student representatives along with a member from Student Affairs and Administrative Council, reviews all [proposals for new programs](#), proposals to [drop a program](#), or proposals to [revise](#) an existing program, including changes to individual courses. As part of the new program approval process, any academic division submitting a new program must describe the nature and objective of the program, list and describe course offerings, outline the curriculum in sequence, confirm a need for the program, project student enrollment and graduation rates, list faculty members, detail library resources relevant to the program, and estimate costs associated with the new program. This process provides the sequencing necessary to establish a coherent program of study among all degree and certification programs and ensures that the proposed program fits within the [mission of the institution](#).

Two of the most recently developed programs include the Associate of Applied Science in Diagnostic Medical Sonography. First, the documentation for Diagnostic Medical Sonography follows.

- [Proposal paperwork](#) as approved by the Courses and Curricula Committee on [May 1, 2017](#) (see highlighted)
- Several examples of Courses and Curricula course addition forms showing addition of any required prerequisites for [DMS 2002](#) (Advanced Physics and Instrumentation), [DMS 2003](#) (Superficial Structures), and [DMS 2011](#) (Abdomen/Lab II) considered on [May 1, 2017](#) (see highlighted)

Next, the documentation for Surgical Technology follows.

- [Proposal paperwork](#) as approved by the Courses and Curricula Committee on [April 17, 2017](#) (see highlighted on pp. 3-4)
- Several examples of Courses and Curricula Committee forms showing the addition of and required prerequisites for [SURT 1003](#) (Surgical Technology Lab I), [SURT 1100](#) (Surgical Procedure I), and [SURT 1102](#) (Surgical Technology Lab II) considered on [April 17, 2017](#) (see highlighted on pp. 3-4)
- Change to [SURT 1001](#) (Introduction to Surgical Technology) considered by the Courses and Curricula Committee on [March 19, 2018](#) (see highlighted on pp. 1-2)

3.2 External Evaluation Procedures for Fields of Study








































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




- Nursing, AS by the Accreditation Commission for Nursing in Education
- Radiologic Technology, AS by the Joint Review Committee on Education in Radiologic Technology
- Respiratory Care, AAS by the Commission on Accreditation for Respiratory Care
- Diagnostic Medical Sonography, AAS by the Commission on Accreditation of Allied Health Education Programs

The following are currently seeking accreditation specific to their program.

- Management, AAS by the Accreditation Council for Business Schools and Programs
- Surgical Technology, AAS by the Commission on Accreditation of Allied Health Education Programs.

Sources

-  [7-13-19 Employee Handbook \(Page 49\)](#)
-  [7-28-19 BoR CRIN Download](#)
-  [AALT Degree Audit FA 18](#)
-  [ASLT Degree Audit FA 18](#)
-  [Accrediting Agencies](#)
-  [Addition of DMS 2002](#)
-  [Addition of DMS 2003](#)
-  [Addition of DMS 2011](#)
-  [Addition of SURT 1003](#)
-  [Addition of SURT 1100](#)
-  [Addition of SURT 1102](#)
-  [Associate degree Nursing](#)
-  [Associate of Applied Science in Surgical Technology](#)
-  [BoR_Matrix](#)
-  [CC_Minutes_12_3_18](#)
-  [CIT AAS Degree Audit SP 19](#)
-  [Changing SURT 1001](#)
-  [Courses and Curricula 3-19-2018](#)
-  [Courses and Curricula Minutes 4-17-17](#)
-  [Courses and Curricula Minutes 5-1-17](#)
-  [Curriculum Development Manual 2012 \(Page 16\)](#)
-  [Curriculum Development Manual 2012 \(Page 17\)](#)
-  [Curriculum Development Manual 2012 \(Page 19\)](#)
-  [Curriculum Development Manual 2012 \(Page 35\)](#)
-  [Curriculum Development Manual 2012 \(Page 43\)](#)
-  [Curriculum Development Manual 2012 \(Page 47\)](#)
-  [Curriculum Development Manual 2012 \(Page 5\)](#)
-  [Curriculum Development Manual 2012 \(Page 9\)](#)
-  [CurriculumDevManual](#)
-  [FES AAS Degree Audit FA 18](#)
-  [FacSenByLaws](#)
-  [Form C Surgical Tech](#)
-  [Instructional Locations](#)
-  [LWC Firefighters and First Responders Outlook](#)
-  [LWC Nursing Outlook](#)
-  [LWC Surgical Technology](#)
-  [Louisiana Star Jobs](#)
-  [Louisiana Transfer Degree \(LT\) _ Louisiana Board of Regents](#)
-  [MGMT AAS Degree Audit FA 18](#)

-  [MOU Biology ULL](#)
-  [MOU Criminal Justice Northwestern](#)
-  [MOU Education ULL](#)
-  [MOU Elementary Education](#)
-  [MOU McNeese Nursing](#)
-  [MOU Northwestern Business Administration](#)
-  [MOU Nursing Northwestern](#)
-  [MOU Rad Tech Northwestern](#)
-  [MOU Respiratory Care Northwestern](#)
-  [MOU UPSA Northwestern](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 1\)](#)
-  [Nursing AS Degree Audit SP 19](#)
-  [Proposal for AAS in DMS](#)
-  [RADT AS Degree Audit SP 19](#)
-  [Section 10-Transfer-Curricula \(Page 2\)](#)
-  [Section 10-Transfer-Curricula \(Page 3\)](#)
-  [Section 10-Transfer-Curricula \(Page 6\)](#)
-  [Section 10-Transfer-Curricula \(Page 8\)](#)
-  [Section 11-General-Education-Requirements](#)
-  [Section 2-Administration \(Page 2\)](#)
-  [Section 3-Institutional-Mission \(Page 1\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 1\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 14\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 29\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 3\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 31\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 34\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 37\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 4\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 42\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 44\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 45\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 51\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 57\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 58\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 60\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 62\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 64\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 65\)](#)

 [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 69\)](#)

 [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 71\)](#)

 [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 75\)](#)

 [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 9\)](#)

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Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: DEGREE PROGRAMS BASED ON 60 SEMESTER CREDIT HOURS

Louisiana State University at Eunice offers 13 associate degree programs based on at least 60 semester credit hours (Table 9.2-1). All associate degrees meet the standard minimum number of credit hours as established by the [Louisiana Board of Regents Academic Affairs Policy 2.15](#) and stated in the LSU Eunice [Curriculum Development Manual](#). These degree requirements apply to all sites and methodologies.

Table 9.2-1: Associate-Level Degree Programs

Division	Degree	Number of Hours	Concentrations/Tracks
Health Sciences and Business Technology	Associate of Science in Nursing	72	
	Associate of Science in Radiologic Technology	91	
	Associate of Science in Respiratory Care	83	
	Associate of Science in Surgical Technology	63	
	Associate of Science Medical Diagnostic Sonography	71	
	Associate of Applied Science in Computer Information Technology	60	Systems Analysis and Programming Cybersecurity
	Associate of Applied Science in Management	60	Accounting Management Administrative Management Health Care Management
Division of Liberal Arts	Associate of Arts Louisiana Transfer	60	Humanities Social Sciences Fine Arts Mass Communication, Criminal Justice Business
	Associate of General Studies	60	
	Associate of Science in the Care and Development of Young Children	61	
	Associate of Science in Criminal Justice	60-62	
	Associate of Applied Science in Fire and Emergency Services	60	Emergency Services Technology Safety and Health Compliance Fire Service Technology
Division of Sciences and Mathematics	Associate of Science Louisiana Transfer Degree	60	Biological Sciences Physical Sciences

SECTION 2: POLICIES AND PROCEDURES FOR ESTABLISHING NEW PROGRAMS

Faculty are responsible for the development and review of the curriculum as stated in the [Employee Handbook](#) ("Duties"), the [Curriculum Development Manual](#) (paragraphs 1 and 3 of Section I: General Policy), and Policy Statement Number 3 ([PS NO 3](#)) ([Lines 7-26](#)): Responsibilities and Concerns of University Personnel. As stated in the [Course and Curricula 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" (paragraph 3 of Section I: General Policy). According to policy, any curricular modification begins with the completion of a standardized form by the Dean forwarded to the Office for Academic Affairs, who transmits the form to the campus [Courses and Curricula Committee](#), a standing committee of the [Faculty Senate](#), 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. These processes ensure that agreement between the curricular offerings and institutional purpose receives major emphasis in both planning and review in order to meet the [mission of the institution](#).

An example from the Courses and Curriculum Committee includes a proposal to [review a new program](#) and then to alter that proposal by [revising courses](#). This recent example shows the structure for approvals, along with the signatures of the Dean of the respective division, the SACSCOC Accreditation Liaison, the Campus Courses and Curricula Chair, the Vice Chancellor for Academic Affairs, and the Chancellor. In addition, changes in courses at LSU Eunice affect all sections regardless of the mode of delivery or location.

The addition of the Diagnostic Medical Sonography, Associate of Applied Science (change from Certificate of Applied Science).

- [Proposal paperwork](#) as approved by the Courses and Curricula Committee on [March 13, 2017](#) (highlighted), and [May 1, 2017](#) (highlighted).
- Examples of Courses and Curricula course addition forms showing the addition of any required prerequisites for [DMS 2002](#) (Advanced Physics and Instrumentation), [DMS 2003](#) (Superficial Structures), and [DMS 2011](#) (Abdomen/Lab II) considered on [May 1, 2017](#) (highlighted).

LSU Eunice uses credit hours only; therefore, there are no equivalencies.

LSU Eunice does not have any degree programs with fewer than the required number of semester credit hours.

Sources

-  [3-13-17 Courses and Curricula Minutes](#)
-  [5-1-17 Courses and Curricula Minutes](#)
-  [7-13-19 Employee Handbook \(Page 50\)](#)
-  [Addition of DMS 2002](#)
-  [Addition of DMS 2003](#)
-  [Addition of DMS 2011](#)
-  [Board of Regents AA 2-15 Feb 2019 \(Page 2\)](#)
-  [Curriculum Development Manual 2012 \(Page 16\)](#)
-  [Curriculum Development Manual 2012 \(Page 48\)](#)
-  [Curriculum Development Manual 2012 \(Page 5\)](#)
-  [Curriculum Development Manual 2012 \(Page 9\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 1\)](#)
-  [Pages from Faculty Senate Bylaws page five only](#)
-  [Proposal for AAS in DMS](#)
-  [Section 3-Institutional-Mission](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 17\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 26\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 31\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 34\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 39\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 4\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 41\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 51\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 63\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 64\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 66\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 68\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 71\)](#)

R - 10.2

Public Information

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Louisiana State University at Eunice makes available to all current students (regardless of modality) and the general public the academic calendar, grading policies, and refund policies. The University electronically publishes its academic calendar in the [LSU Eunice Catalog](#) on the LSU Eunice website, on the [Academics tab](#), and on the [LSU Eunice Registrar's Office](#) website for each semester. The academic calendar also appears on students' [myLSUE account](#) (LSU Eunice Student Portal) when they log on. New first-time students learn about the academic calendar at orientation using the following:

- The [Student Handbook](#) at the LSU Eunice site (bottom of p. 14)
- [Orientation handouts](#) for the LSU Eunice Academy students (students completing their senior year in high school)
- [Orientation Handouts](#) at the LSU Alexandria site
- An [online orientation](#) implemented in mid-August 2019 for those taking courses online (fourth paragraph in section 2.1 of [Standard 12.1](#) contains additional detail related to the implementation of the online orientation)
- An [Orientation Handout](#) that is [emailed to all dual credit students](#) (including those at the LSU Laboratory School), with information reinforced by a short face-to-face presentation with the students ([St. Edmund's High School](#), [Midland High School](#), and [LSU Lab School](#) with [sign in sheet](#))

The University's general grading system is explained in the [AY 2018-2019 LSU Eunice Catalog](#). The specific grading policy is provided in each program's handbook or by the course instructor in the course syllabus. Course syllabi are based upon the model found in the [Curriculum Development Manual](#) (Section F at bottom of page) and the [sample syllabus guide](#). Examples of grading policies follow. Note that these policies are made available across all delivery locations and modes of instruction.

- [ENGL 0001](#) (Developmental) English Composition (fall 2018)
- [ENGL 1001](#) General Education English Composition (fall 2018)
- [UNIV 0008](#) College Reading (fall 2018)
- [MATH 1021](#) General Education College Algebra [face-to-face at LSU Eunice](#) policy sheet, [online policy sheet](#), face-to-face at [LSU Alexandria policy sheet](#), and a [dual credit policy sheet](#) (The policy sheets allow faculty to slightly change the weight of homework, quizzes, and tests. All faculty usually adhere to the same ten-point grading scale.)
- [PSYC 2070](#) General Education Developmental Psychology of the Life Span (AY 2017-2018)
- [ACCT 2001](#) Introduction to Financial Accounting (spring 2018) (highlighted on page 2)
- [NURS 2535](#) Nursing Clinical Practice IV (spring 2018) (highlighted on page 2)
- [NURS 1230](#) Nursing Concepts I (spring 2019) (Note that Allied Health courses typically use a seven point scale.) (highlighted on page 2)
- [SURT 1100](#) Surgical Procedures I (fall 2018) (Note that Allied Health courses typically use a seven point scale.) (highlighted on page 1)
- [SURT 1103](#) Surgical Technology Practicum/Clinical I (fall 2018) (highlighted on pages 2-3)

Information regarding tuition refund policies is provided to students and the general public in the [AY 2018-2019 LSU Eunice Catalog](#). New first-time students learn of the refund schedule at orientation using the following:

- The [Student Handbook](#) at the LSU Eunice site (Important Terms and Definitions on p. 10)
- [Orientation handouts](#) for the LSU Eunice Academy students (students completing their senior year in high school)
- [Orientation handouts](#) at the LSU Alexandria site (middle of the page)
- An [online orientation](#) implemented in mid-August 2019 for those taking courses online (fourth paragraph in section 2.1 of [Standard 12.1](#) contains additional detail related to the implementation of the online orientation)
- An [orientation handout](#) that is emailed to all dual credit students (including those at the LSU Laboratory School), with information reinforced by a short face-to-face presentation with the students








































In addition, students are alerted to [financial aid refund](#) (balance available after all university charges are paid) on the homepage of their myLSUE. The alert tells them what program was credited, how much was credited, and when they can expect the refund.

Finally, the [cost of attendance](#) for all students is publicly available on LSU Eunice's Financial Aid website. For dual credit, the state of Louisiana requires the posting of costs on the [Course Choice website](#), which details the [cost for every course offered](#) to dual credit students by higher education institutions around the state. In addition, the cost of attendance for LSU Eunice's Allied Health programs is available from the Financial Aid website and from each program website by way of a "cost of attendance" button. Documentation includes the two programs that are offered at the Lafayette General Orthopaedic Hospital (LG Ortho) site.

- [Nursing](#) at the LSU Eunice and the LG Ortho site [cost of attendance](#) (highlighted on page 2)
- [Surgical Technology](#) at the LG Ortho site [cost of attendance](#) (highlighted on page 3)

Sources

 [1-17-19 Orientation Email to Dual Credit](#)

-  [4-15-19 Midland Orientation Sp 19](#)
-  [4-15-19 St Eds Orientation Sp 19](#)
-  [8-30-18 LSU Lab Orientation Fa 18](#)
-  [ACCT 2001 Syllabus SP 18](#)
-  [Academic Calendar for Online Orientation](#)
-  [Academic Calendar-Academics Tab](#)
-  [Academic Calendar-Catalog](#)
-  [Academic Calendar-Office of the Registrar](#)
-  [Academic Orientation Handouts](#)
-  [Academy Orientation Handout Refund Schedule](#)
-  [Academy Orientation Handouts Academic Calendar](#)
-  [Cost of Attendance](#)
-  [Course Choice - Home Page](#)
-  [Course Choice Cost Detail](#)
-  [Curriculum Development Manual 2012 \(Page 28\)](#)
-  [Curriculum Development Manual 2012 \(Page 30\)](#)
-  [ENGL 0001 dept syllabus FA18](#)
-  [ENGL 1001 dept syllabus FA18](#)
-  [LSUA Mrs Semones Classroom Policy](#)
-  [LSUA Orientation Tuition Costs](#)
-  [LSUE 2018-2019 Student Handbook \(Page 10\)](#)
-  [LSUE 2018-2019 Student Handbook \(Page 14\)](#)
-  [LSUE 2018-2019 Student Handbook \(Page 7\)](#)
-  [LSUE Dual Enrollment Orientation](#)
-  [MATH 1021 LSUE syllabus](#)
-  [MATH 1021 Online Fa 18 syllabus](#)
-  [MATH 1021 SYLLABUS Dual Credit](#)
-  [MATH 1021 Syllabus AY 18-19](#)
-  [NURS 1230 Syllabus SP 19](#)
-  [NURS 2535 Syllabus SP 18](#)
-  [Nursing](#)
-  [PSYC 2070 Syllabus Fa 17](#)
-  [Page from Orientation Guide LSUA](#)
-  [Redacted LSU Lab Fa 2018 Sign In](#)
-  [Refund Table for Online Orientation](#)
-  [SURT 1100 Fa 18 Syllabus](#)
-  [SURT 1103 Fa 18 Syllabus](#)
-  [Section 1-Academic-Calendar](#)
-  [Section 6-Fees-Financial-Aid-and-Scholarships \(Page 2\)](#)

 [Section 7-Campus-Regulations](#)

 [Standard 12.1](#)

 [Student Handbook-Student Affairs Website](#)

 [Student myLSUE Home Page](#)

 [Surgical Technology](#)

 [UNIV 0008 Syllabus Fall 2018](#)

 [myLSUE Account](#)

R - 10.3

Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: THE LSU EUNICE CATALOG

Louisiana State University at Eunice ensures the availability of archived official catalogs in print and, more recently, in digital format in accordance with its [mission](#). The archived catalogs contain relevant information for courses and degree requirements sufficient to serve former and returning students.

The responsibility to maintain LSU Eunice's Catalog and its archives rests with the Office of the Registrar reporting to the Dean of Enrollment Management ([LSU Eunice Policy Statement \(PS\) 3](#) line 215). Note that the duties for Enrollment Management in the [December 2018 Administrative Organization](#) were incorporated into the Dean of Student Affairs position in [July 2019](#) as the new Chancellor evaluated the administrative structure of LSU Eunice. Effective August 2019, the new Interim Associate Vice Chancellor for Academic Affairs reporting to the Vice Chancellor for Academic Affairs also has responsibility for the LSU Eunice's Catalog, according to the job description ([highlighted](#)).

Beginning with the 2011-2012 Catalog, LSU Eunice utilized Acalog to publish LSU Eunice Catalogs to the [institution's website](#) ([active link - internet connection required](#)). ([PDF link to the Catalog's home page here](#).) As a result, the official archived LSU Eunice Catalogs since AY 2011-2012 are electronic and can be accessed through the drop-down menu on the [LSU Eunice Catalog home page](#). They are also easily accessed on the LSU Eunice Catalog home page by clicking the "[Visit Online Archives for past issues](#)" link. [Print copies of the LSU Eunice Catalog for years prior to AY 2011-2012](#) are available in Office of the Registrar. This is noted on the home page of the LSU Eunice Catalog. Students are made aware of how to access the Academic Catalog in LSU Eunice's [orientation materials](#).

SECTION 2: THE LSU EUNICE CATALOG AND SITE SPECIFIC ORIENTATIONS

New student orientations for LSU Eunice are essentially the same to ensure that all students receive the same information, with some added information specific to the individual site. New student orientation sessions provide helpful information for students to navigate the academic and support services available at LSU Eunice. Each attendee receives an orientation packet containing a number of handouts with useful information.

Section 2.1: Orientations at LSU Eunice and LSU of Alexandria

The orientation packet includes a copy of the [LSU Eunice student handbook](#). On [page fifteen of the 2018-2019 LSU Eunice Student Handbook](#), students are made aware of how to access the academic catalog.

Section 2.2: Orientations at LSU Laboratory School and other Dual Enrollment Locations

LSU Eunice provides information to dual enrollment students through an orientation using an [electronic handout](#) that is distributed during face-to-face orientations and submitted to all students through their university e-mail. In this handout, students are made aware of how to access the academic catalog.

Section 2.3: Orientations for Online Students

[New student orientation for online students](#) provides information on academic and support services available at LSU Eunice. Students who attend LSU Eunice 100% online are provided with an electronic copy of the [LSU Eunice student handbook](#) via e-mail communication. On [page fifteen of the 2018-2019 LSU Eunice Student Handbook](#), students are made aware of how to access the academic catalog.

SECTION 3: LSU EUNICE CATALOG UPDATES

As mentioned, the responsibility for the LSU Eunice Catalog is assigned to both the Registrar reporting to Dean of Enrollment Management and the Interim Associate Vice Chancellor for Academic Affairs reporting to the Vice Chancellor for Academic Affairs. PS Number 3 assigns the responsibility for "course offerings and curricula and programmatic matters" to the academic divisions and department heads ([line 341](#) and [line 404](#)). Annually, the Registrar's Office sends a communication out to each program office, asking them to review their functional areas within the current catalog and to reply with changes/updates. Some samples from the AY 2018-2019 and AY 2019-2020 LSU Eunice Catalog follow.

- [December 13, 2017, and October 19, 2017](#), request for the academic sections of the LSU Eunice Catalog to be edited for AY 2018-2019.
- [October 20, 2017](#), request for the Regulations and Student Services Section of the LSU Eunice Catalog to be edited for AY 2018-2019.
- [October 24, 2018](#), request for the General section of the LSU Eunice Catalog to be edited for AY 2019-2020.
- [October 24, 2018](#), request for the Student Life, Student Services, and ACT sections of the LSU Eunice Catalog to be edited for AY 2019-2020.
- [January 10, 2019, and October 24, 2018](#), request for the Fees, Financial Aid, Scholarship, and Bursar sections of the LSU Eunice Catalog to be edited for AY 2019-2020.

Each program office then responds with changes and updates. The Registrar's Office collects this information and updates the upcoming year's LSU Eunice Catalog. Academic program offices are informed of these changes via e-mail communication.

- [June 29, 2017](#), email on academic bankruptcy for the 2017-2018 LSU Eunice Catalog.
- [November 12, 2018](#), email to Faculty Council (all faculty members) on a curricular change for Nursing. The [November 2, 2018](#), Courses and Curriculum Meeting Minutes were attached to the email.
- [January 23, 2019](#), email to all faculty and staff of the transfer of placement testing for incoming students to the new Testing Center. This email included the new Website address and the new "cut scores" for all university constituencies.

During advising and registration, changes to the degree program are communicated to the student by the academic adviser or Dean.

Changes that occur to the LSU Eunice Catalog within the current academic year are communicated by way of an addendum.

- Labeling of the [pure humanities](#) in the LSU Eunice Catalog to avoid confusion for several degrees where a communications course cannot be used as a humanities (Humanities Section). Notification of the change was sent to all students, faculty, and staff via email on [March 7, 2018](#).
- Typographical error on the [total number of credit hours](#) in Diagnostic Medical Sonography. Notification was sent to all students and faculty via email on [March 25, 2019](#).
- Response by a student through email of the typographical error in Diagnostic Medical Sonography on [April 2, 2019](#).

Sources

-  [1-23-19 Campus Email on Transfer of Testing Center](#)
-  [11-02-18 Courses and Curriculum Meeting Minutes](#)
-  [11-12-18 Courses and Curriculum Meeting Minutes Email](#)
-  [3-25-19 Email on DMS Catalog Change](#)
-  [3-7-19 Email on Catalog Change](#)
-  [4-2-19 Email Confirmation of Change in Catalog](#)
-  [6-29-17 Email on Catalog and Academic Bankruptcy](#)
-  [Academic Catalog homepage http](#)
-  [Academic Catalog prior to AY 2011-12](#)
-  [Access to Academic Catalogs LSUE Student Handbook-3](#)
-  [Archived Academic Catalogs homepage](#)
-  [Archived Electronic Academic Catalogs](#)
-  [Associate Vice Chancellor for Academic Affairs](#)
-  [C&C final forms attached - Launey Griffith](#)
-  [Email Communication Requesting Academic Edits on Catalog 12-13-17](#)
-  [Email Communication Requesting Fee Bursar etc Edits 1-10-19](#)
-  [Email Communication Requesting General Edits 10-24-18](#)
-  [Email Communication Requesting Regulations and Student Services Edits 10-20-17](#)
-  [Email Communication Requesting Student Services and Life Edits 10-24-18](#)
-  [Example midyear catalog change for NURS 2350](#)
-  [LSUE 2018-2019 Student Handbook](#)
-  [LSUE-Dual-Enrollment-Orientation](#)
-  [LSUE_Dual_Enrollment_Orientation 2](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 10\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 6\)](#)
-  [NO03 Responsibilities and Concerns of University Personnel \(Page 9\)](#)
-  [Online Orientation](#)
-  [Organizational Chart-December-2018](#)
-  [Organizational Chart-July-2019](#)
-  [Printed Academic Catalogs 1967-2019](#)
-  [Screen Shot of Home Page of the LSU Eunice Catalog as of 9-19-18](#)
-  [Screen Shot of Home Page of the LSU Eunice Catalog with Archives Circled as of 9-19-18](#)
-  [Section 11-General-Education-Requirements \(Page 3\)](#)
-  [Section 3-Institutional-Mission](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 38\)](#)

R - 10.5

Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1. ADMISSIONS POLICIES

Louisiana State University at Eunice publishes and adheres to admission policies that are consistent with its [mission](#) in providing programs and services of an open admission institution, including certificate programs, associate degrees, transfer curricula, and continuing education programs. Offerings originate from the LSU Eunice site, but extend to online, the Louisiana State University of Alexandria site (LSU Alexandria), the Louisiana State University Laboratory School site (LSU Lab), and the Lafayette General Orthopaedic Hospital (LG Ortho) sites. Admission policies are published in the 2018-2019 LSU Eunice Catalog, stating that graduates of state-approved high schools and individuals holding a high school equivalency are eligible for admission to the University (screen shot of the [Admissions home page](#) and the [complete text](#) from the Admissions section of the LSU Eunice Catalog). LSU Eunice's admission policies conform to the Louisiana Board of Regents minimum requirements for entering college-level math and English, which are stated in the [Board of Regents Academic Affairs Policy 2.18](#). The 2018-2019 LSU Eunice Catalog states that

Louisiana residents who are graduates of state approved high schools or who have earned a G.E.D or HiSET and who have not attended a college or university will be considered for admission. Residents of Louisiana who have not attended another college or university and who are not graduates of state approved high schools may apply for admission. Students who have graduated from a high school not approved by the Louisiana Department of Education or who do not have a G.E.D. or a HiSET transcript can be admitted under the Ability to Benefit provision. Such students must be at least 17 years of age and it is recommended that they take the ACCUPLACER Next-Generation test for placement into the appropriate classes. Students admitted under the Ability to Benefit provision do not qualify for financial aid. Students who do have placement scores or whose scores indicate that developmental courses are needed, will be placed into the appropriate courses or programs ([Requirements for Freshmen on page 2](#)).

Specific policies and procedures for admission and requirements for freshmen ([pages 1-2](#)), transfer students ([pages 3-4](#)), international students ([page 5](#)), former students ([page 5](#)), "home-schooled" applicants ([page 2](#)), and Advanced College Program (Dual Enrollment) students ([page 6](#)) are also cited in the 2018-2019 LSU Eunice Catalog.

Establishing and maintaining institution-wide criteria for admission are the responsibilities of the Registrar and Director of Admissions. The director annually reviews the admission policies prior to publication of the new campus catalog ([example of editing](#)). Admissions policies are included in the annual LSU Eunice Catalog and an [email is sent to University employees each year when the updated Catalog](#) is published online. Admissions procedures are available in the [Registrar and Admissions document directory](#) located on the LSU Eunice local area network.

As noted in the [Institutional Summary Form](#), LSU Eunice has several programs that are completely online, with all services originating from LSU Eunice. Effective May 16, 2019, LSU Eunice has entered into a collaborative agreement with Louisiana State University A & M in Baton Rouge to offer the Associate of General Studies through "LSU Online." LSU Eunice signed a [Memorandum of Understanding](#) with LSU (which are the same legal entity according to the first sentence in the MOU) to define services offered to students. LSU is to provide resources, marketing and recruitment, learner concierge support, tracking for all students, professional development for faculty, and data on results. LSU Eunice is providing the actual instruction, additional marketing, cost sharing, student support services, and a single point of contact for program information. While students entering the LSU Online program will receive assistance from LSU personnel, they will be admitted to LSU Eunice in the same way as all other new students. The program is expected to begin instruction with the fall 2019 semester.

The Office of Admissions is responsible for a large amount of student information data entry for all sites, requiring that policies and procedures be followed precisely. When errors in the information system occur and data needs to be corrected, a [Data Change Request](#) is made to the Office of Information Technology to correct all issues with the data. The Data Change Request requires that evidence of an existing procedure be in place, along with any changes to those procedures that are necessary to prevent the issue from occurring again.

SECTION 2: LSU OF ALEXANDRIA

Course offerings for LSU Eunice at the LSU Alexandria site began with developmental courses in fall 2007 as the [Louisiana Board of Regents changed the admissions policies](#) for four-year institutions of higher education. By becoming [selective admissions](#), four-year institutions, including LSU Alexandria, were no longer permitted to accept students requiring more than one developmental education course. LSU Alexandria partnered with LSU Eunice to provide the required developmental education course work students needed in order to meet the minimum requirements for transfer to LSU Alexandria.

LSU Eunice then added selected [general education](#) courses (see page 5) so that students could maintain full-time status with LSU Eunice while they finished their requirements to transfer to LSU Alexandria. Students may apply through the online LSU Eunice admissions application to attend LSU Eunice classes at LSU Alexandria, or students can gain admission to LSU Eunice at LSU Alexandria by referral. Applicants to LSU Alexandria denied admission are [sent a letter by the LSU Alexandria Admissions Office](#) offering these prospective students provisional acceptance into the LSU Eunice program hosted on the LSU Alexandria site (referred students receive full admission after official records are received by the LSU Eunice Admissions Office). LSU Eunice encourages prospective students to visit the [LSU Alexandria Referral website](#) to obtain more information.

SECTION 3: LSU LABORATORY SCHOOL

The LSU Laboratory School is a college preparatory public school serving grades K-12, operating under the auspices of the Louisiana State University College of Human Sciences and Education. College credits earned from LSU Eunice, coupled with credit earned at LSU, may allow some students to earn an associate degree or certificate at the same time as they earn their high school diploma.

Students enrolled in courses offered by LSU Eunice at the LSU Laboratory School must meet both the requirements set by the [Louisiana Board of Regents Academic Affairs Policy 2.22](#) governing college-level English and math and all course prerequisites contained within the LSU Eunice Catalog. Dual Enrollment courses fulfill the course work required by the Louisiana Department of Education Board of Elementary and Secondary Education while allowing students to earn post-secondary credit.

SECTION 4: DUAL ENROLLMENT AND THE LSU EUNICE ACADEMY

LSU Eunice adheres to the dual enrollment admission guidelines established by the [Louisiana Board of Regents](#) for all dual enrollment programs, including the LSU Eunice Academy offered at the main LSU Eunice site. Dual enrollment and LSU Eunice Academy admission policies are found on the [Dual Enrollment](#) and [LSU Eunice Academy](#) websites and in recruiting publications for [dual enrollment](#) and [LSU Eunice Academy](#). In addition, potential students are made aware of dual enrollment and the LSU Eunice Academy admissions guidelines through [invitations](#) at school meetings where recruiting materials are displayed and PowerPoints are used concerning [dual enrollment](#) and the [LSU Eunice Academy](#).

SECTION 5. DEVELOPMENTAL STUDIES

Admission policies concerning students who must take developmental courses are published in the LSU Eunice Catalog. LSU Eunice offers the Pathways to Success program to help students with an ACT composite score of fifteen or below (or those with no ACT scores) prepare for their general education coursework. This mandatory one-year program consists of writing skills (ENGL 0001), quantitative skills (MATH 0001, MATH 0015, and MATH 0021), an orientation to university studies (UNIV 1005), critical reading (UNIV 0008), and approved electives in several different academic disciplines. Upon admission to the University, students placed into the Pathways to Success program follow a prearranged set of classes as indicated below and are permitted to enroll in a maximum of 12 credit hours per semester (AY [2018-2019 LSU Eunice Catalog pages 2-3](#)).

In addition, according to the AY [2018-2019 LSU Eunice Catalog](#), all students, whether online or at off-site locations, have the opportunity to test out of any developmental course and test into a general education course using the College Board's ACCUPLACER Next-Generation Assessment. Students not living near LSU Eunice may use a [remote voucher](#) to take the ACCUPLACER Assessment at a site near their place of residence. Standard "cut scores" established by ACT and the College Board, along with the [Board of Regents Academic Affairs Policy 2.18](#), are used to generate the [LSU Eunice Cut Score Table](#) and place students in the appropriate entry-level courses. Placement for dual enrollment students follows the [Board of Regents Academic Affairs Policy 2.22](#).

SECTION 6. SELECTIVE ADMISSION

Section 6.1: Introduction

Admission into the Nursing and Allied Health Programs is on a selective basis. Selection recommendations are made by the Division of Health Sciences and Business Technology Section Committee to the Dean. The number of students selected each year depends upon a number of factors, including the financial, personnel, and other resources available to the programs. Specific requirements for the programs leading to the degrees of Associate of Science in Nursing, Associate of Science in Respiratory Care, Associate of Science in Radiologic Technology, Associate of Applied Science in Diagnostic Medical Sonography, and Associate of Applied Science in Surgical Technology are detailed in the AY 2018-2019 LSU Eunice Catalog:

- Nursing ([pages 6-9](#))
- Respiratory Care ([pages 26-28](#))
- Radiologic Technology ([pages 18-23](#))
- Diagnostic Medical Sonography ([pages 34-37](#))
- Surgical Technology ([pages 41-45](#))

Section 6.2: Associate of Science in Nursing Degree

The AY 2018-2019 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Nursing program and also states that

Admission to the Nursing Degree Program is on a selective basis. Selection recommendations are made by the Division of Health Sciences Selection Committee to the Dean. The number of students selected each year will depend upon a number of factors, including the financial, personnel, and other resources available to the Nursing Program (AY [2018-2019 LSU Eunice Catalog, pages 6-9](#)).

Completed Degree Audit for the 2018-2019 academic year: [Associate of Science in Nursing Degree](#)

Section 6.3: Associate of Science in Respiratory Care Degree

The AY 2018-2019 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Respiratory Care program and also states that

Admission to the second (clinical) year of the program is on a selective basis. Selection recommendations are made by the Division of Health Sciences Selection Committee to the Dean. The number of students selected each year (maximum of 20 students) will depend upon a number of factors, including the financial, personnel, and other resources available to the Respiratory Care Program (AY [2018-2019 LSU Eunice Catalog, pages 26-28](#)).

Completed Degree Audit for the 2018-2019 academic year: [Associate of Science in Respiratory Care Degree](#)

Section 6.4: Associate of Science in Radiologic Technology Degree

The AY 2018-2019 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Radiologic Technology program and also states that

Admission to the Radiologic Technology Program is on a selective basis. Selection recommendations are made by the Division of Health Sciences and Business Technology Selection Committee to the Division Head. The number of students selected each year will depend upon a number of factors, including the financial, personnel, and other resources available to the Radiologic Technology Program (AY 2018-2019 LSU Eunice Catalog pages 18-23).

Completed Degree Audit for the 2018-2019 academic year: [Associate of Science in Radiologic Technology Degree](#)

Section 6.5: Associate of Applied Science in Diagnostic Medical Sonography

The AY 2018-2019 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Diagnostic Medical Sonography program and also states that

Admission to the Associate Program of Applied Science in Diagnostic Medical Sonography (DMS) is on a selective basis. Selection recommendations are made by the Division of Nursing & Allied Health Selection Committee to the Dean. The number of students selected each year will depend upon a number of factors, including the accreditation standards mandated by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), as well as financial, personnel, and other resources available to the DMS program (AY 2018-2019 LSU Eunice Catalog pages 34-37).

Completed Degree Audit for the 2018-2019 academic year: [Associate of Applied Science in Diagnostic Medical Sonography Degree](#)

Section 6.6: Associate of Applied Science in Surgical Technology

The AY 2018-2019 LSU Eunice Catalog lists the minimum criteria for students to be eligible for selection into the Surgical Technology program and also states that

Admission to the Associate of Applied Science in Surgical Technology Program is on a selective basis. Selection recommendations are made by the Nursing and Allied Health Selection Committee to the Dean. The number of students selected each year will depend on a number of factors, including accreditation standards mandated by the Commission on Accreditation of Allied Health Education Program (CAAHEP), as well as financial, personnel, and other resources available to the Surgical Technology Program (AY 2018-2019 LSU Eunice Catalog pages 41-45).

Completed Degree Audit for the 2018-2019 academic year: [Associate of Applied Science in Surgical Technology Degree](#)

LSU Eunice has no exceptions to its admissions policies.

SECTION 7. RECRUITMENT & PUBLICATIONS

Section 7.1: Recruitment

LSU Eunice recruitment efforts are coordinated through the Office of Public Affairs and Recruiting. Admissions Counselors coordinate with academic departments and with various service departments to ensure that LSU Eunice's programs and services are accurately represented.

There are multiple face-to-face recruitment and informational activities throughout the year that assist in communicating the university's mission, programs, services, policies, and procedures, including on-campus events such as [Bengal Day](#), [campus tours](#), and off-campus events such as [regional recruiting fairs](#). At on-campus events, individualized interviews with potential students take place with Admission Counselors, and potential students have the opportunity to ask questions about the university and programs.

Section 7.2: Referral: LSU Eunice at Alexandria

Students who are referred to LSU Eunice (see narrative above) are provided with a [student resource guide](#). LSU Eunice also encourages prospective students to visit the [LSU Alexandria Referral website](#) to gain more information.

Section 7.3: Dual Enrollment: LSU Laboratory; LSU Eunice Academy

Recruiting efforts for dual enrollment, including the LSU Laboratory School and the LSU Eunice Academy, utilize the LSU Eunice website, recruiting publications specifically for [dual enrollment](#) and the [LSU Eunice Academy](#), face-to-face presentations at [high schools](#), and specific PowerPoint presentations for [dual enrollment](#) and the [LSU Eunice Academy](#).

Section 7.4: Training

LSU Eunice employs a mentor model in order to train newly hired Admissions Counselors. Newly hired Admissions Counselors are paired with a Senior Counselor who provides personalized guidance on many university operations, including admission practices, policies, academic programs, and entrance requirements. Admissions Counselors attend training sessions [on campus](#) and through [online training](#) and professional conferences such as the [Ruffalo Noel Levitz conference](#) and the [National Alliance of Concurrent Enrollment Partnerships](#) to keep abreast of best practices.

According to the 2018 Noel Levitz Student Satisfactory Survey, students [rated that admissions counselors accurately portray program offerings in their recruiting practices higher](#) than the benchmark of other national community colleges (highlighted on page 2).

Section 7.5: Recruitment Materials

LSU Eunice views all publications and recruiting material as important aids to the recruiting effort at the college. The University's major publications are the AY [2018-2019 LSU Eunice Catalog](#), the [student handbook](#), the LSU Eunice website, and [publications mailed to service areas](#).

Any material destined to become part of the university recruiting materials must be approved by the Director of Public Affairs and Recruiting and the appropriate academic dean (if applicable) to ensure that the university's practices and policies are accurately portrayed. LSU Eunice does not use independent contractors or agents for the purpose of recruiting and admissions functions.

Program brochures are available in print and on the LSU Eunice website. The following are examples of recruitment materials:








































- [Postcard mailed to high school juniors](#)
- [Mailer to Dual Enrollment students](#)
- [Student Information Session PowerPoint](#)
- [Parent Information Session PowerPoint](#)

SECTION 8: EXCEPTIONS

Because LSU Eunice is an open admissions institution, there have been no exceptions to admissions policies.

Sources

-  [2005_and_2007_MOU_between_LSUE_and_LSUA](#)
-  [2018-19_BoR_State_DE_Policy](#)
-  [20180217-Dual-Enrollment-Flyer](#)
-  [20180317-Academy-6x9-card \(004\)](#)
-  [20190219-Dual-Enrollment-Postcard](#)
-  [3-14-19 ACCUPLACER CS w 19 20 21 going to M1020](#)
-  [6-Admission Accuplacer-to-LSU-Eunice](#)
-  [AA-2.18-Placement-31Oct2018-Update](#)
-  [AA2-22-Dual-Enrollment-2018-0802](#)
-  [Academy-Training-Email](#)
-  [Admissions Google Docs Editing](#)
-  [Admissions_Office_Procedures_Manual_Table_of_Contents](#)
-  [Authorization_Noel_Levitz](#)
-  [Bengal Day Schedule-March 2019](#)
-  [Campus Tour Request Page](#)
-  [Completed Data Change Form](#)
-  [DMS](#)
-  [Example of Remote Voucher for Testing](#)
-  [Final 8-16-19 Summary Form for Commission Review.jan2018 \(Page 7\)](#)
-  [Invitation](#)
-  [Juniors_Postcard_steps_6x11](#)
-  [LA_BoR_Minimum_Standards_for_Admission_April_2016](#)

-  [LSUA_Resources_for_LSUE_Students__2018_](#)
-  [LSUE 2018-2019 Admission Policies](#)
-  [LSUE 2018-2019 Student Handbook](#)
-  [LSUE 2019-20 catalog](#)
-  [LSUE Academy Landing Pg](#)
-  [LSUE DE Landing Pg](#)
-  [LSUE Online MOU 5.16.18](#)
-  [LSUE Registration Guide Spring 2019 \(Page 4\)](#)
-  [LSUE_Dual Enrollment_Diocese_Presentation_FINAL.pptx](#)
-  [LSU_Alexandria_Referral_Students](#)
-  [Meeting Agenda for FEEP Clubs \(5\)](#)
-  [NACEP Confenence](#)
-  [NLIS_Sequential_Order](#)
-  [NLSP_Overview_Strengths_and_Challenges](#)
-  [Nursing Degree Audit](#)
-  [Parent Recruitment Meeting](#)
-  [RC_Degree Audit](#)
-  [Section 0-Catalog-Home](#)
-  [Section 3-Institutional-Mission](#)
-  [Section 4-General-Information](#)
-  [Section 4-General-Information \(Page 2\)](#)
-  [Section 5-Admission-to-LSU-Eunice](#)
-  [Section 5-Admission-to-LSU-Eunice \(Page 2\)](#)
-  [Section 5-Admission-to-LSU-Eunice \(Page 3\)](#)
-  [Section 5-Admission-to-LSU-Eunice \(Page 5\)](#)
-  [Section 5-Admission-to-LSU-Eunice \(Page 6\)](#)
-  [Section 5-Admission-to-LSU-Eunice \(Page 7\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 18\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 26\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 34\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 41\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 6\)](#)
-  [Student Recruitment Meeting2019](#)
-  [Training](#)
-  [dual-enrollment-policy-guidance](#)
-  [rad tech sp19 degree audit_Redacted](#)
-  [redacted_LSUA_denial_letter__1__Redacted](#)
-  [surgical tech sp19 degree audit_Redacted](#)

R - 10.6.a

Distance and Correspondence Education

An institution that offers distance or correspondence education:

- a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

INITIAL CONTACT AND STUDENT INFORMATION SYSTEM (myLSUE)

Louisiana State University at Eunice demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. LSU Eunice verifies the identity of a student who participates in coursework by issuing a secure computer user identification and password, both postal mailed to the home address and emailed to the student's personal email using the information filled out [in the student's application for admission to the University](#). When students submit an application to the University, they certify 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" (highlighted passages on page 3).

This correct and complete information serves to establish student identity. The student's identification number is generated by the Office of Information Technology, and the initial password is the student's birth date, which must correspond to the date entered into the application. After the initial email, all further emails are sent to the student's LSU Eunice email account.

- [Acceptance letter](#) mailed to student indicating user name and password (Note that the user name is given to the student, but the birth date is given as MMDDYYYY to further verify identification.)
- [Acceptance email](#) to student indicating user name, but not the birth date
- Screen shot of the login screen to [myLSUE student information system](#) (Students log in using the user identification given to them in the letter or email and then must know the birth date to complete the log in the first time because it is not given to them in either letter.)
- Screen shot of the [myLSUE student information system home screen](#) students see upon clicking login or hitting enter

LSU EUNICE'S ONLINE COURSE MANAGEMENT SYSTEM (myCourses)

LSU Eunice online courses are delivered through myCourses, a Moodle-based course management platform. In order to access myCourses, students must use the same computer login and password that they use to access the student information system. Access becomes available when students have paid their tuition and fees for the semester.

- Screen shot of the login screen students use to log into [myCourses Course Management System](#)
- Screen shot of the home page students see when they log into [myCourses Course Management System](#)

In addition to requiring student identification and password, some faculty require that exams be proctored using the proctoring service Proctor U or the LSU Eunice Testing Center to ensure the identity of the student and the integrity of the test.






- Statement from a syllabus [outlining Proctor U and LSU Eunice Testing Center](#) procedures
- Policy Statement from the [LSU Eunice Testing Center](#) that they require photo identification to verify identity (Note that all LSU Eunice student identification cards contain a picture of the student.)

RESPONSIBILITY

Policy related to students' online conduct can be found in the LSU Eunice Student Handbook. Students are advised on [page 17 \(Online Conduct\)](#) that

"All students are expected to read the Code of Student Conduct. However, students enrolled in online classes should become very familiar with the academic misconduct section of the Code of Student Conduct section, particularly the violations that frequently occur online, such as theft, disrespect, and dishonesty. In short, do not cheat; make sure your work is your own; and be respectful and courteous when communicating with your online classmates and your instructor. Reference the Code of Student Conduct for more information on prohibited conduct and possible sanctions that could result if found responsible."

Sources

-  [Acceptance E-mail Redacted](#)
-  [Acceptance Letter Redacted](#)
-  [Complete LSUE Application](#)
-  [LSUE 2018-2019 Student Handbook \(Page 17\)](#)
-  [LSUE Online Application First Page](#)
-  [LSUE Testing Center Policies and Procedures](#)
-  [MATH 0015_25 Spring 2019 Online Class Policy](#)
-  [MyCourses Landing Screen](#)
-  [MyCourses Login Screen](#)
-  [MyLSUE Landing Screen](#)
-  [MyLsue Login Screen](#)

R - 10.6.b

Distance and Correspondence Education

An institution that offers distance or correspondence education:

- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative




















Louisiana State University at Eunice complies with the regulations of the Family Educational Rights and Privacy Act of 1974 (FERPA), which ensures students and parents of dependent students access to their educational records maintained by the University and prohibits the release of personally identifiable information from these records without the student's permission, except as specified in the Act. With regard to privacy rights, LSU Eunice applies its policies and procedures to all sites and methodologies and does not distinguish between students enrolled in distance education courses and students enrolled in traditional face-to-face courses.

LSU Eunice has the following written procedures for protecting the privacy of all students:

- LSU Eunice Policy Statement (PS) Number 34: Privacy Rights of Parents and Students
 - Privacy Rights of [Parents](#) and [Students](#) based on PS 34 on the Registrar's web page with links to the LSU Eunice policy.
 - Faculty Responsibility Regarding Privacy of Students' Grades ([lines 15-28](#))
 - Overall Responsibility, Interpretation of Policy, and Custodian of Student Records ([lines 30-32](#))
- LSU Eunice PS NO 65: LSUE Administrative Computing Policy for Faculty and Staff
 - Privacy of Individual Users ([lines 8-12 on page 1](#))
 - Item 3: Federal Educational Rights and Privacy Act ([lines 26-32 on page 1](#))
 - Item 7: Unauthorized Users ([lines 54-55 on page 2](#))
 - Item 8: Sensitive Data ([lines 57-58 on page 2](#))
 - Computing and Information Usage Agreement Requiring Faculty/Staff Signature Acknowledging Items 3 and 8 related to Privacy (see user agreement for Mary signed on [October 1, 2018](#) and see user agreement for Christopher signed on [August 20, 2019](#))
- The Academic Year (AY) 2018-2019 Student Handbook
 - Privacy Rights of Parents and Students ([page 10](#))
 - Online Conduct ([page 17](#))
 - Rights of Students ([page 19](#))
 - Responsibilities of Students ([page 19](#))
- AY 2018-2019 Student Code of Conduct
 - Section 2.0 Governance of the University ([pages 2-3 second paragraph](#))
 - Section 10.2 Behavioral Misconduct Item C: Computer Misuse ([page 19](#))
 - Section 10.2 Behavioral Misconduct Item M: Identity Misuse ([pages 20-21](#))
 - Section 12.0 Accountability Records ([pages 31-32](#))
- AY 2018-2019 LSU Eunice Catalog Section 7 [Privacy Rights of Parents and Students](#)
- AY 2019-2020 LSU Eunice Catalog Section 7
 - Expanded section on Privacy and Release of Student Records ([pages 11-16](#))
 - Includes Department of Education contact information ([pages 15-16](#))

Please note that LSU Eunice does not offer correspondence courses.

Sources

-  [FERPA for Parents](#)
-  [FERPA for Students](#)
-  [LSUE 2018-2019 Student Handbook \(Page 10\)](#)
-  [LSUE 2018-2019 Student Handbook \(Page 17\)](#)
-  [LSUE 2018-2019 Student Handbook \(Page 19\)](#)
-  [LSUE Code of Student Conduct \(Page 19\)](#)
-  [LSUE Code of Student Conduct \(Page 2\)](#)
-  [LSUE Code of Student Conduct \(Page 20\)](#)
-  [LSUE Code of Student Conduct \(Page 31\)](#)
-  [NO34 Privacy Rights of Parents and Students](#)
-  [NO34 Privacy Rights of Parents and Students \(Page 6\)](#)
-  [NO34 Privacy Rights of Parents and Students \(Page 7\)](#)
-  [NO65 LSUE Administrative Computing Policy \(Page 1\)](#)
-  [NO65 LSUE Administrative Computing Policy \(Page 2\)](#)
-  [Section 7-Campus Regulations \(Page 11\)](#)
-  [Section 7-Campus Regulations \(Page 15\)](#)
-  [Section 7-Campus-Regulations \(Page 11\)](#)
-  [User Agreement Christopher](#)
-  [User Agreement Mary](#)

R - 10.6.c

Distance and Correspondence Education

An institution that offers distance or correspondence education:

c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Louisiana State University at Eunice notifies students in writing in advance of registration for classes and at the time of registration of projected costs associated with student identification. First, students are notified in advance of registration through the LSU Eunice Registration Guide published each semester (Special Fees on page 12 of the [Fall 2018](#) and page 10 of the [Spring 2019](#) Registration Guides). Second, students are reminded of the projected costs during the registration process by a statement on their [fee statement](#) that says, "A separate fee may be assessed for identity verification and exam proctoring for online courses" (highlighted). Students registered by University personnel are given a print out of their fee statement prior to leaving their adviser. Further, instructors requiring their online exams to be proctored may use a proctoring service such as Proctor U or the LSU Eunice Testing Center to ensure the identity of the student and the integrity of the test. Instructors disclose this information in their [course syllabus](#). Finally, students are made aware of projected costs in the [Student Handbook](#) on page 17.

Sources

-  [Fee Statement Example](#)
-  [LSUE 2018-2019 Student Handbook \(Page 17\)](#)
-  [LSUE Registration Guide Fall 2018 \(Page 12\)](#)
-  [LSUE Registration Guide Spring 2019 \(Page 10\)](#)
-  [MATH 0015-25 Spring 2019 Online Policy](#)

R - 10.7

Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Louisiana State University at Eunice maintains standards to ensure sound and acceptable practices for awarding credit for courses, regardless of format or mode of delivery. Institutional Policy Statement ([PS NO 82: Definition of a Credit Hour](#)) and faculty responsibilities regarding the awarding of credit are in accordance with Louisiana State University policies as stated in the LSU Board of Supervisors Regulations, [Article I, Section 2.B.2.](#); the [standards \(Preface footnotes 1 & 2\)](#) of the Louisiana Board of Regents; and the policy of SACSCOC. In addition, courses offered at LSU Eunice are in compliance with Louisiana Board of Regents "[seat time](#)" policy (Louisiana Board of Regents Policy, January 25, 2001). This policy specifically addresses seat time for electronically delivered courses. In PS NO 82, 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" (highlighted on pp. 2-3). An example of the academic class schedule describing minutes, days, and weeks of classes for the current semester can be found in the LSU Eunice Bulletin Schedule of Classes ([Fall 2018](#) and [Spring 2019](#)). **NOTE:** On June 11, 2019, LSU Eunice PS 82 was rescinded and the definition of a credit hour was placed in the [2019-2020 LSU Eunice Catalog](#) (bottom of the page).

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](#) (highlighted page 2). In the development of a new course, faculty members review similar courses at other state institutions to identify common practice in credit-level and course content. The level assigned to courses is reviewed regularly and updated as needed by faculty. Courses at LSU Eunice are consistent with the level of similar courses around the state as viewed in the Louisiana Board of Regents [Master Course Articulation Matrix](#). To illustrate, the first entry on page two of the matrix uses the statewide common course number CACC 2113 for "Intro to Financial Accounting." All Louisiana public colleges with an equivalent course have listed the appropriate course number in the first row, including LSU Eunice with an entry for ACCT 2001.

Faculty are responsible for the development and review of the curriculum as stated in the [Employee Handbook](#) ("Duties"), the [Curriculum Development Manual](#) (paragraphs 1 and 3 of Section I: General Policy), and [PS NO 3 \(lines 7-26\)](#): 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" (paragraph 3 of Section I: General Policy). According to policy, any curricular modification begins with the completion of a standardized form by the Dean forwarded to the Office for Academic Affairs, who transmits the form to the campus [Courses and Curricula Committee](#), a [standing committee](#) (highlighted on page 5) of the faculty senate, 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 in order to meet the [mission of the institution](#).

Examples from the Courses and Curriculum Committee below include proposals to [review a new program](#) or to [revise an existing program](#), including changes to individual courses. Each example shows the structure for approvals with the signature of the Dean (Division Head), the SACSCOC Accreditation Liaison, the Campus Courses and Curricula Chair, the Vice Chancellor for Academic Affairs, and the Chancellor. In addition, changes in courses at LSU Eunice affect all course sections regardless of mode of delivery or location.

Examples of the addition of new courses from each division:

- Adding [MATH 0016](#) (Applied College Algebra Co-requisite) considered [February 19, 2018](#) (highlighted).
- Adding [MATH 0022](#) (College Algebra Co-requisite) considered [February 19, 2018](#) (highlighted).
- Adding [CHEM 1008](#) (Chemistry I Laboratory (Non-Science Majors)) considered [February 13, 2017](#) (highlighted).
- Adding [DMS 2002](#) (Advanced Physics and Instrumentation) and [DMS 2003](#) (Superficial Structures) considered on [May 1, 2017](#) (highlighted).
- Adding [GEOG 1003](#) (Human Geography: Africa and Asia) considered on [December 3, 2018](#) (highlighted).

Examples of modifications to the number of credit hours of existing courses:

























- Modifying [RADT 1021](#) (Imaging Procedures I) considered on [October 18, 2017](#) (highlighted).
- Modifying [DMS 1010](#) (Abdomen/Lab I) and [DMS 2011](#) (Abdomen/Lab II) considered on [February 4, 2019](#) (highlighted).
- Dropping [MATH 0002](#) (Introductory Algebra--three credit hours) and replacing it with [MATH 0015](#) (Introductory Algebra--from two to three credit hours) and [MATH 0021](#) (Intermediate Algebra--from two to four credit hours) considered on [February 13, 2017](#) (highlighted Section III Mathematics on pp. 1-2).










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 [LPN-ASN Advanced Standing Articulation](#) program of the Associate of Science in Nursing (ASN) Degree program, Licensed Practical Nurses (LPN) are given the opportunity to receive 14 hours of [credit](#) for the first and second semesters of clinical nursing courses. The credits are awarded at the successful completion of the summer transition courses and successful writing of a nationally standardized nursing achievement exam. The LPN-ASN student then enters the third and final semesters of clinical nursing courses in order to graduate and become eligible to write the national NCLEX-RN licensing exam. Students may also be awarded credit based on the following:

- [College Entrance Examination Board scores](#)
- [CLEP scores](#)
- [ACT scores](#)
- [ACE Military Credit](#)

Course credit is awarded for selected professional certifications that are evaluated as a foundation to the core curriculum for students entering the [Public Protection and Safety Program](#). The criteria for the awarding of credit for fire fighter training and professional certifications are found in the [Fire & Emergency Services Articulation Agreement](#). The criteria for the awarding of credit for criminal justice training and professional certifications are found in the [Criminal Justice Articulation Agreement](#). The student provides documentation of educational experiences and certifications to the Program Coordinator for evaluation. The Program Coordinator evaluates the documentation and recommends applicable credits. The Articulation Agreement forms are signed by the Program Coordinator and the Dean and are forwarded to the Vice Chancellor of Academic Affairs for final approval. The approved credits are then applied to the student's transcript by the Registrar.

Sources

-  [10-18-17 Courses and Curricula Meeting Minutes](#)
-  [10-4-2018 LSU BOS Regulations \(Page 3\)](#)
-  [12-3-18 Courses and Curricula Meeting Minutes](#)
-  [2-13-17 Courses and Curriculum Meeting Minutes](#)
-  [2-13-17 Courses and Curriculum Meeting Minutes Dropping Math](#)
-  [2-19-18 Courses and Curricula Meeting Minutes](#)
-  [2-4-19 Courses and Curricula Meeting Minutes](#)
-  [3-19-18 Courses and Curricula Meeting Minutes](#)
-  [5-1-17 Courses and Curricula Minutes](#)
-  [7-13-19 Employee Handbook \(Page 49\)](#)
-  [ACE Credit Application Form](#)
-  [ACT Credit Application Form](#)
-  [AP Credit Application Form](#)
-  [Addition of CHEM 1008](#)
-  [Addition of DMS 2002](#)
-  [Addition of DMS 2003](#)
-  [Addition of DMS 2011](#)
-  [Addition of GEOG 1003](#)
-  [Addition of MATH 0016](#)
-  [Addition of MATH 0022](#)
-  [Advanced Standing Exam Application Form](#)
-  [BOR Seat-Time Policy](#)
-  [BoR Matrix 2018-2019 POST 2018-0614](#)
-  [CHEA_F13.html - source2](#)

-  [CJ Articulation Form](#)
-  [CLEP Credit Application Form](#)
-  [Courses General Information LSU](#)
-  [Curriculum Development Manual 2012](#)
-  [Curriculum Development Manual 2012 \(Page 16\)](#)
-  [Curriculum Development Manual 2012 \(Page 19\)](#)
-  [Curriculum Development Manual 2012 \(Page 5\)](#)
-  [Curriculum Development Manual 2012 \(Page 9\)](#)
-  [Dropping MATH 0002](#)
-  [FA18 Course Schedule](#)
-  [FSCI Articulation Form](#)
-  [FacSenByLaws](#)
-  [LPN-ASN Advanced Standing Articulation](#)
-  [LSUE 2018 C&C Committee Membership](#)
-  [Modifying DMS 1010](#)
-  [Modifying DMS 2011](#)
-  [Modifying MATH 0015](#)
-  [Modifying MATH 0021](#)
-  [Modifying RADT 1021](#)
-  [NLN Credit Application Form](#)
-  [NO03 Responsibilities and Concerns of University Personnel](#)
-  [NO82 Definition of a Credit Hour](#)
-  [Public Protection and Safety Program](#)
-  [SP19 Course Schedule](#)
-  [Section 3-Institutional-Mission](#)
-  [Section 5-General Information \(Page 1\)](#)
-  [eCFR — Code of Federal Regulations](#)

R - 10.9

Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

LSU Eunice has not entered into any collaborative agreements as defined by the Commission on Colleges' policy on "Agreements Involving Joint and Dual Academic Awards." Accordingly, this compliance standard is not applicable to the University.

CR - 12.1

Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: INTRODUCTION

Louisiana State University at Eunice provides appropriate academic and student support programs, services, and activities consistent with its [mission](#): Louisiana State University at Eunice, a campus of Louisiana State University, "is a comprehensive, open admissions institution of higher education...dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual."

The LSU Eunice student body profile from Fall 2018 included 3,232 students. This student population is described in more detail below.

- 52% were full-time; 48% were part-time
- 52% were from the immediate tri-parish service area; 46% were from the remaining 59 parishes; and 2% were from out-of-state, including 16 international students
- 71% were female; 29% were male
- 33% were minorities, of which 75% were African-American
- 68% were Associate Degree-seeking; 26% in transfer programs; 3% in certificate programs; and 3% were undecided/other programs
- Average ACT score was 19.55
- 53% of students receive federal financial aid
- Average student age was 22, with the youngest being 16 and the oldest being 66
- 68.5% were students on the main campus; 13.8% were dual enrollment high school students including the LSU Lab School; 12.0% were completely online; 4% were at the Louisiana State University of Alexandria campus site; 1.6% were at the Lafayette General Orthopaedic (LG Ortho) Hospital site

LSU Eunice serves this diverse student population to help them achieve their academic, professional, and personal goals at both the main campus and the off-site locations including the LSU Laboratory High School, the LG Ortho site, the LSU Alexandria site, online, and dual enrollment sites teaching less than 50% of a program. Students at all sites have access to all student support services on the main campus, as well as services available by phone, email, and/or online as detailed in the specific student services sections contained herein.

The [December 2018 LSU Eunice Administrative Organization](#) shows the structure of the institution (note that the version updated in July 2019 with the hiring of a new Chancellor is [here](#)). Please note that the Student Activities position was vacant when the December 2018 Administrative Organization was created. In addition, Student Activities was not listed in the July 2019 Administrative Organization because the duties were assigned to the [Director of Housing and Residential Life](#).

Because student success is at the core of the institution's mission, all campus offices and departments play a critical role in providing various types and levels of services to support students in their academic, personal, and professional goals. Although many services are primarily coordinated by offices within the [Division of Student Affairs](#), most of the services detailed in this narrative require interoffice and cross-campus collaboration, and faculty members play a critical role in engaging and supporting students.

SECTION 2: STUDENT SERVICES

2.1 New Student Orientation

The University provides [face-to-face](#) and [online New Student Orientation programs](#) that support the University's mission of (a) encouraging traditional and nontraditional populations to take advantage of educational opportunities and (b) providing the necessary support services to help students realize their maximum potential. All new students with less than twelve (12) hours of college credit are required to attend an orientation session before the start of classes each semester. The goals of orientation are:

- To provide participants with a sense of connectedness with LSU Eunice;
- To provide participants with the resources, services, and information needed to be successful;
- To create an atmosphere that is welcoming, minimizes anxiety, promotes self-efficacy, and stimulates excitement for learning; and
- To efficiently utilize participants' time.

The [face-to-face orientation](#) is a full day program led by [Bengal Ambassadors](#), who are student leaders trained in facilitating interactions between students, giving engaging campus tours and effective communication. At check-in, students can turn in any missing admissions documents, update their testing scores, and change their majors. Students receive a copy of the [Student Handbook](#), which is referenced throughout the morning at the various informational sessions that cover topics such as the advising and registration process, how to navigate the student portal, tutoring services, disability services, Code of Student Conduct, financial aid, payment policies, the academic calendar, and more. Following the informational sessions, students and their guests can visit with students and staff stationed at various campus resource and [student organization tables](#) in the student union. All students meet with an academic adviser who assists the students with scheduling their courses and have the opportunity to meet with a financial aid counselor before receiving their Bengal ID card and LSU Eunice t-shirt at check-out. In summer 2019, [weekend face-to-face orientation sessions](#) were offered to accommodate the schedules of students and their families who have other time commitments during the week.

Students at the LSU Alexandria campus attend a [new student orientation program](#) delivered on the Alexandria campus by LSU Eunice staff that includes all aspects of the orientation program at the LSU Eunice site. However, this orientation program is made to specially fit the needs of students at LSU Alexandria, informing them of [services and resources](#) available to them.

LSU Eunice's [online orientation](#) became active in mid-August 2019 and was specifically created for new first-time students taking all of their courses online. Prior to the new orientation being implemented, it was each adviser's responsibility to assist new students with the orientation topics. Students taking a mix of online and face-to-face courses attended the face-to-face orientation. Examples of emails follow.

- New online accelerated student discussing advising for courses in [spring 2018](#) and work schedule
- New online student's courses being recommended for [fall 2018](#), along with admissions, financial aid, and payment plan information
- New online student's courses for [fall 2018](#) after an advising session with her adviser
- New online student filling out the online advising form for [fall 2018](#) to send back to the adviser.
- New online student directions on adding classes for [spring 2019](#) along with information on admissions, how to register, financial aid, and the payment plan
- Academic [Advising Syllabus information](#) sent to all students for summer and fall 2019 advising; emailed to all students on [March 14, 2019](#)

For the newly created online orientation, students taking all of their courses online receive a special code in the student database which generates an initial [email from the admissions office](#) with the link to the online orientation landing site. Students then complete the six module orientation, taking a quiz at the end of each module. Scoring a 75% or higher allows the student to move to the next module. Scoring a 75% on the final module allows the student to fill out an advising form in the process of completing the orientation. Doing so triggers an email to the adviser, who then approves the courses or questions the course choice via email. In just a few days, new online students were completing the online orientation and being advised.

- [Samuel](#) completing the online orientation, then following up with the [Dean of Liberal Arts](#)
- [Derrick](#) completing the online orientation, then [following up](#) with his adviser about [academic bankruptcy](#)
- [Kayla](#) completing the online orientation, then following up by [choosing courses](#), and [approval by adviser](#)
- [Britney](#) completing the online orientation and asking if she was [removed from probation](#) (Note that the adviser had cleared her for fall 2019 classes in [March 2019](#), but the student still completed the online orientation for fall. Britney originally enrolled in fall 2017 completing few credits, then sat out for ten years, took classes in summer 2019, and now has all As and Bs.)

Students at the LG Ortho campus are required to participate in a [programmatically orientation](#) that focuses on the specific requirements, services, and resources available to them as Nursing or [Surgical Technology students](#) at that campus.

Dual enrollment students [receive an email](#) with an [attached orientation handout](#) that outlines the services and resources available to them, which is then reinforced by a [short presentation](#) by the instructor or an administrator. This includes the [LSU Laboratory High School](#) site as well.

2.2 Testing Center

Opening in January 2019, [the Testing Center](#), located on the first floor of the Arnold LeDoux Library on the main campus, provides proctored testing services for both prospective students and current students. Students at all sites can use [the Exam Registration Form](#) on the Testing Center website to schedule in advance to take any of the following exams at the Testing Center: ACCUPLACER, Peregrine General Education Exam, Test of Essential Academic Skills (TEAS) for Nursing & Allied Health, and others. LSU Eunice accepts test scores from the [LSU Alexandria Testing Center](#). Students who are required to take developmental coursework are able to test out of that coursework if they meet the [minimum cut score\(s\)](#) for the respective course. Students at all sites, including online and dual enrollment students, may use [remote vouchers](#) to be able to take the ACCUPLACER exam at other Universities (example of a [remote voucher](#)).

2.3 Academic Advising

Academic advising is designed to assist students to succeed while recognizing the importance of student decision-making. Students with 29 or fewer completed credit hours are assigned to staff academic advisers. All advisers are trained to interpret the Kuder Career Assessment results and to guide students in the selection of courses needed to begin their programs of study. Students with 30 or more completed credit hours are assigned to faculty academic advisers within the division of their program of study. At the end of each advising session, advisers include notes, recommendations, and any other pertinent information on each student's [Advising Worksheet](#).

The Director of Student Success hosts several [adviser training workshops](#) throughout the academic year that are mandatory for staff advisers and open to all faculty advisers. Also, the Dean of Sciences & Mathematics hosts [adviser training](#) at the beginning of the fall and spring semesters as a part of [faculty and staff convocation](#). In addition, an [adviser Handbook](#) was developed and implemented for staff advisers in the Student Success Center to guide them as they advise students. More extensive academic advising is made available to incoming transfer students who have previous coursework completed at another institution as transcripts are evaluated by the academic deans and articulated before these students are cleared to register for classes. Also, for students planning to transfer to bachelor's degree-granting institutions, academic advisers provide prescriptive advising using the Louisiana Board of Regents [Master Course Articulation Matrix](#). Students are asked to identify the institution they wish to attend, which allows the faculty adviser to more accurately advise on course selection that would be acceptable for transfer for the named institution.

The Coordinator for Enrollment and Student Services at LSU Alexandria [advises LSU Eunice students](#) at that site, providing the same resources tailored specifically to their needs. Students taking classes only online are instructed in their online orientation session to complete the [Online Advising Form](#) to begin scheduling classes. The Online Advising Form enables students to obtain and review online course offerings. When the form is submitted, the Director of Student Success reviews and evaluates the requested courses, [emails the student with feedback/confirmation](#), makes advising notes, and clears the student to register. The programs' directors, coordinators, and faculty advise students who have been admitted into the Nursing and Allied Health programs, both on the main campus and [at the LG Ortho campus](#).

LSU Eunice Dual Enrollment students are advised by the Director of Economic Development and Continuing Education and the Director of the LSU Eunice Academy. Because dual enrollment students receive both high school and college credit, academic advising follows the LSU Eunice advising standards taught at adviser training workshop conducted by the [Student Success Center](#) and [academic deans](#). In addition, dual enrollment advisers may attend regional [Carl Perkins](#) meetings and the National Alliance of Concurrent Enrollment Partnerships [Annual Conference](#). Dual enrollment advisers also utilize the Board of Regents [Course Articulation Matrix](#) in efforts to ensure all courses will transfer as needed. Individual student advising may also include input from the [local school districts](#), along with a list of [approved courses](#) that parallel the Board of Regents Course Articulation Matrix. High School students may also [request courses](#) from a pre-approved list with their high school guidance counselor.

2.4 Career Services

The Student Success Center offers [career assessment and counseling services](#) to all students, including those who are unsure of their specific career goals and those who want to explore their career options. This is in support of the University's mission to provide the necessary support services to help students realize their maximum potential. Academic advisers in the [Student Success Center assist students with the career exploration process](#), encouraging them to take the [Kuder Career Assessment](#), an online multi-layered career interest, skills, and values assessment. This assessment enables students to explore majors and career fields that empower them to make informed decisions based on workforce demand, projected income levels, and more. Academic advisers are [trained to assist students with interpreting results](#) from the Kuder Career Assessment and to guide them to select a major that best aligns with their academic, personal, and professional goals (highlighted on page 3). Students are informed about this resource at face-to-face and online orientation sessions, and all students enrolled in the UNIV 1005 (Orientation to University Studies) course are required to complete the Kuder Career Assessment. Dual enrollment students are welcome to use the Career Center; however, students at the local high schools typically use their in-house counselors. In addition, students at the LG Ortho site have made their career decisions, as they are enrolled in the nursing or surgery technology programs.

2.5 Financial Aid

The [Office of Financial Aid](#) supports the University's mission of providing high-quality, low-cost educational opportunities. Information is available to all students requesting financial assistance to help pay for college and college-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. This includes the LSU Eunice Academy--a Department of Education Experimental Sites Initiative - Dual Enrollment Experiment--that enrolls high school juniors and seniors in courses at the LSU Eunice site. Dual enrollment students who are not enrolled in the LSU Eunice Academy are not eligible to receive financial aid. LSU Eunice students typically visit the Office of Financial Aid on campus; however, off-site or online students may email the Financial Aid staff with questions from their password-protected University email account. An example of a [February 8, 2019, email](#) from an LSU Alexandria student about loans and an [April 12, 2019, email](#) from an LSU Alexandria student about classes are included.

Information about the [application of financial assistance, award process, and priority deadlines](#) is also available online. All students can access their personal information of financial assistance 24-hours a day through their [myLSUE account](#), and they also receive [correspondence from the department](#) through their LSU Eunice email account. In addition to the many [grants, loans, and work-study opportunities](#) available, the Office of Financial Aid also helps students to understand and navigate the state's Tuition Opportunity Program for Students (TOPS), which is a program that awards tuition scholarships to high school graduates whose ACT composite score is 20 or higher. The Office of Financial Aid also tracks the academic progress of all recipients to ensure they remain in compliance with matriculation requirements. Students who have fallen below minimum educational requirements are [notified by letter of their insufficient progress](#) and are encouraged to appeal to the Financial Aid Appeals Committee, which reviews and either approves or denies the appeal.

2.6 Veterans Affairs

LSU Eunice is recognized as a "[Governor's Military and Veteran Friendly Campus](#)" by the Louisiana Board of Regents. As such, the University offers Veterans Affairs services that support the University's mission of (a) encouraging traditional and nontraditional populations to take advantage of educational opportunities and (b) providing the necessary support services to help students realize their maximum potential.

Veterans Affairs is overseen by the Registrar, who serves as the School Certifying Official for Veterans Affairs, and is staffed by [student workers](#) who themselves are recipients of veterans benefits. Eligible students [submit requests for their benefits to be certified](#) by the University to the Department of Veterans Affairs. LSU Eunice provides [benefits counseling and information](#) for veterans and dependents or spouses of veterans attending the institution while assisting these students with integrating into the institution. All students receiving veterans benefits are required to participate in a unique [online veterans orientation program](#), developed to inform them about the resources, services, and benefits available to them as students at the institution, and they are eligible for priority enrollment. Students at LSU Alexandria are informed about the opportunity to utilize veterans benefits at [new student orientation](#) (top of page 2).

2.7 Housing and Residence Life

The [Office of University Housing](#) supports the University's mission to create a learning environment that facilitates the integration of knowledge and the development of the whole person. At Bengal Village, the on-campus apartment community, the University can accommodate up to 216 students, and at the beginning of the Fall 2018 semester, Housing opened at 100% occupancy and maintained occupancy at full-capacity throughout the semester. At LSU Alexandria, LSU Eunice students are informed about housing options in the [orientation handout](#) (bottom of page 4), and they sign their [housing contracts](#) with the LSU Alexandria housing office.

Any student accepted into the institution may apply for a room. To remain eligible, residents must maintain at least nine (9) registered credit hours per semester. Residents are required to sign the [Housing Contract](#) electronically, thus providing a legally binding agreement between the University and the student. The [electronic signature is recorded](#) in the StarRez housing management system. At move in, the resident is provided a copy of the [Living on Campus Handbook](#), which outlines the policies, procedures, regulations, and community standards required to reside in Bengal Village.

Four (4) resident assistants serve as peer mentors and community leaders. RAs are available during the day and the evening in the office during [pre-scheduled office hours](#), as well as after hours and on weekends on an [on-call rotation](#). The RA staff also conduct [Health and Wellness Inspections](#) to hold residents accountable for upholding [community standards](#) within their rooms.

2.8 Student Organizations and Leadership Opportunities

Recognizing the importance of student engagement and in support of the University's mission to develop the whole person, the Office of Student Affairs provides support and guidance for student organizations. The [Student Organization Handbook](#) is linked to the [student organization website](#) and is distributed and reviewed at the annual [student organization adviser and officer training](#). The Handbook guides prospective and existing student organizations on the policies, procedures, and regulations necessary for student organizations to be successful. Each of the twenty registered student organizations provides students with leadership opportunities and the ability to connect and build relationships with students, faculty, and staff with similar interests. The Office of Student Affairs provides information and resources for individuals interested in chartering a new student organization. Information, such as [sample constitutions](#), a [blank template constitution](#), and a [page with step-by-step instructions](#) that explain the procedures for developing an organization, is on the Student Organization website. Students at all sites are eligible to become members of student organizations.

2.8.1 Student Government Association. The [Student Government Association \(SGA\)](#) serves as the voice of the student body. SGA consists of four executive board student members and sixteen legislative branch members who are elected by their peers. Students at all sites who meet the minimum criteria are eligible to run for Executive and the Legislative Office, and those students are [invited to run for office via email notification](#). A dual enrollment student was elected to serve as SGA Vice President for the 2018-19 year, and two dual enrollment students were also elected to serve as senators that same year. Students at all sites enrolled in six (6) or more credit hours are eligible to vote online through CourseEval, and they are made aware of the elections via [email notification](#). Online voting allows students at all sites the ability to cast their votes. The [2018 SGA Executive Board election results](#) show 353 out of 2,850 eligible students voted at the end of the Spring 2018 semester. As a group, elected SGA officers represent the student body to the community, to the legislature, and to the LSU Eunice administration. Moreover, the President serves on the [Board of Regents Council for Student Body Presidents \(COSBP\)](#). SGA meets bi-weekly, and those meeting dates are [published on the Events Calendar](#), inviting all students to attend.

2.8.2 Campus Activities Board. The [Campus Activities Board \(CAB\)](#) hosts campus activities throughout the year to engage students and to connect them to other students and to the campus overall. The fall and spring semesters begin with [Week of Welcome](#), a full week of activities focused on engaging students early in the semester. Other activities have included [Grocery Bingo](#), a [magician performance](#), [Escape Room](#), and the [Color Dash 5K event](#). Students at all sites are [sent emails](#) informing them of upcoming campus events on the main campus, and [attendance is recorded](#) at the events. Similarly, students at [LSU Alexandria](#) are [sent emails](#) to notify them of [LSUA-sponsored activities](#), which they are invited to attend.

2.8.3 Phi Theta Kappa. Phi Theta Kappa (PTK) is an international honor society that recognizes and encourages scholarship among students attending two-year institutions. The four pillars of PTK are scholarship, leadership, service, and fellowship. All students, regardless of mode of delivery, who have completed 12 credit hours of course work with a 3.5-grade point average, are [invited to accept membership](#) to the University's chapter. The Alpha Sigma Iota chapter of PTK at LSU Eunice was first chartered in 1990 and continues to serve students at the institution from all sites. In April 2019, a delegation of seven (7) student members traveled to represent [LSU Eunice at the Phi Theta Kappa National Convention](#) in Orlando, Florida.

2.8.4 Student Veterans Organization. All students receiving veterans benefits are invited to join the [Student Veterans Organization \(SVO\)](#), which exists to promote academic achievement and camaraderie among the student veteran population. It provides an opportunity for veterans to seek assistance concerning various academic and student life matters. SVO also [partners with other organizations to host campus activities](#).

2.8.5 Bengal Ambassadors. The Bengal Ambassador Program is the premier student leadership opportunity at the institution. Bengal Ambassadors serve as student recruiters, tour guides, and orientation leaders. All students who meet the [minimum requirements](#) are eligible to apply to become a Bengal Ambassador. The selection process is competitive, as students participate in several [group interviews](#), followed by an individual meeting with the Dean of Student Affairs. Successful candidates must exhibit leadership potential, strong communication skills, and high academic standards. Once selected, they participate in an [intensive training program](#) focused on preparing them to represent the University confidently with Bengal pride.

2.8.6 Program-specific organizations. Several academic program-specific registered student organizations exist to connect students around their educational program of study, with a faculty adviser. Some of these programs include the Pre-Vet Club, the [Pre-Professional Health Majors Association](#), [Chi Sigma Tau \(Radiologic Technology\)](#), the [Respiratory Care Club](#), and the [Student Nurses Association \(SNA\)](#). SNA is active on the LG Ortho campus, and [students involved in the organization](#) are instrumental in the planning and implementation of the Nursing Pinning Ceremony each spring semester. Currently, the President of the Pre-Vet Club is a student taking dual enrollment courses at the LSU Eunice campus.

2.9 Developmental Education Program

LSU Eunice offers a developmental education program called Pathways to Success to help "high risk" students who enter without an ACT score or an ACT composite score of 15 or below. The Pathways to Success Coordinator facilitates this mandatory, one-year program. The [Pathways to Success Curriculum](#) consists of writing skills (ENGL 0001), quantitative skills (MATH 0001 and MATH 0015/MATH 0021), an orientation to University studies (UNIV 1005), critical reading (UNIV 0008), and approved electives in several different academic disciplines. Students in this program receive several different additional resources, including an [expanded orientation session](#) at both the LSUA campus and the main campus, advising from specialized staff, and free tutorials in developmental math and English. Students sign an [academic contract](#) agreeing to mandatory attendance. There is an [early reporting system](#) for those who do not meet the requirements of the contract. Should students exceed the maximum allotted absences, they may appeal, and if approved, the students can sign a [contract supplement](#) that allows them the opportunity to continue. Students who complete the requirements of the program receive a [certificate of completion](#), recognizing their accomplishments. Developmental education courses are not delivered at the LG Ortho site because students are accepted and enrolled in the nursing or surgical technology programs. In addition, developmental courses are not offered at the LSU Laboratory High School site because students typically begin in general education courses. However, developmental education courses are [delivered online](#) and at various dual enrollment sites.

2.10 Tutoring and Writing Support Services

In support of the University's mission to provide the necessary support services to help students realize their maximum potential, LSU Eunice provides a range of services to support students' academic success, including face-to-face and online tutoring. Services include personalized educational coaching sessions, studying and test-taking skill development, and test preparation. Although a [schedule of availability](#) for each major subject area is on the [Tutoring Center website](#), no appointment is necessary. The Tutoring Center employs student peer tutors and one Coordinator. While maintaining a [log of face-to-face tutoring sessions](#), peer-tutors provide individualized instruction. Faculty members who instruct students in the Pathways to Success program are required to submit a [tutoring referral form](#) for any student who scores a 70% or below on a significant assignment. When this form is submitted, an automated email is sent, instructing the student to complete at least two (2) hours of tutoring, and [an automated email is sent to the Tutorial Center Coordinator](#) informing him or her of the report and required hours. Additionally, all faculty members are [made aware of tutoring center hours and are encouraged to refer students](#) whom they believe require tutoring services to the Tutorial Center.

[Online tutoring services](#) are available to all students through Smarthinking, an internet-based tutoring service. Students connect with tutors in a variety of subjects and receive timely feedback. This service is easily accessible via a direct link on the LSU Eunice website as well as students' Moodle dashboards. The Tutorial Center Coordinator oversees the administration of the online Smarthinking tutoring services. In 2018, 246 different students utilized Smarthinking for a total of 1,959 online tutoring sessions, according to the [Fall 2018 Student Success Center semester report \(page 3\)](#). In addition to the online support, each instructional site that offers dual enrollment courses, including the LSU Lab School, offers support services in collaboration with the main campus.

Students at LSU Alexandria may receive the same tutoring services from the [LSU Alexandria Center for Academic Success](#). These students are informed of tutoring services both at their [new student orientation session](#) (Technology Center on page 4), and the specific schedules for each discipline are [sent each semester via email](#).

The Division of Liberal Arts operates the Writing Lab on the main campus, which is a critical service to students who seek assistance at any step of the writing process. The Writing Lab is located in Manuel Hall and staffed by full-time English faculty members during [published hours](#), where students may walk in and request the services of a faculty member. [Sign-in sheets](#) from the Writing Center show this service is frequently utilized by students. Although all students, regardless of mode of delivery, are able to use the Writing Lab services on the main campus, writing support is also available for online students or at off-site locations through Smarthinking. [A summary of Smarthinking usage](#) shows 806 online writing lab sessions were completed for the Fall 2017 semester.

2.11 Disability Accommodations

Per Section 504 of the Rehabilitation Act of 1973, the Office of Disability Services (ODS) is committed to providing appropriate accommodations for students with documented disabilities. The [Disability Services Handbook](#) defines a person with a disability as "an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." ODS works to implement individualized services to ensure that all students have equal access to learn and live at LSU Eunice. Accommodations are made for the hearing impaired, visually impaired, orthopedically handicapped, learning disabled, and those experiencing other health impairments. It is the student's responsibility to request reasonable accommodations and provide written documentation from qualified healthcare professionals within a timely manner. Information about disability services is available through the Coordinator for Disability Services and is found on every syllabus, in the [LSU Eunice Catalog](#), the [Student Handbook](#), and the [Disability Services website](#), and it is part of both the [face-to-face](#) (pages 3 and 7) and [online orientation sessions](#).

Students at [LSU Alexandria](#) can [request disability accommodations](#) through the Office of Disability Services, and accommodated testing is facilitated through the [LSU Alexandria Testing Center](#). A [report from the Coordinator for Disability Services](#) shows four students at the LG Ortho site, three online students, and four dual enrollment students receive disability accommodations through the Office of Disability Services. At the LSU Lab School, a variety of accommodated services are provided for disabled students who need specific equipment and/or support, such as tape recorders, electronic books, note takers, or special housing accommodations. LSU Lab School resource personnel meet students' needs in terms of documented accommodations, with LSU Eunice taking a secondary role.

2.12 Bengal Alert Academic Intervention

Managed by the Director of Student Success, LSU Eunice offers the Bengal Alert Academic Intervention as an "early alert" initiative that connects faculty and staff with the Student Success Center regarding student issues. Specifically, this service is as an opportunity for faculty and staff to help students achieve success. [Faculty provide early notifications](#) concerning students in their classes that exhibit academic deficiencies. Some examples are those students who may be experiencing test anxiety, missing class, declining significantly in performance, or having difficulty balancing workload. At the beginning of each semester, the Director of Student Success [sends an email to all faculty and staff](#) at all sites, detailing the Bengal Alert service and providing detailed instructions on how and what to report. This email includes the direct link to the [academic intervention reporting form](#). All submissions are forwarded to the Director of Student Success, who [contacts the student via email or phone](#) to schedule an intervention.

2.13 Mental Health Counseling

Students experiencing anxiety, depression, relationship problems, substance abuse, and other emotional or behavioral issues are encouraged to seek assistance through mental health counseling resources that are available to students at all sites. Through an [agreement with Compass Behavioral Health](#), LSU Eunice staffs a [licensed mental health counselor](#) for eight hours each week on the main campus, and all faculty members are encouraged to refer students to counseling when they notice signs of emotional or behavioral distress. All students, including dual enrollment and online students, are able to submit a [request to schedule an appointment](#) with a counselor by phone, by email, or through an online form hosted on the website. Students at the LSU Alexandria campus have access to [mental health counseling services](#) on the Alexandria campus and are informed of these services at orientation (Counseling on page 1).

2.13 Other Support Resources Available to Students and Faculty

2.13.1 Library Services Available for Students, Faculty, and Staff

In support of the University's mission to create a learning environment that facilitates the integration of knowledge, LSU Eunice provides students with sufficient information and technology resources to support their academic success. As a member of the Louisiana Online Information System (LOUIS), the [LeDoux Library](#) expands information access and connectivity to every institution of the higher education library collection in Louisiana, as well as to recognized consortium databases that provide added collection depth and broader research functionality. Using their student ID number and password, students at all sites have access to [LSU Eunice's Library online](#), which offers access to features such as [various databases](#) and indexes, e-books, electronic references, and Citation Station.

2.13.2 Course Management System

Faculty have access to software and systems that support student learning. Moodle is the course management system branded as [myCourses](#) that faculty utilize to host course content, including syllabi, assignments, grades, articles, and more. Faculty at all sites have access to myCourses to host course content, and students are informed about the extent to which myCourses will be utilized on course syllabi. Camtasia Studio allows for [lectures to be recorded](#) and played back at any time, which allows faculty members the ability to post lectures to myCourses.

2.13.3 Information Technology

The Office of Information and Technology (OIT) provides [technology support](#) by phone, email, or in person for various technology-related issues affecting students at all sites. OIT also supports [computer labs](#) available to students throughout the main campus in 20 different convenient locations. These labs are updated regularly to support teaching and learning to meet the needs of the individual discipline. Additionally, a [campus-wide wireless network](#) allows faculty and student access to LSU Eunice online services and Internet from anywhere on campus. Students on the LSU Alexandria campus have access to many [on-campus computer labs](#), and dual enrollment students have access to computer labs at their high schools and at the [LSU Lab School](#), which is necessary as some dual enrollment courses are delivered online.

Many classrooms located throughout the campus are equipped with [TechPod Interactive podiums](#) connected to ceiling mounted projectors, allowing faculty to use technology in the classroom. The Community Education building has this technology in all classrooms and also houses two auditoriums that are equipped with projectors, cameras, television monitors, and video recording equipment. The lecture auditoriums in Manuel Hall and the Science Building have web access and large screen video projection equipment with touch screen technology for faculty use during class lectures. Mobile Smartcarts are stored in several classrooms in the Science building and have built-in computers and projectors that enable faculty to use the internet and presentation software to support instruction. Students also use these carts for classroom presentations.

2.13.5 Faculty Professional Development Funds and Endowed Professorships

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

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

SECTION 3: SUMMARY

As this narrative depicts, a variety of services are available to students and faculty to support them in their pursuits of their personal, academic, and professional goals. Student satisfaction is assessed each spring semester using the Ruffalo Noel Levitz Student Satisfaction Inventory comparing LSU Eunice students to a national comparison group using the following scale:

- 1 - Not satisfied at all
- 2 - Not very satisfied
- 3 - Somewhat dissatisfied
- 4 - Neutral
- 5 - Somewhat satisfied
- 6 - Satisfied
- 7 - Very satisfied

The following selected highlighted questions from the [spring 2019 results](#) (n = 459) are provided as examples of student satisfaction with the LSU Eunice results/national results if it existed).

11. Counseling services are available if I need them. (5.59/5.71)
14. My academic adviser is knowledgeable about my program requirements. (5.68/5.85)
15. Financial aid counseling is available if I need it. (5.56/5.71)
18. Computer labs are adequate and accessible. (6.26/6.06)
22. My academic adviser is knowledgeable about transfer requirements of other schools. (5.46/5.58)
23. This institution helps me identify resources to finance my education. (5.47/5.47)
24. The equipment in the lab facilities is kept up to date. (5.67/5.79)
26. There are adequate services to help me decide upon a career. (5.54/5.64)
27. Tutoring services are readily available. (5.87/5.88)
28. This campus provides online access to services I need. (5.98/6.05)
41. Student services staff are helpful and courteous. (5.86/--)
42. The orientation program provides helpful information about campus life and access to services for new students. (5.93/--)
45. Career information and job placement services are available if needed. (5.62/--)
48. Services for veterans and dependents are available if needed. (5.56/--)
49. Extra-curricular and recreational activities are available and adequate. (5.54/--)

Next, faculty satisfaction is surveyed each spring semester using:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The following highlighted questions provide the degree of faculty satisfaction with support services from the [spring 2019 survey](#) [n = 29 (48%) out of 61]:

Q4 I have received adequate information to provide appropriate academic advisement to students. (3.8)

Q14 There is adequate opportunity for professional development at LSUE

Q20 Library resources and services are adequate to meet campus needs. (3.7)

Q22 I am aware of all the support services available to students. (3.6)

Q24 Resources and services are available to support classes taught at off campus teaching sites. (3.6)

Q25 Laboratories and equipment are adequate on campus. (3.1)

Q28 The computer equipment in the labs and offices meets my needs. (3.2)

Q29 I have access to adequate computer support and services from OIT. (3.7)

Q45 Staff in Financial Aid are helpful (3.7)

Q46 Staff in the Library are helpful (4.5)

Q48 Staff in Information Technology are helpful (4.1)

Q50 Staff in Student Affairs are helpful (4.1)

Sources

Online Orientation Information

 8-15-19 email to Samuel CJ student

 8-15-19 Samuel Completing Online Orientation

 FA 18 AGS New Online Student Courses2

 Fa 18 Joanasha Register for Classes

 FA 18 Rebecca AGS New Online Student Courses

 Fa 19 Britany asking about probation

 Fa 19 Britney Student Advising Worksheet

 Fa 19 Brittany Completing Online Orientation

 Fa 19 Kayla being Cleared by Advisor

 Fa 19 Kayla Choosing Courses

 Fa 19 Kayla Completing Online Orientation

 LSUE Advising Syllabus




 Sp 18 Patrick CJ New Online Accelerated

 Sp 19 Jessica MCB General Information








































 SU Fa 19 Advising Syllabus Email

 2-8-19 Loan Question from LSUA to Financial Aid

-  [2019 Faculty Survey](#)
-  [2019 RNL-Sequential](#)
-  [4-12-19 Email Question about Classes LSUA](#)
-  [4-15-19 Midland Orientation Sp 19](#)
-  [4-26-19 Perkins Regional Meeting Agenda](#)
-  [8-26-19 Clarification on Student Activities](#)
-  [8-30-18 LSU Lab Orientation Fa 18](#)
-  [Accuplacer Testing Policies](#)
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-  [Application Start Page](#)
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-  [Bengal Alert - ALLH1013-SP19](#)
-  [Bengal Alert - Academic Intervention Reporting Form](#)
-  [Bengal Alert Email MATH1021-SP19](#)
-  [Bengal Alert Quick Guide Email](#)
-  [Bengal Alert SP19 Interventions](#)
-  [Bengal Ambassador Day 1 Training Presentation](#)
-  [Bengal Ambassador Interview Invitation email from DoSA](#)
-  [Bengal Ambassador Website](#)
-  [Board of Regents Course Articulation Matrix](#)
-  [CAB Color Dash 5K Race Page](#)
-  [CAB Email - Upcoming LSUE Events Harry Potter Trivia, Petting Zoo, more from DoSA](#)
-  [CAB Escape Room Event Request](#)
-  [CAB Grocery Bingo](#)
-  [CAB Grocery Bingo Sign-In Sheet](#)
-  [CAB Magician Flyer](#)
-  [CAB Website](#)
-  [CAB Week of Welcome Flyer 2018](#)
-  [CARE Report Resolution](#)
-  [CARE Team Agenda 2-27-19](#)
-  [CARE Team Student Concern Report 02-18-19](#)
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-  [CARE Team Website](#)
-  [Career Kuder Instructions](#)
-  [Career Services Kuder Interpreting Results Website](#)
-  [Career Services Main Website](#)
-  [Chi Sigma Tau Registration Form](#)
-  [Compass Mental Health-Signed Agreement](#)
-  [Computer Labs](#)
-  [Constitution-Criminal Justice Society](#)
-  [Counseling Appt Request](#)
-  [DE Orientation Email](#)
-  [Developmental Ed Courses Offered Online SP19](#)
-  [Disability Accommodations Online Orientation page](#)
-  [Disability Services Handbook](#)
-  [Disability Services Website](#)
-  [Disability Services for Non-Main Campus Sites](#)
-  [Dual-Enrollment-Orientation](#)
-  [Dual-Enrollment-Orientation-Handout](#)
-  [Events Calendar](#)
-  [Events Calendar SGA Meetings](#)
-  [Example of Remote Voucher for Testing](#)
-  [FALL 2018 Report Student Success Center pdf](#)
-  [FDP Committee](#)
-  [FPDC minutes Spring 2019](#)
-  [Fa 19 Derrick Completing Online Orientation](#)
-  [Fa 19 Derrick Follow up with Advisor on Academic Bankruptcy](#)
-  [Fa 19 Derrick filing for Academic Bankruptcy](#)
-  [Faculty Development Committee](#)
-  [Faculty Staff Convocation](#)
-  [Financial Aid - App Instructions and Deadlines](#)
-  [Financial Aid Email letter](#)
-  [Financial Aid Grants Loans](#)
-  [Financial Aid Main Website](#)
-  [Financial Aid SAP Letter](#)
-  [Financial Aid Tab MyLSUE](#)
-  [Housing Community Standards](#)
-  [Housing Contract Sample](#)
-  [Housing Contract Signed Screenshot](#)
-  [Housing LivingOnCampusHandbook](#)
-  [Housing Main Website](#)

-  [Housing Notice of Violation](#)
-  [Housing RA Office Schedule Fall 2018](#)
-  [Housing RA On-Call Schedule Sept 2018](#)
-  [Housing Staff](#)
-  [Jariel's FPDC request](#)
-  [LG Ortho Nursing New Student Orientation SP19](#)
-  [LSU Lab School Prospectus Computer Labs](#)
-  [LSU Pathway Program Website](#)
-  [LSUA Campus Activities Happenings - November 12](#)
-  [LSUA Center for Academic Success Website](#)
-  [LSUA Computer Labs and Hours](#)
-  [LSUA Coordinator Email to Students](#)
-  [LSUA Coordinator Happening Email](#)
-  [LSUA Disability Services](#)
-  [LSUA Email Disability Accom Req Form](#)
-  [LSUA Health Services](#)
-  [LSUA LSUE Student Housing Contract](#)
-  [LSUA Math tutoring email for Sp 18 - Polly B](#)
-  [LSUA Mental Health Counseling Services](#)
-  [LSUA Orientation](#)
-  [LSUA SP18 MATH Tutoring schedule](#)
-  [LSUA Testing](#)
-  [LSUA Testing Services showing Accommodated Testing](#)
-  [LSUA-LSUE Disability Accom Req Form](#)
-  [LSUA-Resources for LSUE Students \(2018\)](#)
-  [LSUE 2018-2019 Student Handbook](#)
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-  [LSUE Student Complaint Reporting Procedure and Form](#)
-  [Lecture Recordings](#)
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-  [Library - Online Databases](#)
-  [Library Main Website](#)
-  [Mental Health Counseling Website](#)
-  [MyCourses Moodle](#)
-  [NACEP Conference WorkDay Documentation](#)
-  [New Student Orientation - January 4, 2019](#)
-  [New Student Orientation Agenda - Sat June 1](#)
-  [New Student Orientation Website](#)
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-  [OIT Remote Support](#)
-  [OIT Support Website](#)
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-  [Online Advising Follow-Up Email](#)
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-  [Online Advising Form submitted by online student to DSS](#)
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-  [Organizational Chart-July-2019](#)
-  [Organizational-Chart](#)
-  [Orientation Agenda Advising](#)
-  [Orientation Agenda SGT](#)
-  [Orientation Session College 101 and SSS](#)
-  [PPHMA Org Registration Form](#)
-  [PTK Catalyst Group Photo](#)
-  [PTK Membership Invitation](#)
-  [Pathways to Success Completion Cert](#)
-  [Pathways to Success Contract](#)
-  [Pathways to Success Contract Supplement](#)
-  [Pathways to Success Curriculum](#)
-  [Pathways to Success LSUA orientation](#)
-  [Pathways to Success orientation presentation](#)
-  [Resp Care NSO Registration Form](#)
-  [SGA COSBP Orientation Meeting-May 3, 2019](#)
-  [SGA CourseEval election results 2018](#)
-  [SGA Email - Bengal Bash and SGA Elections this week - Kyle Smith](#)
-  [SGA Email - Bengal Bash and SGA Elections this week - Kyle Smith](#)
-  [SGA Email - Student Invitation to Run for SGA Executive Office at LSUE from Student Affairs](#)
-  [SGA Website](#)
-  [SGA-Governing-Documents](#)
-  [SNA Officer Meeting Agenda](#)
-  [SNA RSO Registration Form](#)
-  [SSC Meeting Minutes showing Kuder utilization 11.27.18](#)
-  [SVO CDSA Movie Night AAR](#)
-  [Section 3-Institutional-Mission](#)
-  [Section 5-Admission-to-LSU-Eunice \(Page 4\)](#)
-  [Section 5-Admission-to-LSU-Eunice \(Page 6\)](#)
-  [Section 8-Student-Services \(Page 2\)](#)

-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 4\)](#)
-  [Section 9-Associate-Degrees-and-Certificate-Programs \(Page 41\)](#)
-  [Smarthinking](#)
-  [Smarthinking Usage Summary Louisiana-State-University-at-Eunice-2017-12-12](#)
-  [St Landry Parish List of Courses in MOU](#)
-  [St Landry Parish MOU](#)
-  [Student Org Constitution_Template](#)
-  [Student Organization Chartering Instructions](#)
-  [Student Organization Handbook](#)
-  [Student Organization Training Workshop Sign In Sheet](#)
-  [Student Organization Website](#)
-  [Student Success Center Fall 2018 Report](#)
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-  [Student-Organization-Handbook](#)
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-  [Testing Center Policies and Procedures](#)
-  [Testing Center Schedule an Exam Online](#)
-  [Testing Center Website](#)
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-  [Tutoring Math Peer Tutor Availability SP19](#)
-  [Tutoring Referral Form](#)
-  [Tutoring Services Website](#)
-  [Tutoring referral submitted for student to Tutoring Center](#)
-  [URSI](#)
-  [VA Early Registration \(Summer&Fall 2019\)](#)
-  [VA Orientation](#)
-  [VA Req for Certification Document](#)
-  [VA Student Work Study Contract SP19](#)
-  [VA Website GMVFC Award Seal](#)
-  [Veterans Affairs Website](#)
-  [Ville Platte HS Students Requesting Courses](#)
-  [Writing Center Sign In Sheets](#)
-  [Writing Lab Schedule Spring 2019](#)

R - 12.4

Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: INTRODUCTION

Louisiana State University at Eunice is committed to receiving and responding to student complaints in a fair, timely, and professional manner for students at all campus sites. Procedures are in place to guide the University response to complaints, appeals, and other serious concerns. Key statements from the [mission of the Division of Student Affairs](#) indicate that Student Affairs has a duty to support students through the complaint process to "ensure equal opportunities and support for all students." Additionally, Student Affairs is "committed to assisting and supporting students towards achievement of their personal, academic, and professional goals."

SECTION 2: WRITTEN STUDENT COMPLAINTS

Prior to Fall 2018, the University did not define student complaints separately from student appeals. Therefore, student complaints were adjudicated utilizing the student appeals procedures described in [Policy Statement \(PS\) 8: Appeal Procedures Available to Students](#) (see logs below). The appeal process begins on page three (Operating Procedures beginning on [line 92](#)), with the formal appeal beginning with step three (page four beginning on [line 133](#)) because "The appeal must be in writing..." ([lines 138-139](#)) "...on the form provided.." (form on [page eight](#)). During the Fall 2018 semester, the Office of Student Affairs created the [CARE Team website](#) to define specifically a written student complaint, separating it from an appeal, and revised the complaint procedure to make it more streamlined, increase accessibility, and better serve the students.

Following the process implemented in Fall 2018, the University began to define a complaint separately from an appeal. The University defines a [written student complaint](#) as a formal grievance of any institution-related action, lack of action, decision, policy, and/or incident submitted via the official student complaint reporting form, hosted on the [CARE Team website](#). Complaints submitted by any other means are defined as informal, unwritten complaints and, although they should be addressed adequately to the best of the receiving party's abilities, do not require formal adjudication by the University. Students are made aware of this procedure at orientation as the Student Handbook ([page 20](#)) is distributed and reviewed. Faculty and staff are made aware of this procedure via [email notification of CARE team reporting procedures](#). Grade appeals are frequently reported via the written student complaint reporting form, and when this occurs, the Dean of Student Affairs [informs the student of the appropriate protocol for appealing grades](#), offers to provide assistance as needed, and marks the complaint as resolved. More on grade appeal procedure is discussed below in section 3.1.

When written student complaints are submitted, the reporting students are sent [an automated email with instructions](#) encouraging them to schedule a meeting with the Dean of Student Affairs, who [documents the details of the complaint](#). The written student complaint [submissions are forwarded via email](#) to the Office of Student Affairs and are automatically [logged in an Excel spreadsheet](#) that is hosted in a secure location. If a student is required to provide direct testimony to assist with the adjudication of the complaint, accommodations are made to allow distance education students to provide testimony via teleconference or video conference. The complaints are forwarded to the appropriate administrator charged with oversight over the individual and/or functional area(s) referenced in the complaint, and the [complaints are addressed and resolved](#) in a timely manner. This procedure was [reviewed by Cabinet \(July 16, 2019 meeting minutes\)](#), and the group consensus was that this procedure adequately addresses written student complaints at LSU Eunice.

SECTION 3: STUDENT APPEALS

LSU Eunice defines an appeal as a formal questioning of the validity of any regulation, rule, policy, requirement, or procedure as it applies to the individual student, as stated in PS 8 ([lines 16-17](#)). It is the practice of the University to try and resolve appeals at the lowest administrative level. Common types of appeals include, but are not limited to, grade appeals, traffic/parking ticket appeals, financial aid appeals, academic suspension appeals, and student conduct appeals. To provide students with their constitutional right to due process, these requests for action are routed directly to the appropriate committee or University official for action to be taken. PS 8 was developed and revised after close consultation with landmark documents that provide the framework within which colleges and universities must operate to provide students with their constitutional due process rights (References beginning on [line 238](#)).

3.1 Academic and Grade Appeals

Appeals involving grades, admission status, academic actions, transcripts, advising, academic programs, and/or graduation requirements are adjudicated through academic affairs as described in detail in PS 8 ([lines 99-177](#)) and within the Academic Catalog ([page 10](#)). Students at all instructional sites are informed about the grade appeal process at orientation, where they receive a copy of the Student Handbook, which specifically addresses the [grade appeal procedure](#) and offers students assistance with navigating the process through the Office of Student Affairs. Grade appeals are often [resolved informally at the lowest possible level](#). The request does not become a formal written appeal until it has reached Step 3 in the process and is submitted to the Vice Chancellor for Academic Affairs for investigation and adjudication. Two examples of a grade appeal that has been successfully brought to a resolution are included as documentation (see [Danika appeal](#) and [Amy appeal](#)). The [log of academic related complaints and appeals](#) is provided for documentation. The cases logged show the four rising to the official level reaching stage three in the appeals process.

Next, the Registrar's Office is responsible for all Academic Appeals for students placed on academic suspension due to not meeting the grade point average requirements. These students are sent an email informing them of their academic status and appeals procedures ([Kelsie example](#) and [Westley example](#)). An example of an [academic appeal](#) that has been successfully brought to a resolution is provided as evidence, and a [log of academic appeals](#) is kept on file in the Registrar's Office.

3.2 Traffic and Parking Ticket Appeals

Students at all campuses are informed about LSU Eunice main campus traffic and parking regulations described in detail in the [Student Handbook](#), which is distributed and discussed at orientation. Students wanting to submit written complaints to contest moving vehicle and parking citations issued by LSU Eunice Police and Security are encouraged to do so in the Student Handbook. These complaints are [logged](#) when received and are reviewed and decided upon by the Traffic Ticket Appeals Committee. [An example of a traffic ticket appeal](#) that has been filed, reviewed, and decided upon by the Traffic Ticket Appeals Committee is provided as documentation. Students at the LSU Lab School, LSU Alexandria, and LG Ortho are responsible for being aware of all traffic and parking regulations at those sites.

3.3 Financial Aid Appeals

Students who fail to meet standards of academic progress (SAP) are sent [a letter from Financial Aid](#) that informs them of their ineligibility to receive financial aid. The letter includes a direct link to the [Financial Aid website](#), which hosts the [Financial Aid Appeal Form](#). Students may submit these appeals in writing to the Office of Enrollment Management by submitting the completed form, and the Office of Enrollment Management decides upon all financial aid appeals. An example of a completed [Financial Aid Appeal](#) is attached for documentation. Students at all sites receive the above letter when they fail to meet satisfactory academic progress, and the [updated log is attached](#), which shows each student's campus site, including main campus, LSU Alexandria, and online only. Dual enrollment students are not eligible for financial aid, and there have been no submitted financial aid appeals from students at the LG Ortho site.

3.4 Student Conduct Appeals

The [Code of Student Conduct](#) describes the procedure for requesting a hearing with the University Hearing Panel (UHP) that exists to re-hear student conduct cases in which students feel they have been wrongfully or improperly charged and/or found responsible for a violation(s) of the Code of Student Conduct. Students at all campuses are made aware of the Code of Student Conduct during orientation via the [Student Handbook](#). A [log of these appeals](#) is maintained in the Office of the Dean of Student Affairs. Students who are found responsible for one or more violations of the Code of Student Conduct are informed of their rights to appeal in the [outcome letter](#) that is sent following the accountability meeting. The student then requests a hearing. The hearing is then [scheduled, and the student is informed of UHP proceedings](#) in the letter. [A notice of the UHP's decision and sanctions](#) is sent to the student following the meeting. The student may then appeal the UHP's decision to the Dean of Student Affairs. However, to date, no such appeals have been filed.

3.5 Discrimination and/or Title IX Reports



































Student complaints involving claims of discrimination based upon race, creed, national origin, sex, age, handicap, veterans' status, and/or sexual harassment/assault are filed with and investigated by the Affirmative Action/Equal Employment Opportunity (AA/EEO) & Title IX officer. Additionally, the University has a published policy on sexual harassment, [PS 30: Policy on Sexual Harassment](#), which defines sexual harassment and delineates procedures for investigation and resolution by the AA/EEO/Title IX officer. Students at all campuses are made aware of sexual misconduct and discrimination reporting procedures during orientation via the [Student Handbook](#). A [log of the Title IX or AA/EEO complaints](#) is maintained by the AA/EEO/Title IX officer. Please note that there have been [no cases filed](#) in 2018 or so far in 2019.

LSU Eunice administration is aware that some of the later case files are incomplete; however, please note that the employee responsible for the cases resigned suddenly. In addition, in late summer 2019, Louisiana State University centralized Title IX complaints so that LSU Eunice students or employees could [file a complaint](#) using [NAVEX](#).

All of the above published policies and procedures are consistently and periodically reviewed and revised in accordance with [PS 55: Policy Statements](#), which requires that all institutional policies and procedures be reviewed and that amendments be recommended to the Chancellor for approval as needed. Procedures for filing a complaint against the University or the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are available on the SACSCOC [website](#). To date, no such complaints have been received.

Sources

-  [1819 Financial Aid Appeal Log](#)
-  [5-8-19 Kelsie Academic Action](#)
-  [5-8-19 Westley Academic Action](#)
-  [8-21-19 Academic Affairs Log](#)
-  [8-23-19 Email No Title IX in 2018 or 2019](#)
-  [8-23-19 LSU NAVEX](#)
-  [8-23-19 Title IX website](#)
-  [Academic Appeal](#)
-  [Academic Appeals decisions 2015 to 2019](#)
-  [CABINET AGENDA 7-16-19](#)
-  [CABINET MINUTES 7-16-19](#)
-  [CARE Team Website](#)
-  [Complaints Log](#)

-  [Conduct - Outcome Letter](#)
-  [Conduct - UHP Appeal Log](#)
-  [Conduct - UHP Notice of Decision & Sanctions](#)
-  [Conduct - UHP Scheduled](#)
-  [Financial Aid Appeal](#)
-  [Financial Aid Appeal Form Blank](#)
-  [Financial Aid Appeal Log](#)
-  [Financial Aid Suspension Letter](#)
-  [Financial Aid Website](#)
-  [Flowchart for Student Appeals Procedures](#)
-  [General Student Complaints Log](#)
-  [Grade Appeal Change Documentation Hamlin](#)
-  [Grade Appeal Instructions](#)
-  [Grade Appeal for Amy](#)
-  [Grade Appeal for Danika](#)
-  [LSUE 2018-2019 Student Handbook \(Page 16\)](#)
-  [LSUE 2018-2019 Student Handbook \(Page 19\)](#)
-  [LSUE 2018-2019 Student Handbook \(Page 23\)](#)
-  [LSUE 2018-2019 Student Handbook \(Page 25\)](#)
-  [LSUE Cares Email Notification](#)
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-  [NO55 Policy Statements](#)
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-  [Section 7-Campus Regulations \(Page 10\)](#)
-  [Student Affairs Mission - Vision - Values](#)
-  [Student Complaint Auto Email to Reporting Student](#)
-  [Student Complaint Auto Email to Student Affairs](#)
-  [Student Complaint Dean Meeting Notes](#)
-  [Student Complaint Definition](#)
-  [Student Complaint Form](#)
-  [Student Handbook \(page 20\)](#)

 Traffic Ticket Appeal

 Traffic Ticket Appeal Log

 UHP Log

 VCAA Complaint Response

R - 13.6

Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: FEDERAL DEPARTMENT OF EDUCATION

In accordance with its [mission](#), Louisiana State University at Eunice, as a Title IV institution, offers financial aid to "encourage traditional and nontraditional populations to take advantage of education opportunities" and to provide "development of the whole person" so that students may meet their educational goals. The Financial Aid program at LSU Eunice has no outstanding Title IV issues. The Financial Aid program has not caused the University to be placed on the reimbursement method, and the program has not caused the University to be required to obtain a letter of credit in favor of the U.S. Department of Education. In addition, no complaints have been filed, nor has the University received correspondence from the U.S. Department of Education concerning any complaint.

In addition, LSU Eunice has no impending litigation issues with respect to financial aid activities. The University has not been notified by the U.S. Department of Education of any litigation issues as per the standard procedure of the Department in such cases. No unpaid dollar amounts are due back to the U.S. Department of Education related to the Financial Aid program at LSU Eunice, and no adverse communication has been received from the U.S. Department of Education relating to the Financial Aid program. As a result, there are no negotiated settlement agreements for the payoff of any fines or monies owned in connection with program services.

SECTION 2: AUDITS

Legislative auditors in Louisiana perform audits on aspects of financial aid to ensure that LSU Eunice is in compliance with federal and state regulations. They also review internal processes to ensure that files and processes are properly documented. Upon completion of the audit, LSU Eunice receives a compliance report on requirements applicable to each major program and internal controls over compliance. LSU Eunice's Financial Aid program is audited every other year in a group audit, with the most recent audits being fiscal year 2016-2017, fiscal year 2014-2015, and fiscal year 2012-2013.

LSU Eunice has received an unmodified opinion on its audits with no findings. The results of these audits are then forwarded to the Case Management and Oversight Division of the U.S. Department of Education. The audited financial statements are then electronically sent to the Federal Audit Clearinghouse. LSU Eunice receives a copy of the audit report and also receives written confirmation from the Department of Education when the department receives audit information referring to LSU Eunice.

- Fiscal Year 2016-2017: Evidence that LSU Eunice is included in a multi-campus audit is on [page 1](#). Compliance with the Single Audit of the State of Louisiana related to Title IV Funding is on [page 7](#). The September 14, 2018, Department of Education Final Audit Determination does not indicate that LSU Eunice had no deficiencies on [page 1](#); however, note that there was a finding in the audit at LSU and A&M College (highlighted on [page 3](#)). This was stated on the original audit performed on [page 4](#) with a management letter from LSU and A&M College on [page A-8](#). This finding was not related to operations at LSU Eunice.
- Fiscal Year 2014-2015: Evidence that LSU Eunice is included in a multi-campus audit is on [page 1](#). Compliance with the Single Audit of the State of Louisiana related to Title IV Funding is on [pages 8-9](#). The August 23, 2016, Department of Education Final Audit Determination indicated that LSU Eunice had no deficiencies on [page 2](#). LSU Eunice had a finding related to theft of property on [page 6](#) of the pdf document with a management response on [page 20](#).
- Fiscal Year 2012-2013: Evidence that LSU Eunice is included in a multi-campus audit is on [page 1](#). Compliance with the Single Audit of the State of Louisiana related to Title IV Funding is on [page 2](#). The August 15, 2014, Department of Education Final Audit Determination indicated that LSU Eunice had no deficiencies on [page 2](#).

In addition to legislative audits, LSU Eunice is periodically audited by the Louisiana Office of Student Financial Assistance (LOSFA), which audits state grants, such as Go Grant; state scholarships; and the Tuition Opportunity Program for Students (TOPS) to ensure that LSU Eunice is in compliance with federal and state regulations. Once the audit is complete, the campus receives written information from LOSFA advising of the results and the corrective action(s) needed, if there is a finding. For the spring 2017 audit, one finding was noted on [pages 5-6](#) and resolved on [page 6](#). The finding had no impact to Title IV funds.

In addition to the above audits, LSU Eunice is periodically reviewed by the LSU System. Once the audit is complete, the campus receives written information advising of any findings. The last internal audit took place on [August 23, 2018](#), with three findings being noted beginning on [page 3](#) related to clerical or procedural issues. Required controls were put in place as noted on [page 7](#).

SECTION 3: FISCAL OPERATIONS REPORT AND APPLICATIONS TO PARTICIPATE

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




Fiscal Operations Report and Application to Participate

- [2015-2016 FISAP Reporting and 2017-2018 Application](#)
- [2016-2017 FISAP Reporting and 2018-2019 Application](#)
- [2017-2018 FISAP Reporting and 2019-2020 Application](#)

SECTION 4: DEFAULT RATE

The student [loan default rate of LSU Eunice for the year of 2015 is 12.9%](#), calculated on the 3-year method. LSU Eunice administrators are not aware of any infractions to financial aid regulations which would jeopardize Title IV funding. The Director of Financial Aid regularly reviews and monitors updates and changes to the U.S. Department of Education Regulations relating to financial aid.

Sources

-  DOE FAD FY 2012-2013 (Page 2)
-  DOE FAD FY 2014-2015 (Page 2)
-  DOE FAD FY 2016-2017 (Page 1)
-  DOE FAD FY 2016-2017 (Page 3)
-  FISAP 1516 Rpt 1718 Appl with elec signature
-  FISAP 1617 Rpt 1819 Appl
-  FISAP 1718 Rpt 1920 Appl with submission log
-  LOSFA Audit Spring 2017 (Page 5)
-  LOSFA Audit Spring 2017 (Page 6)
-  LSU Internal Audit (Page 1)
-  LSU Internal Audit (Page 3)
-  LSU Internal Audit (Page 7)
-  Legislative Audit with Management Letters 2012 2013 (Page 3)
-  Legislative Audit with Management Letters 2012 2013 (Page 4)
-  Legislative Audit with Management Letters 2014 2015 (Page 10)
-  Legislative Audit with Management Letters 2014 2015 (Page 20)
-  Legislative Audit with Management Letters 2014 2015 (Page 3)
-  Legislative Audit with Management Letters 2014 2015 (Page 6)
-  Legislative Audit with Management Letters 2016 2017 (Page 22)
-  Legislative Audit with Management Letters 2016 2017 (Page 3)
-  Legislative Audit with Management Letters 2016 2017 (Page 6)
-  Legislative Audit with Management Letters 2016 2017 (Page 9)
-  School Default Rates
-  Section 3-Institutional-Mission (Page 1)

R - 13.7

Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Louisiana State University at Eunice operates and maintains all of its physical facilities in a manner that appropriately supports the needs of its education programs, support services, and other [mission-related](#) activities. The University accomplishes this through diligence, efficiency, and innovation in the operation and maintenance of facilities. The LSU Eunice campus consists of a 196-acre tract of land that extends along Louisiana Highway 755 southwest of downtown Eunice. The campus' facilities are neatly organized and create an easily navigated and pedestrian-friendly community. Eight major structures situated on approximately 100 acres of land compose the core of the campus. In addition, the campus has a residence, Baptist and Catholic student centers, a student housing complex called Bengal Village, four outdoor tennis courts, intercollegiate baseball and softball fields with press boxes, two soccer fields, a restroom/locker room facility, a greenhouse, a sand volleyball court, a maintenance building, and storage buildings. The structures on campus represent [432,201 square feet](#) of space built over 52 years. These [campus facilities](#) are discussed in detail in the University Catalog and Fact Book (middle of the right column on p. 15). An inventory of the major facilities is available through the [Board of Regents' State Inventory System](#). A [campus map](#) is also available on the LSU Eunice website.

The operation and maintenance of facilities are coordinated through the Physical Plant Department using a computerized [work-order system](#) and a [preventive maintenance program](#). LSU Eunice maintains its equipment by scheduling repairs, part replacements, inspections, and cleaning. Also, LSU Eunice has [annual maintenance service contracts](#) (highlighted p. 2) and/or access to prompt assistance from authorized service companies. The various [contractors](#) provide reports on their inspections. LSU Eunice has established and expanded an energy management plan for the campus through building modifications and remote [metering programs](#). The University continues to implement various utility infrastructure upgrades and improvements to enhance energy efficiency and system reliability. The adequacy of the Physical Plant's operation and maintenance activities is confirmed by annual surveys of LSU Eunice faculty and staff. In spring and summer 2018, using a Likert scale of 1-5, faculty rated their satisfaction with the adequacy of facilities and grounds at [4.6](#), and staff rated their satisfaction at [4.6](#). Students' satisfaction with maintenance of the campus was [6.19](#) on a 7.0 scale. The Physical Plant ranked 2nd out of 50 items surveyed for satisfaction. At LSU Alexandria, the maintenance of the campus was rated [5.94](#). At the LSU Lab School, dual credit student satisfaction with maintenance was a [5.63](#) in spring 2017 (note that very few courses were offered at the site in AY 2017-2018 and the results are not yet available for AY 2018-2019). The student satisfaction survey has not yet been completed at Lafayette General Orthopaedic Hospital because the programs at that location are new and the facility just completed a complete renovation.

A comprehensive [master plan](#) was developed in 2005 by a professional architectural/planning firm to address the future building needs of the University. The master plan is supplemented by [five-year capital outlay plans](#). Annually, the capital outlay request is reviewed and updated. The latest Fiscal Year 2019-2020 Capital Outlay Budget Request for major projects totals \$25,573,117. In addition, the LSU Board of Supervisors and its staff have developed architectural standards that must be adhered to by design professionals working for LSU Eunice. LSU Eunice plans and works to maintain and improve its current facilities through in-house funds, state deferred maintenance funds, and state capital outlay funds. The campus has accomplished numerous capital outlay and maintenance projects during the past several years (2012-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. The Replacement of the Science Laboratory Fume Hoods has been approved as a capital outlay project for over \$2,000,000. However, the project has been placed on hold by Louisiana State Facility Planning and Control until repairs are made to the existing HVAC system in the Science Building. LSU Eunice is waiting on the funding for the HVAC repairs.

Educational programs on the LSU Eunice campus are housed in facilities that are adequate to serve the needs of students and faculty. LSU Eunice has classrooms which accommodate from 20 students to an auditorium-style classroom seating 206. In addition, a larger auditorium with 250 seats can be used as a classroom, if necessary. LSU Eunice has 44 regular classrooms and several small conference rooms that are utilized periodically for seminar-type classes. The University has managed to accommodate all of the classes scheduled as seen in [space utilization report](#). The campus has eleven computer laboratories, of which six are open to walk-in student use throughout the day. In addition, instructional computer laboratories are available for student use when they are not being used for classes. LSU Eunice has two compressed video rooms with equipment for video conferencing capabilities. The University utilizes Moodle/myCourses to support the distance education needs of online classes.

The Health Technology Building contains excellent laboratory facilities for programs in nursing, respiratory care, radiologic technology, and diagnostic medical sonography. All of the programs have been accredited through a review process that included an evaluation of the physical facilities. Among the other specialized facilities are twelve science laboratories, two art studio classrooms, a weight room, a gymnasium, and a natatorium. These facilities provide students with appropriate space and equipment for their educational programs. A detailed use of classroom and laboratory utilization in the fall of 2017 shows that space was adequate to meet the needs of the students. Average weekly classroom use for Fall 2017 was 14.9 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 6.1 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 7.3 per [Table 5](#), with a norm of [18 hours per week](#), while the average weekly use per student station in laboratories was 4.5 per [Table 6](#), with a norm of [16 hours per week](#). The assignable area by room use can be found in the 2018 Fact Book as taken from [Table 9](#). Classrooms represent 16 percent of the total space in Fall 2017, 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 (Table 13.7-1).

Table 13.7-1: Average Weekly Use

Description	2013	2014	2015	2016	2017
Average Weekly Classroom Use	22.4	17.7	22.5	14.5	14.9
Average Weekly Laboratory Use	14.3	6.4	9.8	5.8	6.1
Average Weekly Student Station Use in Classrooms	9.8	8.1	9.4	7.3	7.3
Average Weekly Student Station Use in Laboratories	9.3	4.3	6.2	3.9	4.5

In addition, through a 2 + 2 agreement with LSU Eunice, the University of Louisiana Lafayette (ULL) utilizes classroom space at LSU Eunice to teach the last two years of courses for a baccalaureate degree in elementary education. ULL's use of classroom space is not reflected in these reports. Faculty are housed in well-furnished individual offices. Multiple conference rooms are readily available for meetings.

While LSU Eunice does not operate and maintain off-campus physical facilities, LSU Eunice does offer classes and tutorial services at off-campus locations. Agreements and negotiations for the use of the facilities are coordinated by the Office of Continuing Education, and Continuing Education staff visit the sites regularly for site administration and oversight of services to students and staff. Classes are scheduled off-campus at LSU Alexandria, where a full-time LSU Eunice [Coordinator of Enrollment & Student Services](#) maintains an office. LSU Alexandria provides classroom space for LSU Eunice courses in two primary buildings--Chambers Hall and Mulder Hall--to accommodate students enrolled in LSU Eunice course work ([page 3](#) and [page 11](#)). Chambers Hall was built in 1955 and has undergone major renovations several times, one being just prior to LSU Eunice occupying the space. Each classroom has a podium with a networked computer, along with a projector, screen, and whiteboard. Two computer labs are available in Chambers Hall for student use. In addition, LSU Alexandria provides [five offices in Chambers Hall](#) for LSU Eunice shared by adjuncts, each having a networked computer. Another office is provided in the Advising Center for the [Coordinator of Enrollment and Student Services](#). Mulder Hall opened in August 2011. The building is a 70,000 square-foot facility that provides 18 classrooms, two conference rooms, and a writing lab. Mulder Hall also has two computer labs for student use--164 is a Mac Classroom and 212 is an open lab, both with 20 computers. Mulder Hall 218 is a mathematics tutoring lab with 24 computers.

Students and faculty receive an LSU Alexandria account and an [identification card](#) (Oakard) that provides access to various technology services on campus. Some of these services include access to [computer labs](#), WiFi internet, and the ability to print while on campus. In addition, faculty have access to classroom technology including projectors, document cameras, and podium computers. Both students and faculty share bandwidth on LSU Alexandria's 1 gig internet connection. While LSU Alexandria provides the connection to the internet for each office and classroom, Moodle, the web based course platform, is provided by LSU Eunice. Each faculty member and student has their own myLSUE account. Faculty are able to print class rosters, enter attendance verification, and enter midterm and final grades from their myLSUE accounts. Advisors have an additional screen used to advise and register students for classes. Students' myLSUE accounts have email, financial aid, course registration, and an announcement page that contains the academic calendar.

LSU Eunice has dual enrollment classes at various high schools. One site is the LSU Laboratory School, which has a Coordinator of Dual Enrollment who continually facilitates needs with LSU Eunice, the Director of Continuing Education, and other LSU Eunice administrators as necessary. The LSU Laboratory School is well suited to offer the transfer degrees and the Certificate of Technical Studies for the students and is governed by a [Memorandum of Understanding](#). The facility was completely renovated in 2004. Since 2004, the LSU Lab School has added a middle school wing and a new gymnasium to the elementary wing. All classrooms used by dual credit students have the required technology with access to the Internet and typically seat 24 students. These classrooms have an average of 560 square feet. The LSU Lab School also has two computer labs containing 1440 square feet, seating a total of 48 students. Thirty additional computers are available in the library and can be used by any faculty member on a first come, first served basis. The LSU Lab School also has the required science laboratories to teach the required labs for science classes. The biology and chemistry labs each have 1280 square feet with 12 student stations. In addition, all faculty members used as part of the dual credit arrangement have offices with computers and internet access.

The Associate of Applied Science in Surgical Technology program and the Associate of Science in Nursing program are housed at Lafayette General Orthopaedic Hospital (LG Ortho) in Lafayette, Louisiana (Note that the Nursing program has one class that begins in the fall at the LSU Eunice site and a class that begins in the spring at the LG Ortho site). The programs are located on the first floor of a 3-story medical professional office building. The area allocated to the surgical technology program is 2,602 square feet, which includes a scrub area, two mock operating rooms, a classroom, and two offices. The area allocated to the nursing program is 5,526 square feet, which includes two classrooms, a nursing skills laboratory, and four faculty offices. The programs share a reception area, a conference room, storage rooms, and a student lounge. This location provides adequate facilities for LSU Eunice to use for the two programs, as LSU Eunice [faculty had input on the construction](#) that took place at the facility in fall 2017. [Pictures of the labs](#) are also provided.







Facilities are also adequate for various support services. The LeDoux Library, which provides public access to all resources, has 37,716 square feet of physical space, including two reading rooms, a testing center, two computer laboratories, individual study rooms and carrels throughout the building, and a large lobby which serves as the gateway to the library's extensive computer information resources environment. The Science Building houses a [tutorial center](#), part of the Student Success Center. Various campus administrative offices for Academic Affairs, Student Affairs, Business Affairs, and Financial Aid all have adequate facilities. With the expansion of Information Technology services, an IT suite has been designed in the Classroom Community Education Building. The IT suite contains a "Hot Isle" center server storage unit, which includes internal battery backup. The hot isle unit contains independent air conditioning and humidification. The suite also contains generator backup power in case of long-term power outage. The network infrastructure over the past several years has been upgraded in the following manner: LONI (Louisiana Optical Network Infrastructure) internet connection now has a fiber connection capable of 1 gigabit speed; all distribution switches upgraded from 1 gigabit to 10 gigabit; [a new Voice Over IP phone system](#) installed throughout campus; [a new virtual server environment](#) installed within the data center; [new firewalls](#) for the campus and Bengal Village installed; [a 100 megabit backup internet](#) connection put in place for the campus; off-site backup storage for the data center and the new virtual server environment established; [a wireless internet network](#) installed for Bengal Village.

The Acadian Center has space for other mission-related activities. A large conference room in the center can be subdivided into three smaller rooms, providing flexible space for campus and community meetings and events. The Geaux Center located in the Acadian Center houses recruiting, admission, student records, and a tour room. A theatrical auditorium in the Health Technology Building is used for a performing arts series. In response to the needs of students and the community, LSU Eunice pursued and obtained student housing. Bengal Village opened in Fall 2002 and accommodates 216 students.

LSU Eunice is insured through the State Office of Risk Management and has sufficient coverage of [property insurance](#). A comprehensive [written program](#) addresses the prevention of property damage and/or loss coverage. The program also addresses the limited, controlled access for authorized individuals to buildings. The Physical Plant has a written [equipment management program](#) and preventive maintenance schedule for mechanical and electrical equipment. Department heads detect property loss through routine inspections and inventory verification reports. LSU Eunice has a Property Control Manager responsible for all property. The Property Control Manager, or designee, oversees the property inventory and ensures compliance through Policy Statement 31 ([PS NO 31](#)): [Property Control](#). This policy outlines the proper control of inventories and provides guidelines for the acquisition, tagging, disposition, and reporting of institutional assets. A complete [physical inventory](#) of the property owned by LSU Eunice is conducted each fiscal year. The Office of Risk Management (ORM) contracts with Sedgwick to conduct either a full ORM audit or an [ORM compliance review](#) each year. Sedgwick may have findings or [recommendations](#) from the audit/review which require a response and/or correction. A quarterly [Property Exposure Report](#) is completed to reflect current total values on LSU Eunice's property. A [legislative audit](#) conducted for the 2017-2018 fiscal year revealed no findings related to fixed assets for LSU Eunice. Another legislative audit on [financial audit services procedural report](#) had no findings on capital assets--movable property.

Sources

-  [2005 and 2007 MOU between LSUE and LSUA \(Page 11\)](#)
-  [2005 and 2007 MOU between LSUE and LSUA \(Page 12\)](#)
-  [2005 and 2007 MOU between LSUE and LSUA \(Page 3\)](#)
-  [2005 and 2007 MOU between LSUE and LSUA \(Page 6\)](#)
-  [2017 Facilities Inventory and Utilization Study](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 10\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 11\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 14\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 16\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 19\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 21\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 24\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 26\)](#)
-  [2017 Facilities Inventory and Utilization Study \(Page 41\)](#)
-  [2018 Faculty Survey Q32](#)
-  [2018 Staff Survey Q25](#)
-  [2018 Student Survey Q39](#)
-  [Annual Maintenance Service Contracts](#)
-  [Board of Regents State Inventory System](#)
-  [Capital Outlay Maintenance Projects](#)
-  [Equipment Management Program and Procedures](#)
-  [LG Ortho Emails on Drawings](#)
-  [LG Ortho Pictures](#)
-  [LSU Lab SSS 16-17](#)
-  [LSUE 2018 Factbook \(Page 15\)](#)
-  [LSUE 2018 Factbook \(Page 44\)](#)
-  [LSUE 5-Year Capital Outlay Plan 19-20 rev](#)
-  [LSUE Backup Internet Connection](#)
-  [LSUE Tutoring Services](#)
-  [LSUE Tutoring Services](#)
-  [LSUE, Cisco UCS Virtual Server, 5.12.17](#)
-  [LSUE- Cisco ASA Firewalls](#)

-  LSU_Lab_MOU
-  Master Plan
-  ORM compliance review
-  PS.31
-  Polly Boersig Hire letter
-  Section 3-Institutional-Mission
-  Square Feet of Facilites
-  Voice Over IP system
-  Work Order System
-  campus-map-color
-  contractors
-  financial audit services procedural report
-  legislative audit
-  metering programs
-  physical inventory
-  property exposure report
-  property insurance
-  recommendations
-  wireless internet network
-  written program

R - 13.8

Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: INTRODUCTION

In accordance with its [mission](#), Louisiana State University at Eunice maintains a safe and healthy environment for all constituencies. While the immediate discussion below emphasizes the LSU Eunice site, it is meant to apply to all sites as much as is feasible, considering that LSU Eunice does not own the facilities and that the sites follow different state and federal laws. Given that, personnel at each of the LSU Eunice's off-site locations provided information for this Standard.

SECTION 2: SAFETY COMMITTEE AND RISK MANAGEMENT

The [Safety Committee](#) provides oversight for the health and safety programs at LSU Eunice. This committee consists of faculty, staff, and students and meets typically once a semester and on an as-needed basis to review accident reports and items of concern ([December 12, 2018](#), meeting minutes; [April 3, 2019](#), meeting minutes, and [June 20, 2019](#), meeting minutes). The committee develops, reviews, and revises safety policies as well as [safety and security practices](#) and is also responsible for publishing and updating the LSU Eunice Safety Manual. The Chancellor is very supportive and emphasizes the importance of safety at LSU Eunice and the LSU Eunice Safety Manual by issuing a [memorandum](#) every fall semester. The overall primary purpose of the LSU Eunice Safety Manual is to establish the LSU Eunice safety program and guidelines. A current copy of the [LSU Eunice Safety Manual](#) is available on the faculty/staff website; however, [all new LSU Eunice employees](#) receive a hard copy during orientation. The Director of the Physical Plant and Safety Coordinator has administrative responsibility for the safety of the campus and reports to the Vice Chancellor of Business Affairs, who reports to the Chancellor (attached [resume](#)).

Next, all LSU Eunice health and safety policies and practices are reviewed by the State of Louisiana Office of Risk Management (ORM) for compliance annually, and full audits are conducted on a rotation cycle periodically. In addition, the ORM Unit of Risk Analysis and Loss Prevention requires LSU Eunice to maintain an [Incident/Accident Investigation Form Visitor/Client Accident Reporting log](#). LSU Eunice has a history of consistently being compliant for the ORM reviews on an annual basis, along with successfully passing the [Compliance Review Audits](#) and [Full Audits](#). Even though LSU Eunice scored an 87.47%, any compliance recommendations from the [2016 Risk Management Full Audit](#) were addressed and resolved. For example, some employees were not attending an orientation to receive the Safety Handbook within 90 days as required by ORM (pages 1 and 2 of the full audit). LSU Eunice responded to this by requiring new employees to meet with human resources at the time of employment in order to conduct the orientation and acknowledge receipt of the Safety Handbook ([July 2, 2019, email](#) and January 1, 2019 signed [Safety Handbook Acknowledgement Form](#)).

In addition, as a part of the ORM campus-wide ongoing safety awareness program, safety topics are discussed at the fall and spring [mandatory faculty/staff workshops](#) held in August and January. In addition, to cover the second (October through December) and third (April through June) quarters of the fiscal year, "LSU Eunice Safety Tips" covering a range of safety topics are distributed via email or through hard copy to the LSU Eunice faculty and staff. All are encouraged to practice safe habits both on- and off-campus, including at home, and to share anything learned with family and friends ([Safety Tips--Office Safety](#)). Safety awareness topics and safety tip records are filed and maintained in the Office of the Director of Physical Plant, who also serves as the Safety Coordinator.

With regard to ensuring that the Physical Facilities are safe and functional, the LSU Eunice Physical Plant Department has a systematic approach in place as a part of its daily operational procedures and preventative maintenance program. A computerized [work-order system](#) and an in-house routine and preventative maintenance program are utilized to assist in ensuring a safe and functional campus. LSU Eunice maintains its overall physical facilities, such as buildings, building systems, grounds, and lighting, by scheduling maintenance, repairs, part replacement, inspections, and cleaning. In addition, LSU Eunice has annual [service agreements](#) and/or prompt access for assistance from authorized service companies. An energy management plan for the campus was established through building modifications and remote metering programs to help ensure that [environmental conditions](#) are comfortable and safe ([Siemens Purchase Order](#)). A selection of inspection reports follow for documentation.

- [State Fire Marshal Building Inspection Report Sample](#)
- [Kitchen Hood Inspection Report](#)
- [Quarterly Building Inspection Report Sample](#)
- [State of Louisiana Department of Environmental Quality Annual Monitoring & Maintenance Fee Payment Record](#)
- [Quarterly Inspection of the Campus Natural Gas Distribution System](#)
- [Emergency Generator Inspection Report](#)
- [Elevator Inspection/Service Report](#)

The control of hazardous materials is an important component of providing a healthy and safe environment on campus. Safety Data Sheets (SDS) are maintained on hazardous products used on campus ([notification sheet to supervisors](#)). Information related to hazardous materials and chemical spills or leaks can be found on [page 12](#) of the LSU Eunice Emergency Management Plan. The control of hazardous materials can be found on [pages 13-14](#) of the LSU Eunice Safety Manual. The LSU Eunice [Radiation Safety Manual](#) dated June 27, 2019, also serves as a guide to ensure safety on campus.

SECTION 3: EMERGENCY RESPONSE

LSU Eunice has an Emergency Management Plan to help ensure that the campus remains as safe and functional as possible in the event of an emergency. The overall primary purpose of the LSU Eunice Emergency Management Plan is to establish policy and procedures regarding LSU Eunice's response to natural and man made disasters and other emergencies ([LSU Eunice Emergency Management Plan](#)). Highlights of this plan include emergency response procedures, public announcements, internal crisis communications plan, etc. Examples of crisis procedures outlined in the plan include [fire drills](#), false alarms, alarm response procedures, natural disasters, and weather related emergencies.

LSU Eunice has partnered with Rave Mobile Safety, a provider of emergency notification systems, to enable alerts for all faculty, staff, and students. The system sends emergency information and updates as needed via email and text messaging, which apply to students at all sites. The [emergency crisis communications](#) plan, along with other components of the [Emergency Management Plan](#), has been utilized most recently during the torrential rains and flooding that occurred in April 2019 and proved to serve as an excellent test of the system. The plan has also been used for hurricanes in the area. The alerts are sent by the Director of Public Relations, who reports directly to the Chancellor.

LSU Eunice also provides classes at off site locations at Alexandria, the LSU Lab School, and Lafayette General Orthopaedic Hospital (LG Ortho). LSU Alexandria shared copies of their [Procedures for Campus Medical Emergencies](#), their [University Occupational and Environmental Safety Program Manual](#), their [Campus Incident Response and Emergency Preparedness Plan](#), and their [Student Service Policy](#) with LSU for this standard.

Located on the campus of LSU, the LSU Laboratory High School's Crisis Plan was created in conjunction with the LSU Police Department and LSU. The [Crisis Plan](#) is contained in the faculty handbook and is reviewed each year, with faculty made aware of changes on the first workday of each year. When needed, emergency announcements are made over the intercom and teachers are instructed to follow lock down, lockout, evacuation, or shelter in place procedures. Emergency announcements can also be sent via email or text message, and the administration utilizes an [emergency phone chain](#) if necessary. The building coordinator performs quarterly building inspections both inside and out, including means of egress, fire protection, electrical, and general safety considerations. This record is then forwarded to the LSU Office of Environmental health and Safety ([second quarter 2019 report](#)). The LSU Lab School is also included in [LSU's Traffic Evacuation Plan](#) (shown in the red circle) developed by the the LSU Police Department and the LSU Emergency Operations Center.

At the LG Ortho site in Lafayette where nursing and surgical technology courses are taught, the [safety management plans](#) of the hospital are followed. Because the programs are located within the hospital medical office building, the hospital alert system is followed per their policy. In addition, the assistant nursing director leaves after all the students at the end of the day.

SECTION 4: LSU EUNICE POLICE AND SECURITY

Located in the Manuel Hall Annex Building, the Campus Security Office is easily accessible, and LSU Eunice Police or Campus Security Guards can readily respond to any emergency or call for assistance. The Dean of Student Affairs provides administrative oversight for commissioned LSU Police Officers and the non-commissioned Campus Security Guards who meet the requirements for guards as specified by the Louisiana Office of Civil Service. Campus Security Guards provide a limited range of routine services, including campus traffic and parking lot management, accident investigations, crime prevention information, and emergency response procedures. Two full-time police officers and three full-time security guards provide coverage of the campus throughout the year. Additionally, police and security officers provide security oversight at Bengal Village, on-campus student apartments, during specified evening hours when student traffic is at its peak. LSU Eunice has a supportive relationship with the Eunice Police Department and will occasionally contract the services of additional city police officers to work at Bengal Village and at University sponsored events on an [as-needed basis](#). If there is an emergency situation, LSU Eunice police/security officers can allow building access after hours.

In addition, the Campus Security Office also works closely with the Dean of Student Affairs, who serves as the University's student judicial officer and responds to cases which fall under the authority of the LSU Eunice Code of Student Conduct. It is the responsibility of the Dean of Student Affairs to provide "[due process](#)" for any student accused of a code of conduct violation. For discipline cases where [sanctions imposed](#) deny certain access or privileges to students, Campus Security Guards and LSU Eunice Police may be notified in order to assist with compliance and enforcement as needed. The health function on campus is also the administrative responsibility of the Dean of Student Affairs, who reports to the Chancellor and oversees the [health clinic](#) on campus, which is operated by a local hospital. A copy of the dean's [resume](#) reflecting his qualifications is attached.

At the end of each [security shift](#), Campus Security Guards or LSU Eunice Police are required to complete [shift reports](#) detailing their activities, observations, and recommendations if needed to protect life and property. Serious concerns are referred to local authorities for assistance and action as needed. Campus Security Guards are also in constant communication with area law enforcement agencies that provide additional assistance and support to the campus when needed. They assist in compiling information for inclusion in monthly crime reports to the state and an Annual Crime Report to the U.S. Department of Justice.

Next, the [LSU Eunice Police website](#) includes Emergency Preparedness Guides dealing with situations such as active shooters, bomb threats, elevator outages, fires/explosions, medical emergencies, severe weather, and suspicious objects. An active shooter training video is available for viewing by faculty, staff, and students. The Clery Act/Crime Information reports for the past three years are online from the Campus Security Webpage ([2016 Report](#), [2017 Report](#), and [2018 Report](#)). Campus Security Guards and LSU Eunice Police also work in collaboration with University Physical Plant personnel as needed to ensure the general safety and security of campus equipment, vehicles, physical physical facilities, and grounds.

SECTION 5: SATISFACTION WITH THE PHYSICAL PLANT OPERATIONS AND MAINTENANCE

The adequacy of the Physical Facilities' operations and maintenance activities is confirmed by [annual surveys](#) of LSU Eunice faculty and staff. In 2018, using a Likert scale of 1-5, faculty rated their satisfaction with the adequacy of facilities and grounds at 4.6, and staff rated their satisfaction at 4.6. In spring 2019, satisfaction by both groups was rated as a 4.4. Students rated satisfaction with parking lighting (question 10), security of campus (question 13), and campus maintenance (question 39) above the national average on the Ruffalo Noel Levitz Student Satisfaction Inventory in [spring 2018](#) and [spring 2019](#).

SECTION 6: OFFICE OF CIVIL RIGHTS

LSU Eunice does not have any open or recently closed investigations by the Office of Civil Rights for possible violations alleging sexual violence. The Title IX/ADA Coordinator for the Louisiana State University campuses verified in a recent email that LSU Eunice had no such [OCR investigations](#).

SECTION 7: FALL 2019 CONVOCATION

The fall 2019 [Convocation](#) was held on August 21, 2019, with numerous presentations and handouts. Some of them follow:








- The [Chancellor's safety memo](#)
- Brochure on [Natural Gas Safety](#)
- LSU Eunice [safety rules and responsibility](#)
- A [active shooter](#) presentation that contained a link to a [Department of Homeland Security](#) video (Internet Connection Required)
- a presentation on [Title IX](#) (mandated by LSU)

SECTION 8: ADDITIONAL SUPPORTING DOCUMENTATION







































Outlined below are additional supporting documents:

- [Resume for Captain J. Cory Lalonde](#), LSU Eunice Director of Policy for the LSU Police Department
- LSU Eunice Safety Manual--[Assignment of Safety Responsibilities](#) pages 7-9; [Emergency Response Procedures](#) page 15; [Emergency Preparedness Plan](#) pages 16-20
- LSU Eunice Emergency Management Plan--[Storm and Hurricane Preparation Plan](#) pages 15-19
- [Sample Building Evacuation Map](#)
- [Preventing Sexual Harassment in the Work Place Training Records](#)
- [Bloodborne Pathogens Awareness Training Records](#)
- [Hate Crimes on Campus](#)
- [PS 30](#): Policy on Sexual Harassment
- [PS 41](#): Substance Abuse and Drug-Free Campus Policy
- [PS 42](#): Tobacco Policy
- [PS 44](#): Services for Persons with Disabilities
- [PS 66](#): Firearm Policy
- [PS 67](#): Violence-Free Workplace
- [PS 69](#): University Occupational and Environmental Safety
- [PS 70](#): Drug Testing Policy
- [PS 71](#): Management of Human Body Fluids/Waste
- [PS 72](#): Emergency Response Plan
- [PS 75](#): Identity Theft Prevention Program
- [PS 76](#): Children on Campus or in Classrooms

Sources

-  [12-12-18 Safety Committee Minutes](#)
-  [2016-LSUE-Annual-Security-Fire-Report](#)
-  [2017-LSUE-Annual-Security-Fire-Report](#)
-  [2018-LSUE-Annual-Security-Fire-Report](#)
-  [2018-LSUE-Annual-Security-Fire-Report \(Page 19\)](#)
-  [4-3-19 Safety Committee Minutes](#)
-  [6-20-19 Safety Committee Minutes](#)
-  [6-27-19 Radiation Safety Manual](#)
-  [7-1-19 email on safety manual to new employees](#)
-  [7-2-19 Email on SH and Audit](#)
-  [8-22-19 Fa 19 Chancellors Safety Memo](#)
-  [8-22-19 Fa 2019 Convocation Schedule](#)
-  [8-22-19 LSUE Safety Responsibilities](#)
-  [8-22-19 UCS LSUE Brochure](#)
-  [8-23-19 CLE Title IX PM 73 Training overview](#)

-  [8-23-19 LSUE PD Active Shooter Presentation](#)
-  [8-9-19 Emergency Management Plan \(Page 1\)](#)
-  [8-9-19 Emergency Management Plan \(Page 12\)](#)
-  [8-9-19 Emergency Management Plan \(Page 15\)](#)
-  [8-9-19 Emergency Management Plan \(Page 6\)](#)
-  [Bloodborne Pathogens Awareness Training Records](#)
-  [Campus Security Webpage](#)
-  [Chancellor Safety Memorandum](#)
-  [Compliance Review](#)
-  [Elevator Inspection Service Report](#)
-  [Emergency Generator Inspection Report](#)
-  [Emergency Management Plan](#)
-  [Eunice Police Department Costing Allocations](#)
-  [Faculty and Staff Survey 2018 & 2019](#)
-  [Full Audit](#)
-  [LG Ortho safety management plans](#)
-  [LSU Eunice Police Resume](#)
-  [LSU Evacuation Map 0813](#)
-  [LSU Lab Crisis Plan](#)
-  [LSUA Emergency Preparedness Plan](#)
-  [LSUA Procedures-for-Campus-Medical-Emergencies](#)
-  [LSUA University Occupational and Environmental Safety Program Manual](#)
-  [LSUE SAFETY MANUAL REVISED 06-17-2019](#)
-  [LSUE SAFETY MANUAL REVISED 06-17-2019 \(Page 10\)](#)
-  [LSUE SAFETY MANUAL REVISED 06-17-2019 \(Page 13\)](#)
-  [LSUE SAFETY MANUAL REVISED 06-17-2019 \(Page 16\)](#)
-  [LSUE SAFETY MANUAL REVISED 06-17-2019 \(Page 18\)](#)
-  [LSUE SAFETY MANUAL REVISED 06-17-2019 \(Page 19\)](#)
-  [Lab School Phone Chain 1819 facultystaff copy](#)
-  [Link to Video](#)
-  [Michael P. Broussard - resume](#)
-  [NO30 Policy on Sexual Harassment](#)
-  [NO41 Substance Abuse and Drug-Free Campus Policy](#)
-  [NO42 Tobacco Policy](#)
-  [NO44 Services for Persons with Disabilities](#)
-  [NO56 Employee Assistance Program](#)
-  [NO66 Firearm Policy](#)
-  [NO67 Violence-Free Workplace](#)
-  [NO70 Drug Testing Policy](#)

-  NO71 Management of Human Body Fluids/Waste
-  NO72 Emergency Response Plan
-  NO75 Identity Theft Prevention Program
-  NO76 Children on Campus or in Classrooms
-  No69 University Occupational and Environmental Safety
-  Notification Sheet (SDS)
-  OCR Investigations
-  OGH Health Clinic Flyer
-  PS 56
-  Preventing Sexual Harassment in the Work Place Training Records
-  Quarterly Inspection of the Campus Natural Gas Distribution System
-  RNL-Sequential 2018
-  RNL-Sequential 2019
-  Safety Committee
-  Second Quarter 2019 LSU Lab General and Fire Safety Inspection
-  Section 3-Institutional-Mission
-  Signed SH Form
-  Smith_Resume
-  Student Criminal Trespass Warning
-  UHP NOTICE OF DECISION AND SANCTIONS
-  View_Purchase_Order
-  deq annual monitoring & maintenance fee payment record
-  emergency crisis communications
-  environmental conditions
-  fire drills
-  incident_accident forms
-  kitchen hood inspection report
-  mandatory faculty_staff workshop
-  policystatement254
-  quarterly building inspection report sample
-  safety and security practices
-  safety tips
-  sample building evacuation map
-  service agreement example
-  shift reports
-  shift schedule
-  state fire marshal report sample
-  work order system

R - 14.1

Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of the institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: REPRESENTATION OF ACCREDITATION STATUS AND BRANCH CAMPUSES

Louisiana State University at Eunice represents its accredited status accurately and publishes the name, address, and telephone number of the Commission as required in the 2018 Principles of Accreditation:

Louisiana State University at Eunice is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisiana State University at Eunice.

The statement of accreditation appears in the following official publications:

- the AY [2018-2019 LSU Eunice Catalog](#)
- the [LSU Eunice 2018 Fact Book](#)
- the [Employee Handbook](#) (last paragraph under Accreditation)
- the LSU Eunice Institutional Effectiveness [Public Disclosure Website](#)
- the [Financial Aid Website](#) (highlighted passage)

As the Institutional Summary Form discloses, LSU Eunice has no branch campuses.

SECTION 2: UNOFFICIAL REFERENCES TO SACSCOC IN DEGREE DESCRIPTIONS AND PUBLICATIONS

Other than the official accreditation statement in the publications above, the AY 2018-2019 LSU Eunice Catalog contains limited references to SACSCOC. The first reference to SACSCOC is that all coursework, including general education coursework, must meet SACSCOC requirements in the [Degree Program Definitions Section](#). Next, some degrees at LSU Eunice refer to program related accreditation only, but do not refer to SACSCOC in their Catalog descriptions. For example, the following program Catalog descriptions have any word beginning with "accredit" highlighted:

- [Associate of Science in Nursing](#) (PDF page 1)
- [Associate of Science in Radiologic Technology](#) (PDF page 7)
- [Associate of Science in Respiratory Care](#) (PDF page 3)
- [Associate of Applied Science in Diagnostic Medical Sonography](#) (PDF page 1)
- [Associate of Applied Science in Surgical Technology](#) (PDF page 1)

The remaining AY 2018-2019 LSU Eunice Catalog descriptions do not contain references to accreditation. The Catalog descriptions of the remaining programs are included as documentation:

- [Associate of Arts Louisiana Transfer](#)
- [Associate of Science Louisiana Transfer](#)
- [Associate of General Studies](#)
- [Associate of Science in Criminal Justice](#)
- [Associate of Science in the Care and Development of Young Children](#)
- [Associate of Applied Science in Fire and Emergency Services](#)
- [Associate of Applied Science in Management](#)
- [Associate of Applied Science in Computer Information Technology](#)
- [The six certificates of technical studies programs](#)

Next, the SACSCOC Accreditation Liaison and the Director of Public Affairs surveyed LSU Eunice's program brochures and website in January 2019 to determine if SACSCOC Accreditation Status was, in any way, misrepresented. One case was found related to the [Fire and Emergency Services](#) Program on the second page (large file size 2.8 Mb). The Accreditation Liaison [sent an email](#) to the Director of Public Relations, the Coordinator of Public Protection and Safety, and the Dean of Liberal Arts to discontinue use of the brochure and destroy all remaining copies. Other program brochures made no reference to SACSCOC. Examples of other program brochures follow:

- [Respiratory Care](#) (large file size 2.5 Mb)
- [Diagnostic Medical Sonography](#) (large file size 2.4 Mb)
- [Nursing](#) (large file size 3.9 Mb)
- [Criminal Justice](#) (large file size 4.9 Mb) (proof)

Sources

-  [1-26-19 Email on Fire and Emergency Services Brochure](#)
-  [7-13-19 Employee Handbook \(Page 10\)](#)
-  [Associate of Applied Science in Computer Information Technology](#)
-  [Associate of Applied Science in Diagnostic Medical Sonography](#)
-  [Associate of Applied Science in Fire and Emergency Services](#)
-  [Associate of Applied Science in Management](#)
-  [Associate of Applied Science in Surgical Technology](#)
-  [Associate of Arts Louisiana Transfer](#)
-  [Associate of General Studies](#)
-  [Associate of Science Louisiana Transfer](#)
-  [Associate of Science Nursing](#)
-  [Associate of Science in Criminal Justice](#)
-  [Associate of Science in Radiologic Technology](#)
-  [Associate of Science in Respiratory Care](#)
-  [Associate of Science in the Care and Development of Young Children](#)
-  [Catalog Home SACSCOC Representation Highlighted](#)
-  [Certificate of Technical Studies Programs](#)
-  [Criminal Justice Proof](#)
-  [DMS](#)
-  [Degree Program Definitions](#)
-  [Financial Aid Consumer Information Webpage](#)
-  [Fire and Emergency Services](#)
-  [LSUE 2018 Factbook \(Page 21\)](#)
-  [Nursing](#)
-  [Respiratory](#)
-  [SACSCOC Representation and Student Achievement Page](#)

R - 14.3

Comprehensive Institutional Review

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

SECTION 1: INTRODUCTION

As noted on the [Institutional Summary Form](#), Louisiana State University at Eunice is made up of the main campus in Eunice, Louisiana, and several sites offering greater than 50% of a program.

- Distance education courses originating from the LSU Eunice site ([specific degrees](#))
- LSU Alexandria site enrolling students not admissible to LSU Alexandria
- LSU Laboratory High School Dual Enrollment site
- Lafayette General Orthopaedic Hospital (LG Ortho) offering only the Nursing and Surgical Technology Programs

LSU Eunice does not distinguish between students in face-to-face programs and courses and students in distance education programs and courses at off-site locations because the University considers all students to be equal stakeholders in, and beneficiaries of, the mission and goals of the University. LSU Eunice seeks to ensure the rigor and quality of all programs and courses it offers, regardless of mode of delivery.

According to LSU Eunice's [mission statement](#),

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

Distance education and the various off-site locations fit the overall mission of the University because LSU Eunice's online programs and sites have expanded the number of "All who can benefit from its resources" by offering programs and courses to those who would otherwise be unable to benefit from LSU Eunice's resources and educational opportunities by the constraints of time and space and would thus not have "the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice."

SECTION 2: APPLICABLE STANDARDS

LSU Eunice included a review of its distance learning programs and off-site locations throughout the applicable Standards in this report. Each is summarized below for convenience.

Standard 6.1 Full-Time Faculty: The same definitions and responsibilities apply to all faculty (Section 2: Definitions of Faculty and Section 3: Responsibilities of Faculty Members). The data beginning with Table 6.1-9 is detailed by site where possible (Number of Sections Taught by Full-Time and Part-Time Faculty Section 4).

Standard 6.2b Program Faculty: Following Standard 6.1, the definitions and responsibilities apply to all faculty members, and the data beginning with Table 6.2b-8 is detailed by site where possible (Section 4.3: Program Size).

Standard 6.2c Program Coordination: The program coordinators listed in Standard 6.2c work with students at all sites; however, both online and each off-site instructional location offering greater than 50% of a program have at least one coordinator located at the site to facilitate daily functions ([Online and Off-Site Academic Program Coordination Roster](#)).

The Coordinator of Online Instruction works with the deans of the three academic divisions to clarify policy, establish procedures as needed, and advise students. The Coordinator is also responsible for the [Online Faculty Handbook](#), while the deans of the three academic divisions are responsible for course and program content and quality. On [May 28, 2019](#), an LSU internal audit was completed for LSU Eunice's online and distance education programs, with several tests being conducted by the auditor ([pages 2-3](#)). "The primary objective of [the] audit was to determine if LSUE's Online and Distance Learning Program had sufficient controls to ensure appropriate rigor for online courses, maintain student integrity, and correctly assess and record associated fee revenue." According to the audit report, no material weaknesses were identified related to online and distance learning. Minor process enhancements and best practices were communicated to LSU Eunice during the exit interview, but not documented in the report ([page 3](#)).

Because few courses are offered at the LSU Laboratory High School Dual Enrollment site, the coordinator is based in Eunice, but visits the site each semester to verify classes are meeting and to act as an additional resource. For example, the coordinator visited the site during the spring 2019 semester on [February 20, 2019](#), and on [April 5, 2019](#), and followed up with an email on [April 5, 2019](#). For fall 2018, the coordinator noted that he had visited the LSU Lab School, but did not provide documentation.

Standard 8.1 Student Achievement: Data is broken out by site where possible. For example, Developmental Education and GE 1-6 Section 3.

Standard 8.2a Student Outcomes--Educational Programs: Program data is broken out by objective, including whether students were online or face-to-face where applicable. For example, the Accounting Technology program indicates whether students were face-to-face or online in Objective 2.1 for all three years assessed. The LG Ortho site is accounted for in the AY 2018-2019 Nursing and Surgical Technology Program objectives.

No students have completed the programs offered at the LSU Alexandria site because students are expected to transfer to LSU Alexandria when they become eligible. In addition, no students have completed the programs offered at the LSU Lab School site because there is a focus on specific courses as opposed to academic programs. As a result, the LSU Lab School has offered a very narrow set of courses since spring 2018.

Given this situation, which is duplicated at many of the dual enrollment sites, institutional effectiveness documentation from specific courses offered is provided as documentation to demonstrate that learning outcomes are assessed at all sites and methodologies (Table 14.3-1). Note that DE is Dual Enrollment.

Table 14.3-1. Institutional Effectiveness Documentation for Selected Courses.

Course	AY 2016-2017	AY 2017-2018	AY 2018-2019
ENGL 1001 & 1002 English Composition	Objective 5.4 (Tables 4 and 5) LSU Lab School LSU Alexandria DE < 50% Online	Objective 3.11 (Tables 5 and 7) LSU Alexandria DE < 50% Online	Objective 3.11 (Tables 5 and 7) LSU Alexandria DE < 50% Online
MATH 1021 College Algebra	Objective 2.1 (Table 5) LSU Alexandria DE < 50% Online	Objective 2.21 (Table 6) LSU Alexandria DE < 50% Online	Objective 2.21 (Table 5) LSU Alexandria DE < 50% Online
MUS 1751 Music Appreciation	Objective 5.8 (Table 1) LSU Alexandria Online	Objective 3.62 (Table 1) LSU Lab School LSU Alexandria Online	Objective 3.62 (Table 1) LSU Lab School LSU Alexandria DE < 50% Online
GEOG 1001 Human Geography - World Regional Geography	Not offered at the LSU Lab School	Not offered at the LSU Lab School	Objective 3.55 LSU Lab School

Standard 9.1 Program Content: This Standard applies to all programs offered by LSU Eunice as noted in the first paragraph of Section 1.

Standard 9.2 Program Length: This Standard applies to all Associate Degree programs offered by LSU Eunice as noted in the first paragraph of Section 1.

Standard 10.2 Public Information: Online and each site greater than 50% are both discussed in this Standard, with the minor differences in publications being noted in the various links.

Standard 10.3 Archived Information: The LSU Eunice Catalog applies to all students, and this Standard indicates how students at the various locations learn how to access it (Section 3).

Standard 10.5 Admissions Policies and Practices: This Standard details the admissions policies and practices used in each section.

Standard 10.6a, Standard 10.6b, & Standard 10.6c Distance and Correspondence Education: Policies and procedures are detailed in each Standard for ensuring that the student who registers is the same student participating, the privacy of the students, and that students are notified at the time of registration of any projected costs associated with student identity.

Standard 10.7 Policies for Awarding Credit: The first sentence in the Standard notes that LSU Eunice policies in this respect apply to all courses regardless of format or mode of delivery.

Standard 12.1 Student Support Services: Each site has student support services that are applicable to it, as noted in the third paragraph of Section 1.

Standard 12.4 Student Complaints: The reply to this Standard 12.4 notes that the Complaint and Appeals Policies apply to all students in the first sentence of Section 1. The various logs included in Standard 12.4 cite complaints and appeals from both online and LSU Alexandria students. For example, the complaint log in section 2 contains one from an online student ("logged in an Excel spreadsheet" link in the third paragraph). The academic appeal log in Section 3.1 contains an example from CALL (online) students and LSU Alexandria ("A log of academic appeals" link). Finally, the financial aid appeal log in Section 3.3 contains appeals from CALL (online) and LSU Alexandria students ("updated log is attached" link). There have been no official complaints or appeals from dual enrollment students within the last five years.

Standard 13.7 Physical Resources: Each off-site location is discussed just after Table 13.7-1.

Standard 13.8 Institutional Environment: Each off-site location is discussed in the latter half of Section 3.

Standard 14.4 Representation to Other Agencies: This Standard applies only to Nursing at the LG Ortho site and is detailed in the various tables presented.

SECTION 3: DUAL ENROLLMENT

Each semester, LSU Eunice offers a number of dual enrollment courses at several high schools. In order to coordinate daily operations and maintain the quality and academic integrity of LSU Eunice courses at all dual enrollment sites, the Office of Continuing Education, with the assistance of the Director of the LSU Eunice Academy, works with other LSU Eunice offices to create course sections, add or drop students, and arrange for books. The Office of Continuing Education offers courses each semester based on the needs at the individual high school, coordinating the offerings with the deans of the academic divisions. The appropriate dean oversees the employment process for new dual enrollment faculty using a process that is similar to all other LSU Eunice faculty. The dean is responsible for verifying the credentials of all faculty members to ensure they are SACSCOC qualified, works with LSU Eunice's Human Resources Office to employ them, provides them with the course syllabus, and then performs the orientation in cooperation with the Office of Continuing Education. Note that the Director of Economic Development and Continuing Education was responsible for dual enrollment in the [December 2018 Administrative Organization](#); however, this was moved under the Vice Chancellor for Academic Affairs in the [July 2019 Administrative Organization](#).

To give a historical prospective, LSU Eunice had a SACSCOC Substantive Change visit for an off-campus site--not a branch campus--at the LSU Laboratory Dual Enrollment High School and the LSU Alexandria sites in March 2017. The On-Site Committee documented four findings in their [April 24, 2017](#), report directed at the LSU Lab School. LSU Eunice personnel responded to findings in an [August 19, 2017](#), report and was subsequently found compliant on the four Standards. As a result of the 2017 findings and subsequent report, LSU Eunice introduced several procedures and created the following forms to ensure future compliance with all SACSCOC Standards.































- **Pre-Semester Summary form**--This form addresses the orientation of SACSCOC credentialed faculty members to their responsibilities in teaching a dual enrollment course, such as the use of a classroom facilitator, if needed; the course syllabus and policy sheet; text books; and additional library requirements, if needed. Please see the orientation bullet in [Standard 10.2](#) for the orientation of students.
- **Alternate Course Materials Request form**--This form addresses the books and materials in the course syllabus that are specified and the fact that all dual enrollment faculty are expected to use the resources specified. If a dual enrollment faculty does not intend on using the course materials specified in the syllabus, then the faculty member must request alternate materials that must be approved by the subject matter coordinator and the appropriate academic dean prior to the semester beginning.
- **Classroom Facilitator Contact Log**--This form addresses the use of a classroom facilitator, if used, and the communication between the faculty member of record and the classroom facilitator. Note that no dual enrollment sites have used a classroom facilitator since the March 2017 site visit. Instead, high school personnel have elected to use a proctor--usually a staff member (not a subject matter faculty member) who verifies that students are completing work and following the LSU Eunice faculty member's requirements for the course.
- **Post-Semester Report**--This form is a summary of the semester's events reminding faculty members to turn in student learning outcome results. It also asks if any issues need to be addressed.

Documentation for dual enrollment is provided, separated by the percentage offered:

- **50% or greater of a program:** LSU Laboratory High School is the only dual enrollment site at greater than 50% of a program. Approximately ten different courses were being offered at the site prior to the SACSCOC site visit in March 2017; however, only one to two courses have been offered since, with none being offered in the upcoming fall 2019 semester.
 - [GEOG 1001](#) (Human Geography: World Regional Geography) was the only course offered during fall 2018. There was no facilitator because the faculty member was SACSCOC credentialed. The Alternate Course Materials Form was not signed by the Dean of Liberal Arts. Note that the Dean coordinates Geography, so no coordinator signature was necessary.
 - [MUS 1751](#) (Music Appreciation) from spring 2019. There was no facilitator because the faculty member was SACSCOC credentialed. The Alternate Course Materials Form was signed by the Dean of Liberal Arts. Note that the dean coordinates music. The faculty member failed to return a Post Semester Summary form.
- **25-49% of a program:** Eunice, Opelousas, Beau Chene, Ville Platte, St. Edmund's, and Iota High Schools are the six high schools that offer between 25% and 49% of a program. Examples from various high schools:
 - Eunice High School teaching [MATH 1021](#) (College Algebra) from fall 2018. There was no facilitator because the faculty member was SACSCOC credentialed. All paperwork completed.
 - St. Edmund's High School teaching [ENGL 1001](#) (English Composition) from spring 2019. There was no facilitator used because the faculty member was SACSCOC credentialed. All paperwork completed.
 - St. Edmund's High School teaching [MATH 0021](#) (Developmental Mathematics--Intermediate Algebra) using the modular mathematics system in spring 2019. There was no facilitator because the course taught was developmental. All paperwork complete.
 - Ville Platte High School teaching [BIOL 1202](#) (Biology for Science Majors II) and BIOL 1209 (Biology Laboratory for Science Majors II) from spring 2019. There was no facilitator because the faculty member was SACSCOC credentialed. All paperwork completed.
- **Less than 25% of a program:**
 - Midland High School teaching [MATH 1021](#) (College Algebra) online from spring 2019. There was no facilitator because the faculty member was SACSCOC credentialed. The faculty member indicated that a high school instructor proctors the exams; however, the high school instructor did not tutor or assist students with the course (all questions were directed to the LSU Eunice faculty member). All paperwork completed.
 - Teaching [ENGL 1001](#) and [ENGL 1002](#) online including Crowley High School from fall 2018. No facilitator was used at the high schools; instead, a proctor was used to ensure students were taking exams and progressing in the course. No Alternate Materials form was filed because the materials specified in the syllabus were used.

Sources

-  [16-17 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra](#)
-  [16-17 GE-Art \(Music Appreciation\)](#)
-  [16-17 GE-Written Communication](#)
-  [17-18 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra](#)
-  [17-18 GE-Art \(Music Appreciation\)](#)
-  [17-18 GE-Written Communication - ENGL 1001-1002](#)
-  [18-19 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra](#)
-  [18-19 GE-Art \(Music Appreciation\)](#)
-  [18-19 GE-Geography](#)
-  [18-19 GE-Written Communication - ENGL 1001-1002](#)
-  [1909 LSUE Online - Final Audit Report \(Page 1\)](#)
-  [1909 LSUE Online - Final Audit Report \(Page 2\)](#)
-  [1909 LSUE Online - Final Audit Report \(Page 3\)](#)
-  [2-20-19 Email Visit to Lab School](#)
-  [4-24-17 LSU Eunice - Substantive Change Report New Sites](#)
-  [4-4-19 Email Planning Visit to Lab School](#)
-  [4-5-19 Email after Visiting Lab School](#)
-  [8-10-19 LSUE Online Handbook](#)
-  [8-19-17 Response to the Committee for LSU Lab School](#)
-  [8-9-19 Online and Off-Site Academic Program Coordinator Roster](#)
-  [Crowley HS Fa 18](#)
-  [Eunice HS FA18](#)

-  Final 8-16-19 Summary Form for Commission Review.jan2018 (Page 6)
-  Final 8-16-19 Summary Form for Commission Review.jan2018 (Page 7)
-  LSU lab FA18
-  LSU lab SP19
-  Midland HS SP19
-  Organizational Chart-December-2018
-  Organizational Chart-July-2019
-  Section 3-Institutional-Mission (Page 1)
-  St. Eds HS SP19 MATH 0021
-  St. Eds SP19 ENGL 1001
-  Standard 10.2
-  Standard 10.3
-  Standard 10.5
-  Standard 10.6a
-  Standard 10.6b
-  Standard 10.6c
-  Standard 10.7
-  Standard 12.1
-  Standard 12.4
-  Standard 13.7
-  Standard 13.8
-  Standard 14.4
-  Standard 6.1
-  Standard 6.2b
-  Standard 6.2c
-  Standard 8.1
-  Standard 8.2a
-  Standard 9.1
-  Standard 9.2
-  VPHS SP 19

R - 14.4

Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

Judgment

Compliant Non-Compliant Not Applicable

Narrative

INTRODUCTION

Per its [mission](#), Louisiana State University at Eunice has several associate degree programs with individual program accreditation and one that is currently seeking program accreditation. The programs that currently hold accreditation:

- Associate of Science in Nursing--Accreditation Commission for Education in Nursing, Inc.
- Associate of Science in Radiologic Technology--Joint Review Committee on Education in Radiologic Technology
- [Associate of Applied Science in Diagnostic Medical Sonography](#)--Joint Review Committee on Diagnostic Medical Sonography and the Commission on Accreditation of Allied Health Education Programs
- [Associate of Science in Respiratory Care](#)--Commission on Accreditation for Respiratory Care.

The [Associate of Applied Science in Surgical Technology](#) is currently seeking accreditation from the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. The Surgical Technology Program had a site visit on February 18, 2019.

SECTION A: REPRESENTATION TO DEPARTMENT OF EDUCATION RECOGNIZED ACCREDITING AGENCIES

Of the LSU Eunice programs listed above, the [Associate of Science in Nursing](#) and the [Associate of Science in Radiologic Technology](#) hold program accreditation by organizations recognized by the U.S. Department of Education and are contained in the DOE Database of Accredited Postsecondary Institutions and Programs.

The [Associate of Science in Nursing](#) at the LSU Eunice site completed a self study for the Accreditation Commission for Education in Nursing (ACEN) in 2015. ACEN notified LSU Eunice that the Nursing Program was granted continuing accreditation and was placed on conditions in a letter dated [March 30, 2016](#). This accreditation decision will be discussed in detail in Section B. In 2016, a substantive change was initiated to add an off-site Nursing Program location at Lafayette General Hospital, with a substantive change document sent to ACEN on November 21, 2016, and a Substantive Change Prospectus for offering 50% or more of a program at a new site sent to SACSCOC on December 15, 2017. ACEN approved the site in a letter dated [April 6, 2018](#), and SACSCOC approved the site in a letter from Dr. Belle Wheelan dated [June 25, 2018](#).

The Hospital subsequently changed the name from Lafayette General Hospital Southwest (LGH) to Lafayette General Orthopaedic Hospital (LG Ortho). Notification was sent to SACSCOC on the name change on [October 29, 2018](#). Dr. Kevin Sightler, Director of Substantive Change for SACSCOC, acknowledged the change in a letter dated [January 18, 2019](#). As a result, the current name, the LG Ortho, will be used throughout this document, even though the original documents use LGH. Given the changes in the Nursing Program in recent years, the following sources will be used to make the case for compliance:

- 2015 ACEN self study for the nursing program at LSU Eunice
- 2016 ACEN substantive change to implement a new nursing class at LG Ortho
- 2017 SACSCOC substantive change to offer 50% or more at a new off-campus site
- Academic Year AY 2018-2019 LSU Eunice Catalog

Earlier versions of the LSU Eunice Catalog and other documents, including LSU Eunice Policy Statements and Nursing Program Student Handbooks, will be used as necessary.

Next, the [Associate of Science in Radiologic Technology Program](#) completed an Interim Report with the Joint Review Committee on Education in Radiologic Technology (JRCERT) in 2016. In a letter from the JRCERT dated [May 30, 2017](#), the program was awarded maintenance of accreditation with a next site visit scheduled for the end of 2020. Given that the 2016 report is the most recent document, it will be used along with the AY 2018-2019 LSU Eunice Catalog to make a case for compliance.

Please note that the page numbers in the narrative below refer to the [page number of the PDF](#) and not the page number shown on the document. Also, please note that links to the June 2018 Clinical Handbook for Radiologic Technology Students will take a moment to open because it is a large file.

Purpose

Nursing

The mission and philosophy of the Associate of Science in Nursing and LSU Eunice are expressed in identical terms, as the documents in Table 14.4-1 indicate. Notice, however, that the 2015 and 2016 nursing documents reflect the institutional goals as stated in the [AY 2016-2017 LSU Eunice Catalog](#). As 2016 drew to a close, the institutional goals were changed to strategic goals and were published beginning with the [AY 2017-2018 LSU Eunice Catalog](#). The mission and philosophy statements are also contained in the [Student Orientation Handbook](#) given to students when they are accepted into the program.

Table 14.4-1. Nursing Purpose

Purpose	2015 ACEN Self Study	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+	AY 18-19 LSU Eunice Catalog
a. LSU Eunice mission	Pages 18-19	Pages 15-16	Page 10	Page 1
b. LSU Eunice philosophy	Pages 20-21	Page 16-17	--	Page 1
c. LSU Eunice goals	Pages 20	Page 17	Page 10	Page 1
d. Nursing mission	Page 22	Page 18	Page 10 & 103	Pages 4-5
e. Nursing philosophy	Page 22	Page 18	Page 103-104	Page 5

Radiologic Technology

The 2016 JRCERT Interim Report indicates that the mission, philosophy, goals, and student learning outcomes were reported as links to the program website ([page 1](#)). No changes have occurred since 2016, and the mission, philosophy, goals, and student learning outcomes match the AY 2018-2019 LSU Eunice Catalog ([pages 17-18](#)). The mission, philosophy, goals, and student learning outcomes also match the language contained in the June 2018 Clinical Handbook for Radiologic Technology Students ([pages 10-11](#)).

Governance

Nursing

This section contains the participation in governance for the nursing program, along with involvement with governance of the University (Table 14.4-2). It also includes major job duties for the dean and director, organizational charts, and committee assignments. Because there is no reference with respect to faculty participation in governance in the LSU Eunice Catalog, that column is removed and replaced by links to other University documents. Please note that the term "division head" was replaced by "dean" in September of 2017 (footnote on page 40 of the [2017 SACSCOC Prospectus](#)). As a result, the 2015 and 2016 documents use the the term division head.

Table 14.4-2 Nursing Governance

Governance	2015 ACEN Self Study	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+	Other LSU Eunice Policies or Documents
a. Org chart LSU Eunice	Page 146	Page 100	Page 109	Website
b. Division head (dean) job duties	Page 150	--	Page 40	PS NO 3 (lines 277-351)
c. Director job duties or description	Pages 40 & 152	Pp. 12 & 25 & 44	Pages 40 & 66	PS NO 3 (lines 277-351)
d. Nursing faculty committees	Pages 32 & 35	Pages 9 & 11	Page 65	PS NO 3 (lines 6-47)
e. University Committees	Page 33	Page 10	--	Page 67 ¹
f. Descriptions	Pages 29-38	Pages 9-13	Page 12 & 75-81 ²	Page 3 ³

Notes:

1. Nursing Student Orientation Handbook AY 2018-2019.
2. Pages 75-81 uses emails to document the nursing faculty's participation in the decision making for the LG Ortho site.
3. The Regulations of the LSU Board of Supervisors Article 1; Section 2.A-B.2 (October 10, 2018).

Radiologic Technology

The 2016 JRCERT Interim Report demonstrated that faculty have a voice in all areas of the program governance, including curriculum proposals ([page 13](#)), evaluation and planning ([page 13](#)), radiation safety ([page 4](#) along with the [Radiation Protection Policy](#) and the [Radiation Protection Policy for MRI](#)), laboratory safety ([pages 6-7](#)), direct and indirect supervision during clinicals ([page 10](#)), and medical facilities used for clinicals ([page 19](#)). Selected meeting minutes that were attached to the 2016 Interim Report are included as additional documentation ([highlighted passages throughout the document](#)).

According to Policy Statement (PS) Number 3, Responsibilities and Concerns of University Personnel, "the faculty determines educational policies for its respective unit..." This includes "criteria for the admission of students, degree requirements, courses and curricula,...standards of instruction and grading" ([lines 6-47](#)). The responsibilities mentioned in PS 3 are consistent with those mentioned in the 2016 JRCERT document. Next, the [Organization Chart](#) sent to JRCERT as part of a [January 24, 2018, email](#) notifying them of changes to the Radiologic Technology Curriculum matches the current [Organizational Chart available on the website](#) (other than some name changes).

Program, Degrees, Diplomas, Certificates

Nursing

In this section, the nursing program is described, along with the list of courses, prerequisites, clinical courses, and the degree offered. Each are described identically in each case, as indicated in Table 14.4-3. The Associate of Science in Nursing is the only degree offered. There are no certificates or diplomas offered by the program. Additional elements of the program, specifically selection into the program, retention, and policies specifically related to nursing, are included in the constituents section below.

Table 14.4-3 Nursing Program, Degree, Diplomas, Certificates

Program, Degree, Diplomas, Certificates	2015 ACEN Self Study	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+	AY 18-19 LSU Eunice Catalog
a. List of courses	Page 102-103	Page 112	Pages 13-14	Pages 9-11 & 14-16
b. Degree	Pages 1 & 161	Pages 6 & 112	Pages 4 & 33	Page 4
c. Curriculum description	Pages 98-103	Pages 111-114	Pp. 13-14 & 51 & 99-100	Pages 5-9 & 11-14

Note: The LPN to RN program was not offered at the LG Ortho site originally, so it was not included in the documents.

Radiologic Technology

The degree offered is the Associate of Science in Radiologic Technology, as shown in the document from the [JRCERT website](#). This matches the AY 2018-2019 LSU Eunice Catalog description ([page 17](#)) and the June 2018 Clinical Handbook for Radiologic Technology Students ([page 18](#)). The curriculum provided to JRCERT in 2016 match those listed in the AY 2016-2017 LSU Eunice Catalog ([pages 5-7](#)). On [January 24, 2018](#), an email was sent to JRCERT notifying them that there was a change to the curriculum increasing the number of credit hours from 89 to 91 for AY 2018-2019. This change was indicated in the AY 2018-2019 LSU Eunice Catalog ([pages 23-25](#)) and the June 2018 Student Handbook ([pages 18-20](#)). Note that the curriculum in Appendix Y does contain a typo that has the curriculum prior the change ([pages 252-253](#)). This error was corrected in the June 2019 version of the Student Handbook ([pages 123-127](#)).

Personnel

Nursing

Table 14.4-4 includes information about the Director of the Nursing Program and faculty, along with a list of faculty and other information. Because the LSU Eunice Catalog lists the names of faculty only, other University documents are included to verify additional information. In addition, much of the substantive change document deals with the lines of authority and faculty input into the decision to implement the LG Ortho site.

Table 14.4-4 Nursing Personnel

Personnel	2015 ACEN Self Study	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+	LSU Eunice Policies or Documents
a. Director	Pps. 38-41 , 152-154	Pp. 12 & 25 & 87	Pages 15 & 66	PS NO 3 (lines 277-351)
b. Faculty	Pages 54-55	Pages 82 & 109	Pages 16 & 62 & 171 ¹	AY 15-16 Catalog ² AY 16-17 Catalog AY 17-18 Catalog
c. Description	Pages 47-59	Pages 24-26	Pages 12 & 66-68	Page 3 ³

Note:

1. Only faculty teaching at LG Ortho were listed in the faculty roster in Appendix O.
2. Not all faculty may be listed, as some were hired after publication of the LSU Eunice Catalog.
3. The Regulations of the LSU Board of Supervisors Article 1; Section 2.A-B.2 (October 10, 2018).

Radiologic Technology

Because the 2016 JRCERT Interim Report had no standard for faculty, it was necessary to use their 2012 self-study for program accreditation. As a result, the faculty roster [from an attachment to the 2012 self-study](#) is provided, along with the list of administrators, faculty, and staff from the AY 2011-2012 LSU Eunice Catalog ([highlighted pages 2-3](#)). The names from the past essentially match the current. The director and faculty are listed in the AY 2018-2019 LSU Eunice Catalog ([highlighted page 2](#)) and the June 2018 Clinical Handbook for Radiologic Technology Students ([page 64](#)).

Finances

Nursing

LSU Eunice and Nursing Program financial resources are discussed in this section (Table 14.4-5). Information is included about financial resources, salary comparisons with the Southern Regional Education Board, general budgeting, resources committee, and the LG Ortho budgeting.

Table 14.4-5 Nursing Finances

Finances	2015 ACEN Self Study	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+
a. Fiscal resources at LSU Eunice	Page 111	Page 43	Page 72
b. Nursing faculty salary comparison	Page 112	Page 44	--
c. Budgeting	Pages 112-113	Pages 44-45	pp. 23-24 & 51 & 182
d. Nursing resources committee	Page 113	Page 44	Page 36
e. Lafayette site budget	--	Page 45-46	Page 182

Radiologic Technology

Page 2 of the 2016 JRCERT Interim Report indicates that the program has adequate resources to accomplish its mission and goals to serve students. It also mentions that the budget requests are sought through the Dean and that the program is supported with [University general funds](#), instructional technology funds, and [Carl Perkins funds](#). Note that change in titles from Division Head to Dean was documented in an [email to JRCERT on January 24, 2018](#). Publicly available information from business affairs for the [AY 2015-2016 budget](#) indicates that the total for radiologic technology is identical to that reported to JRCERT (within \$265.00). The information for [AY 2016-2017 budget](#) indicates a difference of \$109,478.00, with the larger amount reported to JRCERT; however, note that approximately \$105,493.00 in benefits are not included on the publicly available report, bringing the actual difference to \$3,985.00. The \$3,985.00 difference was an inter-agency charge, meaning that the publicly available information and the data reported to JRCERT in 2016 are identical. Finally, PS 3 indicates that the deans are responsible for preparing and executing the division budgets ([page 9 item 19 on line 334](#)).

Constituents

Nursing

Constituencies, specifically students and student policies, are detailed on pp. 55-63 of the 2007 self-study. The self-study refers to the LSU Eunice Catalog for general admissions policies and admissions policies to the nursing program. Information is also available in the student brochure, which reflects the information in the LSU Eunice Catalog at the time the self-study was written. The information in the self-study related to the admissions process is reflective of the current admission process to LSU Eunice; however, the admissions process to the nursing program has been revised to reflect the changes discussed in "Programs" above. Students must adhere to the LSU Eunice Student Code of Conduct as well. Other policies specific to the nursing program are also spelled out for all students--many of these policies are covered in the [Nursing Student Orientation Manual](#). The appeal process is also mentioned in self-study referring to the LSU Catalog.

Table 14.4-6 Nursing Constituents

Constituents	2015 ACEN Self Study	2016 ACEN Sub Change	2017 SACSCOC Sub Change 50%+	AY 18-19 LSU Eunice Catalog
a. Open admissions	Pages 25 & 27	Pages 20 & 23	Pages 10 & 105	Page 1
b. Selection into program	Pages 161-162	Page 26-27 & 111	Pages 99-100	Page 6
c. White paper	Page 161-165	Pages 111-114	--	--
d. Student orientation to nursing	Page 61	Page 27	Pages 101-157	Page 8
e. Nursing policies	Page 63	Page 28	Pages 112-157	Handbook pp. 21-85
f. Description of student services	Pages 64-66	Page 29-31	Pages 20-22 & 74	Page 1-4
g. Retention	Page 164	Page 114	Page 136	Page 7
h. Representation of SACSCOC	Page 167	Page 51	--	--

Radiologic Technology

Requirements for admission to LSU Eunice and to the Radiologic Technology Program were not included in the 2016 JRCERT Interim Report, so an [excerpt from the 2012 self-study](#) was used to provide some general information reported JRCERT. Admission/selection into the program is contained in the AY 2018-2019 LSU Eunice Catalog ([pages 18-19](#)). Selection into the program is also included in the June 2018 Clinical Handbook for Radiologic Technology Students ([pages 11-13](#)). Next, the [2012 JRCERT self-study](#) provided general information on student retention. Retention is also included in the LSU Eunice Catalog ([pages 20-21](#)) and the Student Handbook ([page 13](#) and [page 52](#)). Various policies are included as indicated:

- Pregnancy policy ([page 5](#) and an [attachment](#) to the JRCERT Report and [pages 31-32](#) of the Student Handbook)
- Radiation safety ([page 3](#) and [page 6](#) and an [attachment](#) to the JRCERT Report and [pages 33-36](#) of the Student Handbook)
- Supervision for imaging ([pages 8-9](#) of the JRCERT Report and [pages 49-50](#) of the Student Handbook)
- Magnetic resonance imaging ([page 6](#) and an [attachment](#) to the JRCERT Report and [pages 36-37](#) of the Student Handbook)

Finally, the [representation of SACSCOC](#) is contained as an attachment to the 2016 JRCERT Report.

SECTION B: THE INSTITUTION INFORMS AGENCIES OF ANY CHANGE IN ACCREDITATION STATUS

First, there has been no change in accreditation status for the SACSCOC institutional accreditation and no change in JRCERT accreditation for the radiologic technology program. However, after a site visit for the Nursing program, ACEN changed the nursing program's accreditation from "continuing accreditation" to "continuing accreditation with conditions," with a letter being sent to the program director on [March 30, 2016](#). Through a miscommunication, only "continuing accreditation" was shared with senior leadership and the SACSCOC Accreditation Liaison at LSU Eunice.








































On [June 6, 2016](#), Dr. Charles Taylor, Vice President SACSCOC, wrote Chancellor Kimberly Russell asking her to respond to the unsolicited information provided by ACEN to determine if LSU Eunice did not meet parallel SACSCOC Standards. Chancellor Russell responded to this request on [June 20, 2016](#), and provided all documentation associated with the issue, noting that the documents cited for development were included in LSU Eunice's institutional effectiveness for the years requested.








































On [February 8, 2018](#), the nursing program subsequently filed a follow up report addressing the issues needing remediation. In a letter dated [August 8, 2018](#), ACEN noted that their board had accepted the follow up report and granted continuing accreditation to the nursing program with removal of conditions. On [October 24, 2018](#), the LSU Eunice Accreditation Liaison wrote a letter to Dr. Taylor at SACSCOC to inquire if the issue was resolved with SACSCOC given that ACEN had accepted the follow-up report.








































Finally, to eliminate any miscommunications in the future, LSU Eunice modified [Policy Statement \(PS\) Number 84: Accreditation Liaison's Responsibility to Report Substantive Changes and Representation to Other Agencies](#). The modification now requires the Accreditation Liaison to report changes in accreditation status or substantive changes. This, in turn, will necessitate that program directors provide the Accreditation Liaison with copies of letters from accreditors as they receive them.






































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