CS 3.3.1.1

Institutional Effectiveness: Educational programs

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

3.3.1.1 educational programs, to include student learning outcomes.

Off-Site Team Judgment

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

Original Narrative

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

SECTION I: PLANNING AND ASSESSMENT OF SELECTED ACADEMIC PROGRAMS

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

Academic Affairs

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

Table 3.3.1.1-1
Planning Efforts Related to Academic Affairs

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

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

Planning documents from 2009-2010 demonstrate

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

Planning documents from 2010-2011 demonstrate

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

Planning documents from 2011-2012 that demonstrate

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

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

Planning documents from 2009-2010 demonstrate

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

Planning documents from 2010-2011 **demonstrate**

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

Planning documents from 2011-2012 demonstrate

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

Division of Health Sciences and Business Technology

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

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

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

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

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

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

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

			course
AAS – Management (vision and mission)	Analyses: Pre- and post-tests, case studies, team presentations, exams Improvement: Examine unethical decisions Provide additional activities Expand essay exams and team presentations	Analyses: Pre- and post-tests, case studies, research exercises, team presentations, exams Improvement: Expand case studies Use of Internet for research Pre- and post-test Add more course examples and activities	Analyses: Class assignments Comprehensive exams Term projects Improvement: Expand homework to include online research Add applications and concepts to exams Create more in-class assignments
Certificate of Applied Science in Diagnostic Medical Sonography (vision and mission)	Letter of intent to reactivate Assessment: Direct: Successful passing of national registry exams SPI, AB, and OB/GYN tasks Indirect: Employer survey on knowledge and performance of students Analyses: Employer surveys American Registry of DMS Abdomen/small parts exam Obstetrics/Gynecology exam Improvement: Contact employers by email Add DMS 1025	Assessment: Direct: Successful passing of national registry exams SPI, AB, and OB/GYN tasks Indirect: Employer survey on knowledge and performance of students Analyses: Employer surveys American Registry of DMS Abdomen/small parts exam Obstetrics/Gynecology exam Improvement: Contact employers by email Continue DMS 1025	Planning Goal 1 Assessment: Direct: Successful passing of national registry exams (see DMS Statistics) SPI, AB, and OB/GYN tasks Indirect: Employer survey on knowledge and performance of students Retention of students Analyses: Employer surveys American Registry of DMS Abdomen/small parts exam Obstetrics/Gynecology exam Improvement: Contact those surveyed by phone to increase return rate Continue offering DMS 1025 to help students with the registry exam Monitor student retention

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

Documents from 2009-2010 and 2010-2011 demonstrate

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

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

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

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

Documents from 2009-2010 and 2010-2011 demonstrate

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

Documents from 2011-2012 that demonstrate

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

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

Documents from 2009-2010 and 2010-2011 demonstrate

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

Documents from 2011-2012 demonstrate

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

Division of Liberal Arts

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

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

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

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

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

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

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

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

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

Planning documents from 2009-2010 and 2010-2011 demonstrate

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

Planning documents from 2011-**2012 demonstrate**

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

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

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

Planning documents from 2011-2012 demonstrate

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

Division of Sciences and Mathematics

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

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

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

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

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

Planning documents from 2010-2011 demonstrate

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

Planning documents from 2011-2012 demonstrate

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

Continuing Education

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

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

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

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

Survey of students in spring 2008 show

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

Planning documents from 2009-2010 demonstrate

- The course situation at LSU Alexandria

- Maintaining courses at the LCRP.

Planning documents from 2010-2011 demonstrate

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

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

Registrar/Director of Admissions

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

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

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

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

Planning documents from 2011-2012 demonstrate

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

Grants

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

Table 3.3.1.1-7
Planning Efforts for the Office of Grants

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

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

Planning documents from 2011-2012 demonstrate

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

Library

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

Table 3.3.1.1-8
Planning Efforts for the Library

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

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

Planning documents for 2009-2010 demonstrate

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

Planning documents for 2010-2011 demonstrate

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

students.

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

Planning documents for 2011-**2012 demonstrate**

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

Developmental Education

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

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

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

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

Planning documents from 2009-2010 demonstrate

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

Planning documents from 2010-2011 demonstrate

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

Planning documents from 2011-2012 demonstrate

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

Academic Assistance Programs

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

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

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

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

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

Planning documents from 2011-2012 demonstrate

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

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

Career Services

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

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

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

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

Planning documents from 2009-2010 demonstrate

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

Planning documents from 2010-2011 demonstrate

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

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

Planning documents from 2011-2012 demonstrate

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

SECTION II: ACADEMIC PROGRAM APPRAISAL

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

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

Examples of recent Program Appraisals from across the University:

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

SECTION III: GENERAL EDUCATION

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

Table 3.3.1.1-12
Planning Efforts for General Education

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

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

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

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

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

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

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

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

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

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

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

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

Off-Site Team Comments

The Committee reviewed numerous planning and assessment records which the institution uses to document its institutional effectiveness efforts, including Outcomes Assessment Plans and Program Reviews from three planning years: 2009-10, 2010-11, and 2011-12. Outcomes Assessment Plans for the first two years include columns for Objectives with Intended Outcomes, Assessment/Evaluation Measures/ Strategies, Assessment/Evaluation Results, and Improvement Plan/Changes Made. For the 2011-2012 planning cycle, the institution began using a commercial product to enhance its institutional effectiveness process. For this new system, units input similar information. Program Reviews include program data such as enrollment, licensure pass rates, degrees awarded, credit hours generated, and cost per semester credit hour. For educational programs, the institution provided a sample consisting of Nursing, Radiologic Technology, Computer Information Technology, Respiratory Care, Fire and Emergency Services, Management, Diagnostic Medical Sonography, Criminal Justice, Care and Development of Young Children, General Studies, Continuing Education, Registrar/Admissions, Grants, Library, Developmental Education, Academic Assistance Programs, and Career Services. The committee found that the institution identifies expected outcomes, including student learning outcomes, for most of its educational programs. The institution also assesses the extent to which outcomes are achieved. The institution uses a variety of assessment instruments, including scores on the CAAP test, items on final exams, writing samples, and portfolios. Planning documents indicate analysis of results that lead to improvements in educational programs. Improvements include adding instructional delivery, such as clinicals; changing curricula; expanding student assignments; and adding review sessions.

For some of the units which the institution designates as educational programs, including Continuing Education, Registrar/Admissions, Grants, Library, Academic Assistance Programs, and Career Services, the institution does not identify student learning outcomes.

College Response

Continuing Education, Registrar/Admissions, Grants, Library, Academic Assistance Programs, and Career Services are not educational programs. They should not have been included in C.S. 3.3.1.1.

Sources (In Order of Appearance)

- 2009-2010 Academic Affairs IE Retention
- 2009-2010 IE Academic Affairs Curriculum Development
- 2010-2011 Academic Affairs IE Retention
- 2010-2011 IE Academic Affairs Curriculum Development
- AA Curriculum Development 3-8-2010 GE Committee Minutes
- AA Curriculum Development 5-4-11 Merger of CIT and OIS
- AA GE 9-21-2010 Committee Minutes
- AA Revised GRAD Act Targets for years 456
- AALT 2010-2011 IE Paperwork
- AAP 2009-2010 IE Paperwork
- AAP 2010-2011 IE Paperwork
- AGS IE Paperwork 2009-2010
- AGS IE Paperwork 2010-2011
- Career Services 2009-2010 IE Paperwork
- Career Services 2010-2011 IE Paperwork
- CDYC 2009-2011 IE Paperwork
- CE 1-3-12 Letter from Belle Wheelan-cease offering degree at LCRP
- CE 2009-2010 IE Planning
- CE 2010-2011 IE Planning
- CE Cenla Course Survey Sp 2008
- CE LSUA Survey for Enrollment Intentions
- CIT 2009-2010 IE Documents
- CIT 2010-2011 IE Documents
- CJ 2009-2010 IE Paperwork
- CJ 2010-2011 IE Paperwork
- CJ 4-19-11 Revised
- CJ 9-8-11 Exit Exam First Email
- CJ 9-8-11 Exit Exam Second Email
- CJ Exit Exam SLO Results Sp 2010
- CJ SLOs Revised FA 2010
- DE 1-27-11 proposed UNIV 0008 syllabus
- DE 2009-2010 IE Paperwork
- DE 2010-2011 IE Paperwork
- DE 7-13-11 Spring 2011 UNIV 0008 SLO
- DMS 2009-2010 IE Paperwork
- DMS 2010-2011 IE Paperwork
- DMS AB Current ABD
- DMS Letter of Intent to Reactivate
- DMS OB Current OB GYN
- DMS SPI Future Physics
- DMS Statistics Spring 2010
- Fire Science 2009-2010 IE Paperwork
- Fire Science 2010-2011 IE Paperwork
- GE ENGL 1001 Sp 2011
- GE English 1001 Fa 2010- Sp 2011
- GE English 1001 Fa 2010- Sp 2011
- GE English 1002 Fa 2010
- GE English 1002 Sp 2012
- GE FREN 1001-1002 Sp 11
- GE Info Lit Fa 2010

- GE Info Lit Sp 2012
- GE Sciences FA 2010 BIOL1001
- GE Sciences SP 2011 BIOL1001
- Grants Since 2007
- Library 2009-2010 IE Documents
- Library 2010-2011 IE Documents
- Library Ask Earl HS Survey 2009
- Louisiana Transfer Arts
- Louisiana Transfer Science
- LSU Eunice Planning and Evaluation Cycle
- LSU Eunice Planning and Evaluation Model
- meeting minutes July 6 2010 UNIV meeting agenda
- MGMT 2009-2010 IE Paperwork
- MGMT 2010-2011 IE Paperwork
- NS BIOL 1001 Summary FA 2010
- NS BIOL 1001 Summary SP 2011
- NS BIOL 2160 2010-2011
- NS Summary Document from 2010-2011
- NS ZOOL 2010-2011
- Nursing 2009-2010 IE Paperwork
- Nursing 2010-2011 IE Paperwork
- Nursing Domains Spring 2010
- Nursing NCLEX Entire Report 2009-2010
- Nursing NCLEX Entire Report 2009-2010
- Nursing Overall Pass Rate Spring 2010
- Planning and Evaluation Cycle
- Planning and Evaluation Model
- Program Appraisal - Business
- Program Appraisal - Computer Information Technology
- Program Appraisal - Criminal Justice
- Program Appraisal - Education
- Program Appraisal - Fire and Emergency Services
- Program Appraisal - General Studies
- Program Appraisal - Nursing
- Program Appraisal - Pathways to Success
- Program Appraisal - Psychology
- Program Appraisal - Radiologic Technology
- Program Appraisal - Respiratory Care
- Program Appraisal - Sciences
- program appraisal guidelines
- RADT 2009-2010 IE Paperwork
- RADT 2010-2011 IE Paperwork
- RADT ARRT Results for 2010
- RADT ARRT Results for 2011
- RC 2010-2011 IE Paperwork
- Sciences 2009-2010 IE Paperwork
- Sciences 2010-2011 IE Paperwork
- Sciences math 1021 spring 2011 item analysis

CS 3.3.1.5

Institutional Effectiveness: Community/Public Service

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

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

Off-Site Team Judgment

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

Original Narrative

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

Community Service as Institutional Mission

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

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

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

Outcomes and Assessment for Community Service

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

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

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

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

Off-Site Team Comments

The institution's narrative states that Community/Public Service broadly includes workforce and economic development, the promotion of lifelong learning, health and wellness, youth enrichment, and cultural enrichment. The Office of Continuing Education is responsible for planning and assessing community/public service, as related to the institution's mission. The Committee reviewed the Outcomes Assessment Plans from three planning years: 2009-10, 2010-11, and 2011-12. Outcomes Assessment Plans for the first two years include columns for Objectives with Intended Outcomes,

Assessment/Evaluation Measures/ Strategies, Assessment/Evaluation Results, and Improvement Plan/Changes Made. For the 2011-2012 planning cycle, the institution began using a commercial product to enhance its institutional effectiveness process. For this new system, units input similar information. The Committee's review noted that the outcomes for Continuing Education are not stated in measureable terms in some planning documents; however, assessment results indicate the level of achievement that is expected. (e.g., Objective with Intended Outcomes: "Offer an optimum number of workforce development courses that meet workforce training needs."

Assessment/Evaluation Results: "Three-year average for workforce training courses [(08-09, 09-10, and 10-11)] was 84. 11-12 enrollments were 104. Objective was met.") The Committee determined that this is an issue of reporting/formatting rather than a failure of the institution to identify expected outcomes and to assess the extent to which the outcomes are achieved. Planning documents for the three planning years indicate that the Office of Continuing Education uses enrollment data as its source for assessment data. The use of other data sources, such as satisfaction surveys, was not apparent. Planning documents for the Office of Continuing Education indicate that the unit analyzed results and listed reviewing and adjusting marketing practices as an improvement to its operations. While the institution's basic institutional effectiveness structure has been employed by the Office of Continuing Education, the Committee noted that the scope of planning and assessment from the last three years has been very limited. The institution's narrative includes information about activities such as a Memory Screening Day, numerous summer programs for school-age children, a coffee lecture, community service tax preparation, and the Peninsula Gaming Institute, a management training program which the institution has conducted for three years; yet, the Committee could not determine if the Continuing Education Office is evaluating the effectiveness of all of these programs.

College Response

Client evaluations such as the one shown here from 2012 were completed at the end of each session of the Peninsula Gaming Institute series cited in the compliance narrative. In the first year of the Institute, the University used a different evaluation form, but for the same purpose. Those evaluations were reviewed by the presenters for the sessions as well as the staff, who used results to make changes in staffing and curriculum from Institute to Institute. Notable changes are evident, for example, in the Institutes from 2009 to 2012, including changes in the time of the year the Institute was scheduled, in the sequence of the sessions, in the lineup of presenters, and in the content of session topics. The basis of meaningful changes came from client feedback resulting from conscientious assessment and ongoing planning meetings.

Next, National Memory Day and Annual IRS Income Tax Preparation Services were conducted by outside organizations--National Alzheimer's Foundation and Internal Revenue Service. LSU Eunice merely provided the physical space and some volunteers for these activities. Post-event feedback from the respective sponsors, the National Alzheimer's Foundation representative and the Internal Revenue Service, indicated that their expectations were met and/or exceeded.

In the past, only quantitative data were collected for schoolaged children's programs.

In response to increasing assessment expectations and needs, the Office of Continuing Education has added a performance goal with specific objectives that will measure effectiveness, as stated:

Outcomes Effectiveness Goal 3: The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its non-credit and community service programs, including activities related to workforce development, leisure and lifelong learning, and youth enrichment.

> **Objective 3.1**
> To ensure effectiveness of community service programs and activities and to aid the process of planning and evaluation of such activities, the Continuing Education staff will request all participants to complete a post-event evaluative survey at the end of each sponsored course/program/event, as evidenced by copies of such surveys maintained in either hard or electronic files within the Office.

> **Objective 3.2**
> 90% of respondents to post-event surveys will strongly agree or agree to the statement that the course or program met their needs/interests.

> **Objective 3.3**
> 90% of respondents to post-event surveys will strongly agree or agree to the statement that they would recommend the same course or program to others.

> **Objective 3.4**
> 90% of respondents to post-event surveys will strongly agree or agree to the statement that taking the course was a worthwhile investment of time and/or money.

The Continuing Education staff is gathering data to measure achievement of these objectives at the conclusion of all of its community service activities, courses, and programs, such data to be reported in the 2012-13 outcomes assessment. The staff designed a new post-course evaluation instrument that solicits the client feedback needed to measure the results. Surveys have yielded with the following results:

Objective 3.1: Post-event surveys were administered at the last three events of the planning year (including "Genealogy Tools and Resources," "Let's Eat for the Health of It," and "Le Cafe Cajun").

Objective 3.2 Results by Event:
    Genealogy Tools and Resources (9 respondents): 100% satisfied/very satisfied
    Let's Eat For the Health of It (7 respondents): 100% satisfied/very satisfied
    Le Cafe Cajun (10 respondents): 100% satisfied/very satisfied
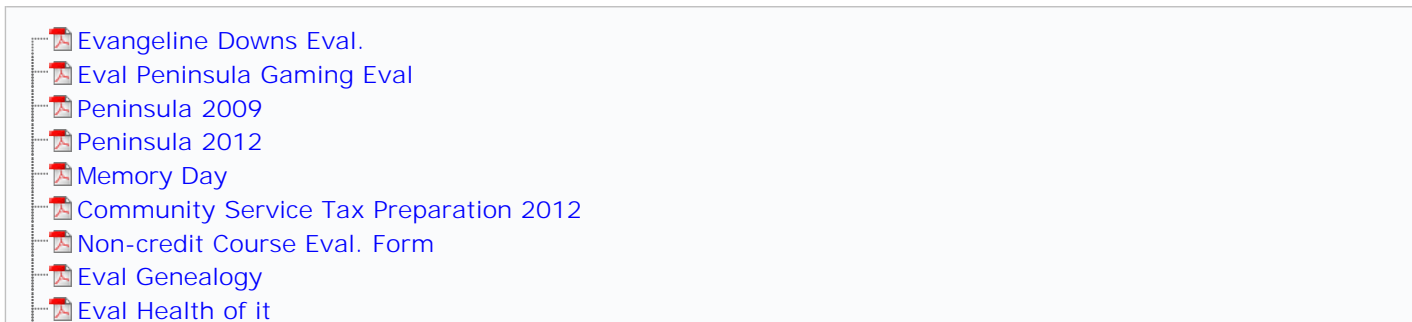
Objective 3.3 Results by Event:
    Genealogy Tools and Resources (9 respondents): 100 % satisfied/very satisfied
    Let's Eat For the Health of It (7 respondents): 100% satisfied/very satisfied
    Le Cafe Cajun (10 respondents): 100 % satisfied/very satisfied

Objective 3.4 Results by Event
    Genealogy Tools and Resources (9 respondents): 100 % satisfied/very satisfied
    Let's Eat For the Health of It (7 respondents): 100% satisfied/very satisfied
    Le Cafe Cajun (10 respondents): 100 % satisfied/very satisfied

While these results in the closing weeks of planning year 2012-2013 are statistically modest, to the broader point they represent a commitment going forward to increased institutional effectiveness.

Sources (In Order of Appearance)

- Evangeline Downs Eval.
- Eval Peninsula Gaming Eval
- Peninsula 2009
- Peninsula 2012
- Memory Day
- Community Service Tax Preparation 2012
- Non-credit Course Eval. Form
- Eval Genealogy
- Eval Health of it

- Eval Cafe Cajun
- 09-10
- 3.3.1.5 Planning
- 3.4.2
- Bengal Camp 2011 Registration
- Coffee
- Econ Dev Agenda
- Econ Dev Meeting
- Evaluation Form
- LSU Eunice Planning and Evaluation Cycle
- LSU Eunice Planning and Evaluation Model
- National Memory Day
- OLLI Coffee Announcement
- OLLI Flyer FA 2012
- Outcomes 10-11 Continuing Education
- Outcomes Admin Report 09-10
- Outcomes Goals
- Outcomes Report 10-11
- Outcomes Report 11-12
- Peninsula Gaming Institute Outline Spring 12
- Peninsula Gaming Institute Outline Spring 12
- Planning and Assessment Manual
- TY

CS 3.4.9

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

Off-Site Team Judgment
☐ Compliance ☐ Partial Compliance ☑ Non-Compliance ☐ Not Applicable

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

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

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

LSU Eunice Faculty profile during Fall 2011 included the following:

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

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

Programs and services that provide academic support include the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Programs and services for faculty and staff include:

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

Faculty Professional Development Funds

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

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

Endowed Professorships

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

Other Professional Development Funds

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

Table 3.7.3 - 1 - CTE Faculty and Professional Development Training

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

Media and Duplication Services

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

Off-Site Team Comments

LSU Eunice provides a variety of programming designed to support academics. Services provided by the University include New Student Orientation, Academic Advising, Testing, a Remediation Programs, Career Counseling and Library and Instructional Support. New Student Orientations are required for all new students with less than twenty-four hours of college credit. Orientations provide an introduction to university life. Faculty advisors are available to students for academic advising. Advisors assist students in course selection and the development of a plan of study. LSU Eunice also offers a program called "Pathways to Success". This one-year program is designed to assist "high risk" students prepare for general education coursework. Career Counseling services are available to assist students in the selection of an academic major or career choice, job search skills, and in finding employment. The Office of Student Affairs and Enrollment Services offer access to professional, personal counselor for students who seek confidential counseling or referral services.

A walk-in health clinic is available to students in need of basic health care services. The clinic is staffed by a faculty registered nurse and is open two days each week. Services for faculty and staff include educational leave, sabbatical leave and other professional development opportunities. Professional development funds are available to reimburse professional travel expenses.

The college provides a compelling argument for why new students are required to attend an on-campus orientation in keeping with the mission of the college. New students planning to enroll either at the LSU Eunice campus, the Learning Center for Rapides Parish (LCRP) site or the LSU Alexandria site are mandated to attend this orientation prior to the start of classes. As described by the institution, the orientations "provide an introduction to University life and include an overview of general academic requirements, University policies and procedures, student rights and responsibilities, services, and activities." Yet, the college states that distance education students are exempt from this step in enrollment and does not provide evidence that distance education students have an alternative process that provides the similar support or an overview of requirements, policies, and procedures, rights and responsibilities, services and activities necessary for new online learners.

College Response

The Office of Continuing Education is the initial point of contact for distance education students. All inquiries receive general information about degrees offered through the LSU Eunice CALL program--Fire & Emergency Services and Criminal Justice online degree programs. Following receipt of a distance education student's online application for admission, the Director of Admissions/Registrar sends written confirmation of enrollment including contact information for the student's assigned advisor, university email address, and login credentials for access to myLSUE.

Included in emails sent to these students is also a link to SmarterMeasure, which is an assessment tool used to measure a student's preparedness for online learning. Students choosing to enroll in the CALL program are required to answer a three-question assessment, choosing CALL as their home campus at LSU Eunice. Program-related questions are referred to assigned advisors. Once referred, these students receive more individualized attention. Each student is sent an email that provides links to academic and general information needed to get started.
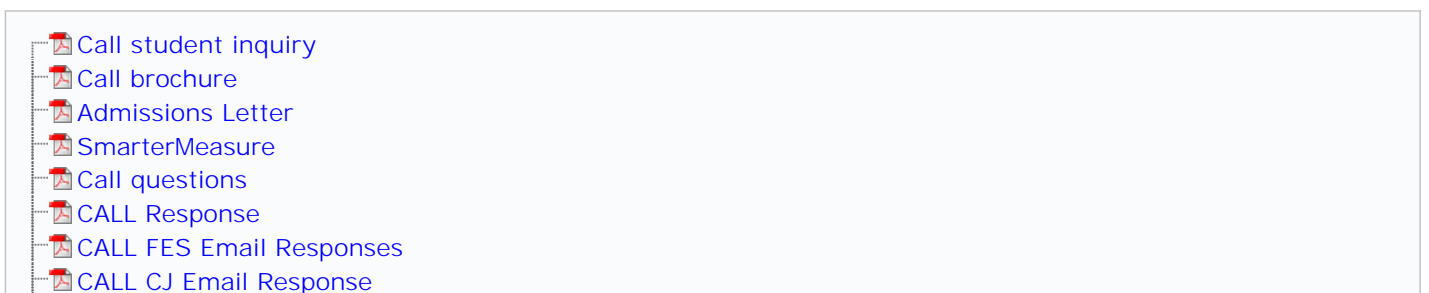
The Fire & Emergency Services and Criminal Justice program advisors speak personally by telephone to each student in their program. A standard script is not followed, but instead, the discussion is tailored to meet the needs of the individual student because these students start out at different levels of preparedness and experience. Listed below are examples of email communications between program advisors and distance education students.

    Email Example #1
    Email Example #2

Students are also reminded to check myCourses for course-related information and myLSUE for information on financial aid, fee payments, grades, or other university business.

Sources (In Order of Appearance)

- Call student inquiry
- Call brochure
- Admissions Letter
- SmarterMeasure
- Call questions
- CALL Response
- CALL FES Email Responses
- CALL CJ Email Response

- Absent Professor
- ACT Residual Test at LSU Eunice
- ACT Student Opinion Survey
- ACT Testing
- Advising Worksheet
- CALL CJ
- CALL FES
- Call Information
- Call inquiry
- Career Services
- Computer Labs
- Counseling Center
- Endowed Professorship Selection Committee Minutes 2009_2012
- Faculty elearning Opportunity
- Faculty Professional Development Criteria
- Faculty Workshop 2010 Business and Technology
- Financial Aid
- Health Clinic
- Honors Program
- iChoose 10 Evaluation Form
- In-house Faculty Training
- LERN
- LERN COI Project 2012
- Library Cultural Program 2011
- Library Educational Program 2011
- Library In-service Meeting 2011 Documentation
- Library Staff Meeting Agenda Spring 2010
- Library Tax Preparation Services 2011-2012
- LOUIS Brochure
- Louisiana Transfer Degree Guarantee
- LSU Eunice Orientation Guide
- Online Orientation Survey
- Orient Organizations
- Orientation
- Pathways Orientation survey
- Pathways to Success Contract
- Professional Development Committee Minutes
- Professional Development Faculty Opportunity Workshop 2012
- Smart Thinking Usage Report
- SmartThinking
- St Supp Serv Assessment
- Student Request for Disability Services
- Student Support Services
- Testing Skills
- Tutoring-English
- Tutoring-math
- URSI Program Instructions
- URSI2010
- Response

CS 3.7.1

Faculty: Faculty competence

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

Off-Site Team Judgment

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

Original Narrative

Consistent with its mission to provide high quality education, regardless of delivery method, LSU Eunice employs faculty who meet the standards established by the Southern Association of Colleges and Schools Commission on Colleges for faculty teaching general education courses, associate degree courses designed for transfer to a baccalaureate degree, associate degree courses as part of a degree not designed for transfer but designed to enter the workforce, and developmental courses meant to prepare students for college-level work. LSU Eunice views the recruitment of qualified faculty as one of its most serious responsibilities. The procedures and guiding principles to recruit, identify, interview, hire, and evaluate the most qualified faculty to fulfill the mission and goals of the University are found in PS 11: Search and Selection of Faculty, Administrative, Professional, and Classified Staff; PS 12: Recruitment, Retention, Promotion, Tenure, and Evaluation of Faculty Members, and LSU System PM 23: Ranks, Promotions, and Policies Governing Appointments and Promotions of Academic Staff. Criteria for judging the suitability of an applicant for a position on the faculty include (1) appropriate academic training; (2) teaching or instructional effectiveness as judged by qualified colleagues in prior association and, where possible, by an applicant's performance during an interview and teaching demonstration; (3) scholarly and creative capability, as evidenced by publications and the estimates of qualified colleagues; and 4) cooperativeness and dedication, as assessed by prior colleagues and other persons qualified to make such judgments.

The Faculty Roster Form (below) details the academic training, courses taught, and additional qualifications such as diplomas or certificates earned; related work or professional experience; licensure and certifications; continuous documented excellence in teaching; honors and awards; and other demonstrated competencies and achievements that contribute to effective teaching and the achievement of student learning outcomes regardless of the mode of delivery of the course. Faculty records are maintained in the Office of Academic Affairs and the Office of Human Resources.

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

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

Al-Dujaili, Jameel S. (F)	Biology, 3(UT) BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Laboratory, 1 (UT) **Fall 2012** BIOL 1001 General Biology, 3 (UT) BIOL 1011 Microorganisms and Man, 3 (UT) BIOL 1012 Microorganisms and Man Laboratory, 1 (UT)	Ph.D. (Environmental Microbiology) West Virginia Univ. including the following coursework: BIOL 216 Cell and Molecular Biology Methods (G, 3) BIOL 414 Enzymes (G, 3) BIOL 415 Adv. Biochemistry Lab (G, 2) BIOL 215 Cytology (G, 4)	
Bergeron, Patrick G. (P)	**Spring 2012** BIOL 1001 General Biology, 3 (UT) **Fall 2012** None	MS (Biology) University of Louisiana at Monroe	F
Cordes, James E. (F)	**Spring 2012** BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) BIOL 1503 Honors Introductory Zoology, 4 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT) **Fall 2012** BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) ZOOL 1011 Human Anatomy, 3 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT)	Ph.D. (Zoology) University of Arkansas MS (Biology) Southwest Texas State University	
Hamlin, John A. (F)	**Spring 2012** BIOL 1002 General Biology, 3 (UT) BIOL 1005 Introductory Biology Laboratory, 2 (UT) BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 2151 Cell Structure and Function, 4 (UT) BIOL 2161 Human Physiology Laboratory, 1 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT) **Fall 2012** BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 2153 Principles of Genetics, 4 (UT) BIOL 2160 Human Physiology, 3 (UT) BIOL 2161 Human	Ph.D. (Cellular Biology) Tufts University BS (Zoology) LSU Baton Rouge	

	Physiology Laboratory, 1 (UT)		
Heffernan, Linda (P)	**Spring 2012** BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 1208 Biology Laboratory for Science Majors, 1 (UT) **Fall 2012** BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 1208 Biology Laboratory for Science Majors, 1 (UT)	Ph.D. (Biochemistry) LSU Baton Rouge	
Jariel, Domingo M. (F)	**Spring 2012** AGRO 2051 Soil Science, 4 (UT) BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) BIOL 1202 Biology for Science Majors II, 3 (UT) BIOL 1209 Biology Laboratory for Science Majors II, 1 (UT) ENVS 1126 Introduction to Environmental Sciences, 3 (UT) **Fall 2012** AGRI 1001 Introduction to Agriculture, 1 (UT) ANSC 1048 Introduction to Dairy Science, 3 (UT) BIOL 1001 General Biology, 3 (UT) BIOL 1002 General Biology, 3 (UT) BIOL 1201 Biology for Science Majors, 3 (UT) BIOL 2002 Individual Research Biology, 2 (UT) HORT 2050 General Horticulture, 3 (UT)	Ph.D. (Agronomy/Plant Physiology) Clemson University MS (Soil Chemistry) University of the Philippines	
Li, Wei (F)	**Spring 2012** None **Fall 2012** BIOL 1001 General Biology, 3 (UT) BIOL 2161 Human Physiology Laboratory, 1 (UT) ZOOL 1011 Human Anatomy, 3 (UT) ZOOL 1012 Human Anatomy Laboratory, 1 (UT)	Ph.D. (Physiology) Southern Illinois University MS (Physiology) Capital University of Medical Sciences BS (Clinical Medicine) XinXiang Medical College	
		DPT (Physical Therapy) University of Montana MPTH (Physical Therapy) LSU Health Science Center ANAT 6522 Human Anatomy (5) MPTH 6550 Functional	Based upon review of course descriptions in

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

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

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

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

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

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

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

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

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

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

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

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

	Applications, 3 (UT) **Fall 2012** None		
Fowler, Paul (P)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0002 Introductory Algebra, 3 (D)	MS (Technical Education Teaching) University of Akron BA (Math & Science Education) University of Akron	BA in Math and Science Education provides sufficient background to teach courses in developmental mathematics; 4 years experience teaching college algebra and 13 years experience teaching developmental mathematics at the University of Akron
Hale, Amy M. (P)	**Spring 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT) **Fall 2012** MATH 0002 Introductory Algebra, 3 (D) MATH 1021 College Algebra, 3 (UT)	MS (Secondary Mathematics) Northwestern State University BS (Mathematics) Louisiana College MATH 6301 Statistics (3) MATH 634 Mathematics Curriculum (3) MATH 535 Sampling Techniques (3) MATH 533 Statistical Methods/Data Analysis (3) MATH 4070 History of Mathematics (3) MATH 5350 Selected Topics (3) 18 graduate hours in mathematics	
James, Julia (P)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 1021 College Algebra, 3 (UT)	M.Ed. (Administration and Supervision) Northwestern State University BS (Mathematics) Northwestern State University MAED 589 Seeing Math/Linear Functions (2) MAED 589 Seeing Math Quadratic Equation (2) MATH 5020S1N Special Topics in Math (3) MATH 5020 S2N Special Topics in Math (3) MATH 5350S4N Selected Topics (3) MATH 5020 S2I Special Topics in Math (3) MATH 5350 S4N Selected Topic- Special Topics (3) 19 graduate hours in mathematics	Louisiana Department of Education Teaching Certificate: Mathematics
			BS degree in Mathematics or

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

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

Prejean, James J. (P)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) MATH 0002 Introductory Algebra, 3 (D) **Fall 2012** MATH 0001 Pre-Algebra, 3 (D)	University of Southwestern Louisiana MATH 411 Fundamentals of Algebra (3) MATH 320 Intr Calculus (4) MATH 350 Differential Equations (3) MATH Math for High School Teachers (3)	Certificate: Mathematics Undergraduate coursework at least through the level of Calculus I provides sufficient background to teach courses in developmental mathematics at the pre- and introductory algebra level
Runnels, Rebecca (P)	**Spring 2012** MATH 1550 Analytic Geometry and Calculus I, 3 (UT) **Fall 2012** None	MS (Integrated Science and Technology-Mathematics Option) University of Southeastern Louisiana MATH 435 Topics in Applied Mathematics: Graphing Theory and Applications (3) MATH 441 Problem Solving Through History (3) MATH 461 Abstract Algebra (3) MATH 605 Applied Statistics (3) MATH 617 Applications of Combinatorics and Graph Theory (3) MATH 595 Introduction to Reading and Research in Mathematics (3) 18 graduate hours in mathematics	
Smith, Rachel L. (P)	**Spring 2012** MATH 0001 Pre-Algebra, 3 (D) **Fall 2012** None	BS (Math Education) McNeese State University	BS degree in Mathematics or Mathematics Education provides a sufficient background to teach the courses in developmental mathematics
Sonnier, Rebecca C. (P)	**Spring 2012** MATH 1022 Plane Trigonometry, 3 (UT) **Fall 2012** MATH 1021 College Algebra, 3 (UT)	M.Ed. (Mathematics) University of Southwestern Louisiana BS (Mathematics Education) McNeese State University MATH 5100 Elements of Calculus (3) MATH 513 Secondary Teaching I-Algebra (3) MATH 514 Secondary Teaching II- Geometry (3) MATH 463 Number Theory (3) MATH 470 Topics for Mathematics Teachers (3) MATH 513 Problems and Solutions (3) 18 graduate hours in mathematics	
	Spring 2012 MATH 1022 Plane		

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

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

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

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Nursing and Allied Health
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/13-13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Ancelet, Cassie (P)	**Spring 2012** None **Fall 2012** ALLH 1013 Medical Terminology, 2 (UT)	BS (Biology) University of Louisiana at Lafayette	Certified First Responder Instructor; CPR Certified Nationally Registered EMT-Basic Instructor; First responder Instructor, 2007-present; EMT-Basic Instructor, 2007-present
Batiste, Barbara A. (F)	**Spring 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1230 Nursing Concepts I, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) **Fall 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT)	MS (Nursing) Loyola University	
Broussard, Tricia A. (P)	**Spring 2012** NURS 2555 Clinical Practice IV, 5 (UT) **Fall 2012** NURS 2435 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) University Louisiana Lafayette	
	Spring 2012 NURS 1230 Nursing		

Campbell, Jane (F)	Concepts II, 4 (UT) NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2450 Nursing Concept III, 4 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) Louisiana State University New Orleans	
Creswell, Jennifer (F)	**Spring 2012** NURS 1230 Nursing Concepts II, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT) NURS 2430 Nursing Concepts III, 4 (UT)	MS (Nursing) University of Texas	
Dibbley, Alex (P)	**Spring 2012** ALLH 1000 Overview of Allied Health Professions, 2 (UN) **Fall 2012** None	MAT (PE/Athletic Training) University of West Alabama BS (Kinesiology) LSU Baton Rouge	Certified American Heart Association Basic Life Support Instructor; Board certified Athletic Trainer; Louisiana Board of Medical Examiners certified Operation Life Saver; two years clinical work experience with Rehab Excel Physical Therapy; three years experience with Lake charles Memorial Hospital in sports medicine; Head Athletic Trainer for College Station ISD; Calcasieu Parish School Board Instructor of Sports Medicine/Allied Health at Lake Charles Boston High School
Dunbar, Suzanne (F)	**Spring 2012** NURS 2510 Issues in the Practice of Nursing, 1 (UT) NURS 2550 Nursing Concepts IV, 4 (UT) NURS 2552 Nursing Pharmacology III for Articulating Students, 1 (UT) NURS 2556 Issues, Trends and Management of Care in Nursing, 1(UT) **Fall 2012** None	MS (Nursing) McNeese State University	Post graduate certification as Nurse Practitioner. ANCC Board Certification as Adult Nurse Practitioner from 2002 to present.
	Spring 2012		

Dupre, Bonnie J. (F)	NURS 1232 Nursing Pharmacology II, 1 (UT) NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 1132 Nursing Pharmacology I, 1 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT) NURS 2430 Nursing Concepts III, 4 (UT) NURS 2432 Nursing Pharmacology III, 1 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT) NURS 2452 Nursing Pharmacology II for Articulating Students, 1 (UT)	MS (Nursing) University of Louisiana at Lafayette	
Fontenot, Freida G. (F)	**Spring 2012** NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) University of Phoenix	
Frick, Jennifer S. (P)	**Spring 2012** None **Fall 2012** ALLH 1013 Medical Terminology, 2 (UT)	M.Ed. (Curriculum & Instruction) University of Louisiana at Lafayette BS (Microbiology) LSU Baton Rouge	National EMS Academy,2010, Certified First Responder- 50 hours-- Nat'l EMS Certificate 11-4-1HSFR 06; Certified Nursing Assistant; State of La. EMS Certified First Responder
Jordan, Chana K. (P)	**Spring 2012** ALLH 1013 Medical Terminology, 2 (UT) **Fall 2012** None	BS (Kinesiology) University of Louisiana at Lafayette	Certification in Health & PE from University of Louisiana Lafayette; Certified CPR & First Responder and First Responder Instructor
Landry, Tracey (P)	**Spring 2012** NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 1135 Nursing Clinical Practice II, 4 (UT)	MS (Nursing) Northwestern State University	
LeJeune, Monica L. (F)	**Spring 2012** None **Fall 2012** NURS 2430 Nursing Concepts III, 4 (UT) NURS 2435 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) University of Cincinnati	
			The pharmacology course is very basic and designed primarily for Allied Health and Health

McDonald, Dorothy (F)	**Spring 2012** ALLH 1023 Pharmacology for Non-Nursing Majors, 1 (UN) **Fall 2012** RC 2022 Quality Leadership and Management for Health Care Professionals, 2 (UN)	MA (Organizational Management) University of Phoenix BA (Health Care Admin.) Ottawa University AD (Cardiopulmonary Care) Delgado Community College	Care Management, particularly coding and billing majors. This course includes basic pharm. terminology, classification of drugs, and routes of administration. This is a non-transferable course and anyone with a medical background should be sufficiently prepared to teach the course. Registered Respiratory Therapist (1982); Licensed Respiratory Therapist; Certified Respiratory Technician; 10 years experience in the clinical field
Peloquin, Carol (F)	**Spring 2012** NURS 2501 Nursing Concepts and Practice III, 10 (UT) NURS 2555 Clinical Practice IV, 5 (UT) **Fall 2012** None	MS (Nursing) McNeese State University	
Qualey, Thomas L. Jr. (F)	**Spring 2012** None **Fall 2012** NURS 1130 Nursing Concepts I, 4 (UT) NURS 1135 Nursing Clinical Practice I, 4 (UT)	MS (Nursing) McNeese State University MS (Hospital & Health Administration) University of Alabama	
Savant, Theresa (F)	**Spring 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1230 Nursing Concepts II, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) NURS 2501 Nursing Concepts and Practice III, 10 (UT) **Fall 2012** NURS 1000 Introduction to the Nursing Profession, 1 (UT) NURS 1130 Nursing Concepts I, 4 (UT) NURS 2455 Nursing Clinical Practice III, 4 (UT)	MS (Nursing) Frontier School of Midwifery & Family Nursing	
Vidrine, Debra (F)	**Spring 2012** NURS 1230 Nursing Concepts II, 4 (UT) NURS 1235 Nursing Clinical Practice II, 4 (UT) **Fall 2012** NURS 1130 Nursing Concepts I, 4 (UT)	MS (Nursing) Northwestern State University	

	NURS 1135 Nursing Clinical Practice I, 4 (UT)		

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

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

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Asbury, David R. (F)	**Spring 2002** None **Fall 2012** RC 2013 Respiratory Care Instruction, 3 (UN) RC 2014 Conference and Clinical Experience I, 4 (UN) RC 2021 Perinatology and Pediatric Respiratory Care, 3 (UN) RC 2024 Conference and Clinical Experience IV, 4 (UN)	Associate of Science (Respiratory Therapy) LSU Eunice Associate of Science (Science) LSU Alexandria	Respiratory Therapist, 1998-2000 and 2004-present, Christus St. Francis Cabrini Hospital; Respiratory Therapist, Owner/Manager, Louisiana Oximetry, Inc. 2003-2004; Respiratory Therapist, Home Care Supply, 2003-2004
Soileau, Steven Scott (F)	**Spring 2012** RC 2016 Conference and Clinical Experience II, 4 (UN) RC 2017 Pathophysiology in Respiratory Care, 4 (UN) **Fall 2012** None	AD (Respiratory Therapy) LSU Eunice	Registered Respiratory Therapist; Certified in Advances Life Support, Neonatal Advanced Life Support, and Basic Life Support; Respiratory Therapist, Ville Platte Medical Center, 2002-present; Respiratory Therapist Lafayette General Medical Center, 1993-2002
Warner, Kathleen B. (F)	**Spring 2012** ALLH 2630 Aging and Long-term Care, 3 (UN) RC 1001 Introduction to Respiratory Care, 3 (UN) RC 2015 Respiratory Care Science II, 4 (UN) RC 2017 Pathophysiology in Respiratory Care, 4 (UN) **Fall 2012** RC 1001 Introduction to Respiratory Care, 3 (UN) RC 2012 Cardiopulmonary Anatomy and Physiology, 3 (UN) RC 2014 Conference and Clinical Experience I, 4 (UN) RC 2021 Perinatology and Pediatric Respiratory Care, 3 (UN) RC 2025 Professional	BS (Respiratory Care) Nicholls State University AD (Respiratory Therapy) LSU Eunice	Registered Respiratory Therapist; Neonatal Practitioner Specialist; Certified Cardiology Technician; Certified Respiratory Therapist; CPR Certified; Staff respiratory Therapist, Louisiana Extended Care Hospital (Lafayette and Eunice), 2005-present; Staff Respiratory Therapist, Dubuis Hospital, 1996-present; Staff Respiratory Therapist, Oakdale Community Hospital, 1995-2002; Staff Respiratory Therapist, Lafayette General Medical Center, 1993-1995

	Review Seminar Lab, 3 (UN)		
Wyble, Micheal T. (F)	**Spring 2012** RC 2015 Respiratory Care Science II, 4 (UN) RC 2016 Conference and Clinical Experience II, 4 (UN) **Fall 2012** RC 2011 Respiratory Care Science I, 3 (UN) RC 2014 Conference and Clinical Experience I, 4 (UN) RC 2024 Conference and Clinical Experience IV, 4 (UN) RC 2025 Professional Review Seminar Lab, 3 (UN)	AD (Respiratory Care) LSU Eunice RSPT 301 Advanced Cardiopulmonary Diagnostics and Monitoring (3) RSPT 303 Perinatology and Pediatrics (3) RSPT 302 Advanced Cardiopulmonary Diagnostics and Monitoring (3) RSPT 304 Advanced Respiratory Therapy Pharmacology (3) RSPT 306 Advanced Comprehensive Respiratory Therapy (2) AHSC 400 Invasive Cadiovascular Monitoring (3) AHSC 406 Advanced Pulmonary Laboratory Science (4)	Registered Respiratory Therapist; Certified in Advanced Respiratory Therapy; Certified Respiratory Therapist; Registered Respiratory Therapist with the National Board for Respiratory Care; Registered Respiratory Therapist, LSU University Medical Center, 2001-2003; Certified Respiratory Therapist, Lafayette General Medical Center, 2000-2001

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

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Bertrand, Danielle C. (F)	**Spring 2012** DMS 1000 Introduction to Sonography, 1 (UN) DMS 1003 Superficial Structures, 2 (UN) DMS 1011 Abdomen/Lab II, 4 (UN) DMS 1021 Obstetrics/Gynecology II, 3 (UN) DMS 1025 Registry Review, 1 (UN) DMS 1093 Applied Sonography III, 8 (UN) **Fall 2012** DMS 1000 Introduction to Sonography, 1 (UN) DMS 1010 Abdomen/Lab I, 4 DMS 1020 Obstetrics/Gynecology I, 3 (UN) DMS 1092 Applied Sonography II, 8 (UN)	AD (Radiologic Technology) LSU Eunice	AARP Certified in Diagnostic Medical Sonography; Licensed by the Louisiana State Radiologic Board; Staff Radiographer, Dauterive Hospital, 2002-present; Staff Radiographer, Jennings American Legion Hospital, 1998-2002; Staff Radiographer, Rapides Regional Medical Center, 1997-1998
			Certified by the

Lavigne, Camille (F)	**Spring 2012** RADT 2038 Registry Review, 2 (UN) RADT 2093 Applied Radiography VI, 8 (UN) **Fall 2012** RADT 2033 Radiobiology and Radiation Protection, 2 (UN) RADT 2092 Applied Imaging V, 8 (UN)	AAS (Radiography) Houston Community College	American Registry of Radiologic Technologists and the Louisiana State Radiologic Technology Board; Radiologic Technologist, Abbeville General Hospital, 1997; Radiologic Technologist, Contract X-Ray Services, 1997-present; Radiologic Technologist, Houston N.W. Medical Center, 1996
McLaughlin, Robert L. (F)	**Spring 2012** ALLH 1000 Overview of Allied Health Professions, 2 (UN) ALLH 1013 Medical Terminology, 2 (UT) RADT 1000 Introduction to Radiography, 1 (UN) RADT 2036 Radiographic Pathology, 2 (UN) **Fall 2012** ALLH 1000 Overview of Allied Health Professions, 2 (UN) ALLH 1013 Medical Terminology, 2 (UT) RADT 1000 Introduction to Radiography, 1 (UN) RADT 2092 Applied Imaging V, 8 (UN)	MA (Vocational Education) California State University BA (Vocational Education) California State University AA (Radiologic Technology) Orange Coast College	Registered Technologist, American Registry of Radiologic Technologists; Certified Radiologic Technologist, State of California Department of Health Services; Certified Radiographer of Fluoroscopy, State of California Department of Health Services; Licensed Radiographer, State of Louisiana Radiologic Technology Board; Radiology Clinical Instructor, West Anaheim Medical center, 1991-1993; Imaging Technologist III, West Anahein Medical Center, 1990-1992; Instructor, Radiologic Technology Program, Orange Coast College, 1989-1991, ; Imaging Technologist II, Anaheim Memorial Hospital, 1990; Instructor Radiologic Technology Program, Cypress College, 1988; Imaging Technologist, Los Angeles Rams, 1982-1990; Instructor, Adult Education, 1982-1983; Imaging Technologist III (1977-1990) and Clinical Education Coordinator (1984-1990), Anaheim Memorial Hospital; Imaging technologist I, Western Medical Center, 1976-1977
			Registered Technologist, American Registry of Radiologic Technologists; Certified in Mammography American Registry of Radiologic Technologist; Licensed

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Scott, Janet (F)	**Spring 2012** RADT 1093 Applied Radiography III, 4 (UN) RADT 2093 Applied Radiography VI, 8 (UN) **Fall 2012** RADT 1092 Applied Imaging II, 4 (UN) RADT 2092 Applied Imaging V, 8 (UN)	BS (Radiologic Technology) McNeese State University	by the Louisiana Society of Radiologic Technologists; Radiographer in General Radiography/Fluoroscopy and Mammography, Medical center of Southwest Louisiana, 1994-1996; Radiologic Technologist, Anchorage Diagnostic Imaging Center, 1987-1983; Radiologic Technologist, Providence Hospital, 1986-1987; Radiologic Technologist, W.O. Moss Regional Hospital, 1983-1986
Sonnier, Angela (F)	**Spring 2012** RADT 1012 Radiographic Processing, 3 (UN) RADT 1022 Radiographic Procedures II, 4 (UN) RADT 1093 Applied Radiography III, 4 (UN) **Fall 2012** RADT 1011 Imaging and Equipment, 3 (UN) RADT 1021 Imaging Procedures I, 4 (UN) RADT 1092 Applied Imaging II, 4 (UN)	MS (Radiologic Science) Midwestern State University	Registered Technologist, American Registry of Radiologic Technologists; Licensed by the Louisiana Society of Radiologic Technologists; Licensed Radiographer Louisiana State Radiologic Technology Board; Program Director, LSUMC-HSC School of Radiologic Technology, 2002-2003; Clinical Instructor, LSUMC-HSC School of Radiologic Technology, 1998-2002

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

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Albert, Charles Anthony (P)	**Spring 2012** FSCI 2510 Legal Aspects of the Emergency Services, 3 (UN) **Fall 2012** FOSC 1101 Fire Behavior and Combustion, 3 (UN)	AAS (Fire Science) LSU Eunice Certificate in Arson Investigation, LSU Eunice	Served as Fire Chief; Chief Training Officer 23 years; 25 years as firefighter
Ancelet, Cassie (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BS (Biology) University of Louisiana at Lafayette	First Responder Certified CPR Certified Nationally Registered EMT-Basic Instructor
	Spring 2012 FOSC 1102 Hazardous Materials, 3 (UN) FSCI 2150 Fire Service Personnel Management,		Training Officer Lafayette Fire Department (LFD)

Barron, Richard (P)	3 (UN) **Fall 2012** FSCI 2151 Fire Department Organization and Management, 3 (UN) FSCI 2154 Fire Fighting Tactics and Strategy, 3 (UN)	BS (Fishery Biology) University of Louisiana at Lafayette	10 years; Fire Department Officer 1 year (LFD); and Driver Operator/Temp. Captain 8 years (LFD).
Blanchard, Monite Margaret (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** FSCI 2328 Emergency Medical Responder, 3 (UN)	BS (Nursing) University of Southwestern Louisiana	ACLS Certified PALS Certified CPR Instructor Nat'l EMS Certified First Responder-50 hrs; Certificate, CNA Train the Trainer Course; State Certified Instructor for Nursing Assistant/Aide; LCTCS Certified Instructor of Practical Nursing, Nurse Assistant, IV Therapy, and Phlebotomy;
Brankline, Robert John, Jr. (P)	**Spring 2012** FSCI 1001 Principles of Emergency Services, 3 (UN) **Fall 2012** None	High School Diploma	Certified EMS Instructor; AHA-ACLS Provider, Instructor & Trainer; PALS Provider & Instructor/Trainer; Iowa Volunteer Fire Department/EMS; Captain/Paramedic with Sulphur Fire Department
Brown, Larry Eugene (P)	**Spring 2012** FOSC 2239 Crime Scene Investigation, 3 (UN) **Fall 2012** FOSC 2231 Crime Scene Photography, 3 (UN)	High School Diploma	Deputy Sheriff/Crime Scene Investigator Lafayette Parish 19 years 53 non-collegiate training sessions in crime scene investigation, forensics, photography, law enforcement, computer technology & software, and courtroom testimony
Deville, Carolyn A. (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BS (Health & PE) McNeese State University	EMS Certified and Instructor, First Responder
Frick, Jennifer Stevens (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	M.Ed. (Curriculum & Instruction) University of Louisiana at Lafayette B.S. (Microbiology) LSU Baton Rouge	Natl. EMS Academy and State EMS Certified First Responder
	Spring 2012 FOSC 2002 HASWOPER Management, 3 (UN) FOSC 2230 Introduction to Forensic Science, 3 (UN) FOSC 2990 Practicum in Forensic Science, 3 (UN) FSCI 2830 Contingency Planning, 3 (UN) **Fall 2012** FOSC 2233 Physical	MS (Telecommunications)	Firefighting experience with Lafayette Fire Department 20+ years experience in public safety, hazardous material response,

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Gervais, Steven E. (F)	Evidence, 3 (UN) FOSC 2990 Practicum in Forensic Science, 3 (UN) FSCI 1002 Fundamentals of Corporate & Municipal Public Safety Administration, 3 (UN) FSCI 2152 Principles of Fire & Emergency Services Safety and Survival , 3 (UN) FSCI 2620 OSHA Regulations, 3 (UN) FSCI 2630 Safety Management, 3 (UN)	University of Louisiana at Lafayette BS (Industrial Technology) University of Louisiana at Lafayette	consulting, & disaster management. Holds several certifications from LFD Training Academy, LSU, National Fire Academy, FEMA, National Board on Fire Service Professional Qualifications.
Jordan, Chana Kanesha (P)	**Spring 2012** None **Fall 2012** FSCI 2328 Emergency Medical Responder, 3 (UN)	BS (Kinesiology) University of Louisiana Lafayette	Certification in Health & PE from University of Louisiana Lafayette; Nat'l EMS Academy Certified First Responder Instructor; Certified CPR Instructor.
Krentel, Stephen Joseph (P)	**Spring 2012** FOSC 1101 Fire Behavior and Combustion, 3 (UN) **Fall 2012** None	AD (Fire Science) LSU Eunice	Chief of Training, Safety, and Fire Prevention, St. Tammany Parish Fire District #12
Martin, Terry D. (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BS (HPRE) University of Louisiana Lafayette	Nat'l EMS Academy Certified First Responder; Certified CPR Instructor
Mhire, Sally Anne (P)	**Spring 2012** None **Fall 2012** FSCI 2328 Emergency Medical Responder, 3 (UN)	High School Diploma	Nat'l Registry of State Certified EMT, Basic and Intermediate; Certified State of La. EMT-Paramedic, Instructor of EMS, EMT Paramedic and EMT First Responder; 12 years experience as a fire fighter; EMT instructor; Certified Fire Fighter I
Morvant, Jason (P)	**Spring 2012** FSCI 2328 Emergency Medical Responder, 3 (UN) **Fall 2012** None	BA (General Studies) University of Southwestern Louisiana	Certified BLS Instructor; Natl EMS Academy Certified First Responder
Sparks, Felope Ann (P)	**Spring 2012** FSCI 2502 Building Construction Structural Technology, 3 (UN) **Fall 2012** FOSC 2200 Technology for Emergency Services, 3 (UN)	BS (Computer Information Systems) Grambling State University	EMI Certifications

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

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term,**	**ACADEMIC DEGREES&** **COURSEWORK**	**OTHER** **QUALIFICATIONS &**

	Course Number & Title, Credit Hours (D, UN, UT, G)	Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	COMMENTS Related to Courses Taught
F, Steven (P)	**Spring 2012** BADM 2920 Selected Topics: Microsoft Technology Associate Certification Prep., 3 (UT) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M.Ed. (Secondary Education) University of Southwestern Louisiana BS (Science Education; NCATE approved program: general science biology, chemistry, computer literacy and computer science) University of Southwestern Louisiana **Graduate Courses in** Technology from University of Louisiana Lafayette: IRED 518 Computer Assisted Education (3) IRED 560 Hypercard for Educators (3) IRED 420 Computer Lit. for Educators (3) EDCI 597 Home Page Construction in Educ. (3) IRED 570 Intro. to Interact Video & Audio (3)	CPS 1001 does not carry degree credit for Business Information Technology students. Louisiana State Department of Education Teaching Certificate: Computer Sciences and Computer Literacy; 2001-present Computer Science Teacher, Beau Chene High School; 1989-1990 part-time Computer Technician, UL Lafayette; 1986-1988 Computer Technician/Service Manager, Entre Computer Center; 1985-1986 Computer Programmer, John E. Chance and Associates; 1984-1985 Computer Programmer/Analyst, Cypress Software; 1983-1984 Systems Analyst and Applications Programmer; Computer Mark International
Landry, Fred Neal (F)	**Spring 2012** BADM 1001 Introduction to Business, 3 (UT) FSCI 2410 Fundamentals of Industrial Hygiene, 3 (UN) MGMT 2705 Security Management, 3 (UT) MKTG 2450 Consumer Behavior, 3 (UT) MKTG 2999 Principles of Marketing, 3 (UT) **Fall 2012** BADM 2001 Business Law, 3 (UT) BADM 2050 Small Business Management, 3 (UT) MGMT 2999 Principles of Management, 3 (UT) MKTG 2423 Salesmanship, 3 (UT) MKTG 2998 Relationship Marketing-A Strategic Approach, 3 (UT)	Ph.D. (Business Administration) The Union Institute MBA (Business Management) University of Dallas MS (Business & Educational Technology) Texas A & M University at Texarkana;	CRS and CES Professional Certifications.
	Spring 2012 BADM 1001 Introduction to Business, 3 (UT)		

McDonald, Dorothy (P)	BADM 2650 Medical Law and Ethics, 3 (UT) **Fall 2012** BADM 1001 Introduction to Business, 3 (UT) BADM 2601 Fundamentals of Healthcare Management, 3 (UT)	MA (Organizational Management) University of Phoenix BA (Health Care Admin.) Ottawa University	
Washam, Charles E. (P)	**Spring 2012** BADM 1001 Introduction to Business, 3 (UT) **Fall 2012** None	MBA (Business Administration) University of Toledo	
Wright, Atina L.	**Spring 2012** None **Fall 2012** BADM 1001 Introduction to Business, 3 (UT)	MS (Human Resource Management) Troy State University BS (Business Management) University of Maryland ACCT 516 Managerial Accounting (3) HRM Organizational Theory (3) HRM 579 Management Information Systems (3) HRM 525 Legal Environment (3) HRM 632 Compensation Management (3) MAN 676 Organizational Behavior (3)	

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

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Deshautelle, Edwin J., Jr. (F)	**Spring 2012** ECON 2000 Principles of Microeconomics, 3 (UT) ECON 2010 Principles of Macroeconomics, 3 (UT) ECON 2030 Economic Principles, 3 (UT) ECON 2035 Money, Banking and Macroeconomic Activity, 3 (UT) **Fall 2012** ECON 2000 Principles of Microeconomics, 3 (UT) ECON 2010 Principles of Macroeconomics, 3 (UT) ECON 2030 Economic Principles, 3 (UT) MGMT 2260 Human Resources Management, 3 (UT)	MBA (Business Administration) Northwestern State Univ. BS (Business Administration) University of Louisiana at Lafayette ECO 320 Intermediate Price Theory (3) ECO 520 Managerial Economics (3) FIN 504 Seminar in Finance (3) ECO 412 Problems of Economic Development (3) ECO 409 History of Economic Thought (3) ECON 501 Seminar (3) 18 graduate hours in economics and a closely related field	23 plus years experience teaching general business, economics, health care management, management and marketing courses Designed the current health care administration concentration

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

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Andrus, Rachel Lea (F) (Liberal Arts)	**Spring 2012** None **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	MS (Health Education) McNeese State University BS (Business Education) McNeese State University AD (Office Administration) LSU Eunice	LA dept. of Education Certified in Business Education Subjects, Computer Literacy and Health and Physical Education 9 years experience teaching computer literacy at the high school level
			Louisiana State

Bainter, Steven (P)	**Spring 2012** BADM 2920 Selected Topics: Microsoft Technology Assoc. Certification Prep, 3 (UT) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M.Ed. (Secondary Education) University of Southwestern Louisiana BS (Science Education) University of Southwestern Louisiana Graduate Courses with Technology from University of Louisiana Lafayette: IRED 518 Computer Assisted Education (3) IRED 560 Hypercard for Educators (3) IRED 420 Computer Lit. for Educators (3) EDCI 597 Home Page Construction in Educ. (3) IRED 570 Intro. to Interact Video & Audio (3)	Department of Education Teaching Certificate: Computer Sciences and Computer Literacy; 2001-present Computer Science Teacher, Beau Chene High School; 1989-1990 part-time Computer Technician, UL Lafayette; 1986-1988 Computer Technician/Service Manager, Entre Computer Center; 1985-1986 Computer Programmer, John E. Chance and Associates; 1984-1985 Computer Programmer/Analyst, Cypress Software; 1983-1984 Systems Analyst and Applications Programmer; Computer Mark International
Brown, John Milton (P)	**Spring 2012** BIT 1000 Keyboarding, 3 (UN) CPS 1001 Computer Literacy, 3 (UN) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M+30 Grambling State University and Northwestern State University M.Ed. (Education Psychology) Mississippi State University	
Canerday, Timothy S. (P)	**Spring 2012** None **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	M.Ed. (Educational Technology) Northwestern State University	CPS 1001 covers the basic / introductory concepts covered in the Microsoft Office Suite, including Word, Excel, and PowerPoint primarily. The class also gives a brief history of computers, and how they have evolved over the years. 4+ years of teaching experience in a correctional facility teaching inmates the basics of Word, Excel, PowerPoint, and Access. Other areas covered in the class included an in depth history of computers and basic Accounting.
Carrier, Lori Ann (P)	**Spring 2012** BIT 1620 Health Insurance and Medical Billing, 3 (UN) BIT 2625 Advanced Medical Coding, 3 (UN) **Fall 2012** None	Degrees: A.O.A., Administration Management, LSU Eunice A.O.A., Medical Office Administration, LSU Eunice	Certifications: Nat'l. Registry & State Certified Emergency Medical Technician; Certified Medicare & Private Insurance Claim Submission Specialist
	Spring 2012 CPS 1001 Computer Literacy, 3 (UN)	MS (Management Science) University of	

Dalmasi, Orlando (F)	CSC 1015 Fundamentals of Programming, 3 (UT) CSC 2260 Software Security, 3 (UT) CSC 2264 Introduction to C/C++ Programming, 3 (UT) CSC 2920 Selected Topics, 3 (UT) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN) CSC 1011 Introduction to Computer Science, 3 (UT) CSC 2030 Programming-Visual Basic, 3 (UT) CSC 2213 Advanced Networking Concepts, 3 (UT) CSC 2253 Systems Analysis and Design, 3 (UT) CSC 2264 Introduction to C/C++ Programming, 3 (UT)	Central Texas-Concentration in Computer Information Systems CMIS 6304 Telecommunications (3) CMIS 5308 MIS/INF/STOR/RETR (3) CSCI 5375 Computer Software Systems (3) CSCI 5370A Computer Applications and Impact (3) CSCI 5307 Fundamentals of System Analysis (3) CSCI 5319 Decision Support System Design (3) CSCI 5302 PLN/IMPL/MAN COM FAC (3) 21 graduate hours in computer science	
Darbonne, Cynthia M. (F)	**Spring 2012** BIT 2263 Business Mathematics, 3 (UN) BIT 2300 Business Correspondence, 3 (UT) BIT 2860 Advanced Machine Transcription: Medical, 3 (UN) BIT 2900 Desktop Publishing using Adobe PageMaker & Microsoft Publisher, 3(UT) BIT 2999 Administrative Information Systems Applications, 3(UT) ISDS 2100 Microcomputer Applications in Business, 3(UT) ISDS2800 Microsoft Word and Multimedia Presentation I, 3 (UT) **Fall 2012** BIT 2300 Business Correspondence, 3 (UT) BIT 2850 General Machine Transcription, 3 (UN) BIT 2860 Advanced Machine Transcription: Medical, 3 (UN) ISDS 2100 Microcomputer Applications in Business, 3 (UT) ISDS 2800 Microsoft Word and Multimedia Presentation I, 3 (UT) ISDS 2830 Advanced Microsoft Word and Multimedia Presentation	M.Ed. (Administration) LSU Baton Rouge BS (Business Education) McNeese State University	23+ years experience teaching general business, office administration and computer based courses Co-designed the current office administration program Note: Ms. Darbonne coordinates all practicum courses in the Division of Business and Technology.

	I, 3 (UN)		
Duplechin, Debra (P)	**Spring 2012** BIT 2900 Desktop Publishing using Adobe PageMaker & Microsoft Publisher, 3 (UN) **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	BS (Business Education) McNeese State University	Microsoft Office Specialist Certifications
Grice, Hershel L. (P)	**Spring 2012** None **Fall 2012** CPS 1001 Computer Literacy, 3 (UN)	MS (Technology Education) University of Southern Mississippi BS (Education) Valdosta State University	
LaMothe, Andre (F)	**Spring 2012** BIT 1000 Keyboarding, 3 (UN) CPS 1001 Computer Literacy, 3 (UN) **Fall 2012** None	MBA (Business Administration) University of Phoenix BS (Information Technology) University of Phoenix	CompTIA A+ Certified
May, Felicia (P)	**Spring 2012** None **Fall 2012** BIT 2200 Records Management, 3 (UT)	MBA (Business Administration) University of Southwestern Louisiana BS (Business Administration) LSU Baton Rouge	
Qualey, Jeanne T. (P)	**Spring 2012** None **Fall 2012** BIT 1605 CPT Medical Coding, 3 (UN) BIT 1615 ICD-9-CM Medical Coding, 3 (UN)	MBA (Health Care Administration) Our Lady of the Lake University BS (Medical Records Administration) University of Southwestern Louisiana	Certified Coding Specialist; ICD10 Trainer; Registered Health Information Administrator

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Accounting
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/16/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Guillory, Stephanie (F)	**Spring 2012** ACCT 2001 Introduction to Financial Accounting, 3 (UT) BADM 1001 Introduction to Business, 3 (UT) MGMT 2251 Supervision, 3 (UT) MGMT 2260 Human Resources Management, 3 (UT) **Fall 2012** ACCT 2001 Introduction to Financial Accounting, 3 (UT) ACCT 2101 Introduction to Managerial Accounting, 3 (UT) FIN 2020 Consumer Finance, 3 (UT)	MBA (Business Administration) LSU Shreveport BS (Accounting/Finance) University of Southwestern Louisiana	Certified Public Accountant; Certified Financial Planner
Schroeder, Arthur L. (F)	**Spring 2012** ACCT 2001 Introduction to Financial Accounting, 3 (UT) ACCT 2101 Introduction to Managerial Accounting, 3 (UT) ACCT 2103 Microcomputer Accounting with Peachtree, 3 (UT) FIN 2040 Investments, 3 (UT) **Fall 2012** None	MSA (Accounting) University of Arkansas BS (Business Administration) University of Wisconsin	Certified Public Accountant

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: English
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
	Spring 2012 ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2022 Survey of		

Alleman, Michael (F)	English Literature from 1798 to the Present, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2027 Introduction to Drama and Poetry, 3 (UT) HNRS 2001 Honors Seminar, 1 (UT)	Ph.D. (Literature) Univ. of Texas MFA (Creative Writing) McNeese State University MA (English) McNeese State University	
Cavell, Maura (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2007 Introduction to Writing Poetry, 3 (UT) HNRS 2300 Learning Success through Community Involvement, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 1003 Honors English Composition, 3 (UT)	Ph.D. (English) University of South Florida MA (English) Colorado State University	Director of the Honors Program
Crump, Ashley Calaway (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	MA (English) Louisiana Tech University	
Douglas, Constance (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	Ph.D. (English) LSU Baton Rouge MA (English) Northwestern State University	
		Ph.D. (Literary Studies) University of Texas at Dallas MA (Literary Studies) University of Texas at Dallas	

Elliott, Kenneth (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) THTR 1020 Introduction to Theatre, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) THTR 1020 Introduction to Theatre, 3 (UT)	HUAS 6394 Writing and Performance (3) HUAS 6305 Criticism, Interpretation and Performance (3) HUAS 8303 RDGS Aesthetic and Performance Studies (3) HUAS 6330 Studies in the Visual Arts (3) HUAS 6394 Performance Ensemble (3) HUAS 6394 Shakespeare in Performance (3) HUAS 6390 Contemporary American Theater (3) 21 graduate hours in Theater or a closely related-discipline	
Fontenot, Billy Charles (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) ENGL 2072 American Literature II: Coming of Age, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) HNRS 1001 Honors Seminar, 1 (UT)	Ph.D. (English) University of Louisiana at Lafayette MA (English) University of Louisiana at Lafayette M.Ed. (Secondary English) LSU	
Hebert, Celeste (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	M.Ed. (Secondary Education) University of Southwestern Louisiana ENGL 499 Special Topics in English (6) ENGL 556 Seminar in Rhetoric (3) ENGL 531 Folklore in Culture (3) ENGL 499 Special Topics in English (3) ENGL 482 Folklore Genres (3) 18 graduate hours in English	
Johnson, Chanda S. (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English	M. Ed., Supervision and Admin., Masters +30 Education and English, University of Louisiana at Lafayette ENGL463 Shakespeare, the Early Plays (3) ENGL439 American Fiction (3) ENGL555 Modern Comp. Theory (3) ENGL424 Shakespeare, the Later Plays (3)	

	Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	ENGL496 Faulkner (3) ENGL404 English Novel II (3) ENGL506 Prin. of Linguistics (3) ENL 403 English Novel I (3) 24 graduate hours in English	
Johnson, Rodney (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) ENGL 2022 Survey of English Literature from 1798 to Present, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	Masters +30 (English/Administration Education) LSU Baton Rouge M.Ed. (English/Administration) LSU Baton Rouge English 598 Independent Study (3) ENGL4084 Modern Criticism (3) ENGL 8900 Independent Study (3) ENGL 8900 Independent Study (3) ENGL/HIST 4195 Special Studies (LEH Seminar) (3) ENGL 7920 English Seminar (3) 18 graduate hours in English	
Langlois, Diane (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2025 Introduction to Fiction, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2071 American Literature I: Forging a Nation, 3 (UT)	Ph.D. (English/Writing) University of Louisiana Lafayette MA (English) Lamar University	
McMurray, Kevin (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT)	Masters +30 (English) University of Southwestern Louisiana MA (English) Southeastern Louisiana University	
	Spring 2012 ENGL 1001 English Composition, 3 (UT)		

Meche, Jude Ryan (F)	ENGL 1002 English Composition, 3 (UT) ENGL 2002 Business Writing, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2002 Business Writing, 3 (UT)	Ph.D. (English) Texas A&M University MA (English) University of Louisiana at Lafayette	
Ortego, Kayren F. (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	MA (English Education) Western Kentucky University ENG 571 British Masters (3) ENG 597 Lit & Mythology (3) ENG 593 Poe, Melville, Hawthorne (3) ENG 410G Theories Rhet. & Comp (3) ENG 572 American Masters (3) ENG 583 Shakespeare (3) 18 graduates hours in English	
Pulling, David L. (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 1002 English Composition, 3 (UT)	MA (English) University of Southwestern Louisiana	Louisiana Department of Education Teacher Certification: Secondary English
Reese, Joe (P)	**Spring 2012** None **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	Ph.D. (Comparative Literature) Indiana University BA (English & German) Southern Methodist University	
Richard, Kathleen (P)	**Spring 2012** ENGL 1001 English Composition, 3 (UT) **Fall 2012** ENGL 1001 English Composition, 3 (UT)	MA (Education with dual certification in English and Speech), Louisiana State University. ENGL7920 English Seminar (3) ENGL7051 Rest. & 18th Cent. (3) Total 6 graduate hours in English.	English instructor since **1998 and current Chair,** Dept. of English, Louisiana State **Univ. Laboratory School,** Baton Rouge. Relevant graduate study at Louisiana State University: EDCI 7135 Tech. Teaching Rdg. (3) EDCI7143 Teaching Literature (3) EDCI7307 Literature, Culture, and Curr. (3) EDCI 7311 Topics in Lang. Arts (3) EDCI7311 Topics in Lang. Arts (3) Total 15 graduate hours in relevant coursework. Professional Organization Involvement: National

			Council of Teachers of English (NCTE), National Writing Project (NWP), and Louisiana State University Writing Project.
Schmersahl, Kurt	**Spring 2012** None **Fall 2012** ENGL 0001 English Composition, 3 (D)	MA (English) McNeese State University BA (English) Northwestern State University	
Spears, James Martin	**Spring 2012 (F)** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) **Fall 2012 (P)** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	MA (English) McNeese State University	
Stalnaker, Jessica (P)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	MA (Comparative Literature) University of Colorado MAT, McNeese State Univ. BA (French & English Literature) Centenary College	
Stokes, Leah (P)	**Spring 2012** ENGL 1002 English Composition, 3 (UT) **Fall 2012** None	MA (English) Northwestern State University	
Synborski, Suzanne (P)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT)	MA (English) University of Louisiana at Lafayette	
Vick, Christina (F)	**Spring 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (D) ENGL 1001 English Composition, 3 (UT) ENGL 1002 English Composition, 3 (UT) ENGL 2020 Survey of English Literature from the Beginnings to 1798, 3 (UT)	Ph.D. (English) Texas A&M University MA (English) Sam Houston State University	

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

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: History and Geography
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Altazin, Daniel (P)	**Spring 2012** HIST 2057 The U.S. from 1865 to Present, 3 (UT) **Fall 2012** None	MA (History) Southeastern Louisiana University	
Ardoin, Jason (P)	**Spring 2012** GEOG 1001 Human Geography: World Regional Geography, 3 (UT) **Fall 2012** GEOG 1001 Human Geography: World Regional Geography, 3 (UT)	MS (Geography) University of Louisiana at Monroe	
Baltakis, Anthony (F)	**Spring 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2057 The U.S. from 1865 to the Present, 3 (UT) HIST 2071 History of Louisiana, 3 (UT) **Fall 2012** HIST 1001 Western Civilization to 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2065 Recent American History, 3 (UT)	Ph.D. (History) University of Akron MA (American Political History) University of South Florida	
Clark, Cullen Thomas (P)	**Spring 2012** HIST 2057 The U.S. from 1865 to Present, 3 (UT) **Fall 2012** HIST 1001 Western Civilization to 1500, 3 (UT)	Master of Research (History) University of Stirling (UK) M.Div. (Church History) Southwestern Baptist Theological Seminary	
Sellers, Walton P. III (P)	**Spring 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2071 History of Louisiana, 3 (UT) **Fall 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2055 The U.S. to 1865, 3 (UT) HIST 2071 History of	MA (History) LSU Baton Rouge	

	Louisiana, 3 (UT)		
Smith, Heather (P)	**Spring 2012** HIST 1003 Western Civilization Since 1500, 3 (UT) HIST 2057 The U.S. from 1865 to the Present, 3 (UT) **Fall 2012** HIST 1001 Western Civilization to 1500, 3 (UT) HIST 2057 The U.S. from 1865 to the Present, 3 (UT)	MA (History) University of Southwestern Louisiana	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Health and Physical Education
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Andrus, Rachel Lea (F)	**Spring 2012** HPRE 1600 Personal & Community Health Problems, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) HPRE 2601 First Aid, 1 (UT) HPRE 2602 Methods, Materials, & Content in Health Education for Elementary School, 3 (UT) **Fall 2012** HPRE 1600 Individual Wellness and Public Health, 3 (UT) HPRE 2507 Methods & Materials in P.E. for Elementary School, 4 (UT) HPRE 2601 First Aid, 1 (UT)	MS (Health Education) McNeese State University	Certification in Health & Physical Education from McNeese State University
	Spring 2012 HPRE 1106 Basketball, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1246 Intermediate Weight Training, 1 (UT) HPRE 1502 Intercollegiate Sports Participation I, 2 (UT) HPRE 1504 Intercollegiate Sports		

Bari, Michael (F)	Participation IV, 2 (UT) HPRE 2920 Selected Topics in Health, Physical, and Recreation Education, 3 (UT) **Fall 2012** HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 1600 Individual Wellness and Public Health, 3 (UT)	M.Ed. (Health & PE) East Stroudsburg University	
Dibbley, Alex	**Spring 2012** None **Fall 2012** HPRE 2601 First Aid, 1 (UT)	MAT (PE/Athletic Training) University of West Alabama BS (Kinesiology) LSU Baton Rouge	Certified American Heart Association Basic Life Support Instructor; Board Certified Athletic Trainer; Louisiana Board of Medical Examiners Certified Operation Life Saver; two years clinical work experience with Rehab Excel Physical Therapy; three years experience with Lake Charles Memorial Hospital in sports medicine; Head Athletic Trainer for College Station ISD; Calcasieu Parish School Board Instructor of Sports Medicine/Allied Health at Lake Charles Boston High School
Lee, Andrew H. (F)	**Spring 2012** HPRE 1124 Tennis, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1224 Intermediate Tennis, 1 (UT) HPRE 1246 Intermediate Weight Training, 1 (UT) HPRE 1502 Intercollegiate Sports Participation I, 2 (UT) **Fall 2012** HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 1600 Individual Wellness and Public Health, 3 (UT) HPRE 2602 Methods, Materials, and Content in Health Education for the Elementary School, 3 (UT)	M.Ed. (Health/Physical Education) Jackson State University	
	Spring 2012 HPRE 1142 Conditioning		

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Orgain, Alan (F)	Exercises, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 2601 First Aid, 1 (UT) **Fall 2012** HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1501 Intercollegiate Sports Participation I, 2 (UT) HPRE 2501 History and Philosophy of Kinesiology, 3 (UT)	MS (Sport Management) Texas Tech University	
Willis, Jeff (F)	**Spring 2012** HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1246 Intermediate Weight Training, 1 (UT) HPRE 1502 Intercollegiate Sports Participation I, 2 (UT) **Fall 2012** HPRE 1142 Conditioning Exercises, 1 (UT) HPRE 1146 Weight Training, 1 (UT) HPRE 1242 Intermediate Conditioning, 1 (UT) HPRE 1246 Intermediate Weight Training, 1 (UT) HPRE 1503 Intercollegiate Sports Participation III, 2 (UT)	MS (Kinesiology) Texas A&M University	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Psychology
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
		Ph.D. (Human Dev. & Family Studies) Penn. State University MS (Human Development and Family Studies) Pennsylvania State University BS (Psychology)	Human Development and Family Studies at Pennsylvania State University is an interdisciplinary program

Berg, Luciane A. (F)	**Spring 2012** PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) **Fall 2012** PSYC 2078 Adolescent Psychology, 3 (UT)	University of Pittsburgh HD FS 539 Adolescent Development Seminar (3) HD FS 526 Measures in Human Development (3) HD FS 433 Dev. Trans Adult (3) HD FS 549 Dev. Theory (3) HD FS 519 Human Dev. Statistical Methods (3) HD FS 522 Dysfunc. Ind. Dev. (3) 18 graduate hours in developmental/adolescent development	that focuses on the whole life span, from birth to old age. Chair of the Psychology Dept., Southern Utah University, 2006-2008 Associate Professor of Psychology, Southern Utah University, 2001-2008 Assistant Professor of Psychology, Southern Utah University, 1997-2001
Brauburger, Analea (P)	**Spring 2012** PSYC 2000 Introduction to Psychology, 3 (UT) **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT))	MS (Industrial & Organizational Psychology) Penn State University BS (Psychology) Arizona State University	
Brown, John Milton	**Spring 2012** None **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT)	M.Ed. (Education Psychology) Mississippi State University BA (Psychology) Mississippi State University	
Narby, Douglas (F)	**Spring 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2055 Psychology and Law, 3 (UT) PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2040 Social Psychology, 3 (UT) PSYC 2070 Developmental Psychology of the Life Span, 3 (UT)	Ph.D. (Legal Psychology) Florida International University MS (Legal Psychology) Florida International University	
Trant, Timothy J. (F)	**Spring 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2060 Educational Psychology, 3 (UT) PSYC 2070 Developmental Psychology of the Life Span, 3 (UT) PSYC 2076 Child Psychology, 3 (UT) **Fall 2012** PSYC 2000 Introduction to Psychology, 3 (UT) PSYC 2060 Educational Psychology, 3 (UT) PSYC 2070 Developmental Psychology of the Life	Ph.D. (Psychology) University of Southern Mississippi MA (Psychology) University of Southern Mississippi .	

| | Span, 3 (UT)
PSYC 2076 Child Psychology, 3 (UT) | | |

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Foreign Language
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Chatelain de Pronville, Olivier (F)	**Spring 2012** FREN 1001 Elementary French, 4 (UT) FREN 1002 Elementary French, 4 (UT) SPAN 1101 Elementary Spanish, 4 (UT) SPAN 1102 Elementary Spanish, 4 (UT) **Fall 2012** ENGL 0001 English Composition, 3 (UT) FREN 1001 Elementary French, 4 (UT) SPAN 1101 Elementary Spanish, 4 (UT) SPAN 1102 Elementary Spanish, 4 (UT)	Ph.D. (French/Francophone Studies) University of Louisiana at Lafayette MA (French) University of Southwestern Louisiana BA (Modern Language/Psychology) University of Southwestern Louisiana SPN 604 Accelerated Beginners Spanish (6) SPN 312K Sec-yr SPN I: Oral EX/RD/COMP (3) SPN 312L Sec-yr SPN II: EX/RD/COMP (3) SPN F325K Intro to Spanish American Lit thru Modern (3) SPN 341K SPN-Lang Lit of Southwest (3)	
Lazare, Vera (P)	**Spring 2012** FREN 1002 Elementary French, 4 (UT) FREN 2101 Intermediate French, 3 (UT) SPAN 1102 Elementary Spanish, 4 (UT) **Fall 2012** None	M.A., French Lang. & Lit, Louisiana State University	
Mancilla-Ortegon, Isabel	**Spring 2012** None **Fall 2012** SPAN 1101 Elementary Spanish, 4 (UT)	MA (Journalism) Seville University, Seville, Spain BA (Spanish) Seville University Master, Alternative Teaching Certificate in Spanish Language and Literature, Seville, University	Louisiana Department of Education Teaching Certificate: Spanish Native Spanish speaker

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Fine Arts
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught**
Evans, Larry (P)	**Spring 2012** MUS 1751 Music Appreciation, 3 (UT) **Fall 2012** MUS 1751 Music Appreciation, 3 (UT)	MCM (Church Music) New Orleans Baptist Theological Seminary BS (Vocal Music) Louisiana College	
Jones, Clinton (P)	**Spring 2012** MUS 1751 Music Appreciation, 3 (UT) **Fall 2012** MUS 1751 Music Appreciation, 3 (UT)	MM (Music) University of Louisiana at Lafayette BM (Music) University of Louisiana at Lafayette	
Monroe, Nancy (P)	**Spring 2012** THTR 1020 Introduction to Theatre, 3 (UT) **Fall 2012** None	MA +30 (Speech & Theatre) Texas Christian University MA (English) Northwestern State University	Gifted Certification obtained from Northwestern State University
Noble, Jane (F)	**Spring 2012** ART 1011 Art Structure, 3 (UT) ART 1440 Historical Survey of the Arts, 3 (UT) ART 1441 Historical Survey of the Arts, 3 (UT) ART 2470 Survey of 20th Century Art, 3 (UT) ART 2995 Basic Photography, 3 (UT) **Fall 2012** ART 1440 Historical Survey of the Arts, 3 (UT) ART 1441 Historical Survey of the Arts, 3 (UT) ART 1847 Drawing and Composition, 3 (UT) ART 1848 Introduction to Painting, 3 (UT) ART 2050 Digital Art I, 3 (UT) ART 2055 Digital Art II, 3 (UT)	MFA (Art) University of Iowa MS (Printmaking) University of Iowa	
Williams, Henry Davis (P)	**Spring 2012** MUS 1751 Music Appreciation, 3 (UT) **Fall 2012** MUS 1751 Music Appreciation, 3 (UT)	MM (Music History & Literature) Northeast Louisiana University	

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: University Studies
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Gaspard, Rusty (P)	**Spring 2012** UNIV 0008 College Reading, 3 (D) **Fall 2012** UNIV 0008 College Reading, 3 (D)	MLS (Library Science) LSU Baton Rouge BA (History) Louisiana College	5+ years experience teaching courses in study skills and reading at LSU Alexandria
Grice, Hershel L. (P)	**Spring 2012** UNIV 0008 College Reading, 3 (D) *UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2012** UNIV 1005 Orientation to University Studies, 3 (UN)	MS (Technology Education) University of Southern Mississippi BS (Education) Valdosta State University	4 years experience as teacher/substitute teacher, Rapides Parish Schools; 5 years experience as the Assistant Dean of Student Services, Air Force Community College, Maxwell Airforce Base;
Rollins, Belle (P)	**Spring 2012** UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2012** UNIV 1005 Orientation to University Studies, 3 (UN)	MPS (Pastoral Studies) Loyola University MSW (Social Work) LSU Baton Rouge MA (English) University of Virginia	
Rougeau, Crystal L. (P)	**Spring 2012** UNIV 0008 College Reading, 3 (D) **Fall 2012** UNIV 1005 Orientation to University Studies, 3 (UN)	MA (Mental Health Counseling) Southern University Baton Rouge BS (Psychology) Southern University Baton Rouge	
Wiltz, Gloria (F)	**Spring 2012** UNIV 0008 College Reading, 3 (D) UNIV 1005 Orientation to University Studies, 3 (UN) **Fall 2012** ENGL 0001 English Composition, 3 (D) UNIV 1005 Orientation to University Studies, 3 (UN)	M.Ed. (Guidance Counseling) Southern University BS (English Education) Southern University	Masters +30

Univ. 1005 is a multidisciplinary course bringing together the experiences of instructors from various disciplines including psychology, reading, and language arts. The goal of the course is for students to benefit from a board level of experiences.

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Elementary Education
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught

		List specific graduate coursework, if needed	
Gordon, Toisha Lyn (F)	**Spring 2012** EDCI 1000 Introduction to the Study of Education, 3 (UT) EDCI 2025 Foundations and Principles of Teaching in the Elementary School, 3 (UT) EDCI 2271 Art Education for Elementary Schools, 3 (UT) EDCI 2700 Characteristics of Exceptional Children, 3 (UT) UNIV 1005 Orientation to University Studies, 3 (UT) **Fall 2012** EDCI 2271 Introduction to the Study of Education, 3 (UT) EDCI 2700 Characteristics of Exceptional Children, 3 (UT) UNIV 0008 College Reading, 3 (D) UNIV 1005 Orientation to University Studies, 3 (UT)	MS (Elementary Education) University of Phoenix BS (Computer Information Systems) Grambling State University	
Greaud, Angela (F)	**Spring 2012** EDCI 2028 Movement and Creativity in Early Childhood, 3 (UT) EDCI 2800 Using Computers in the Classroom, 3 (UT) EDCI 2900 Practicum in Early Childhood Education, 6 (UT) UNIV 1005 Orientation to University Studies, 3 (UT) **Fall 2012** EDCI 2020 Development and Methods in Early Childhood Education, 3 (UT) EDCI 2052 Family Relations, 3 (UT) EDCI 2058 Childhood Guidance, 3 (UT) UNIV 1005 Orientation to University Studies, 3 (UT)	MS (Marriage & Family Therapy) Texas Woman's University BS (Psychology) University of Southwestern Louisiana Doctoral student in Human Ecology at LSU Baton Rouge with 36 graduate hours **completed including:** HUEC 7054 Child Guidance and Behavior (3) HUEC 7055 Human Development (3) EDCI 7843 Early Childhood Education (3)	Experience as supervisor of Texas Woman's **University day care** center/lab school. Graduate-level courses include FS 5003 Lifespan of Human Development (3) FS 5113 Theories of Human Development (3) FS 5903 Admin. of Youth Programs (3) ECSE Lang. Lit. Early Childhood (3)
	Spring 2012 EDCI 1000 Introduction to the Study of Education, 3 (UT) EDCI 2025 Foundations and Principles of Teaching in the		

	Elementary School, 3 (UT) EDCI 2027 Fostering Literacy in Young Children, 3 (UT) UNIV 0008 College Reading, 3 (UT) **Fall 2012** EDCI 1000 Introduction to the Study of Education, 3 (UT) EDCI 2025 Foundations and Principles of Teaching in the Elementary School, 3 (UT) UNIV 0008 College Reading, 3 (UT)	Ed.M. (Human Development/Reading) Harvard University BA (Psychology) Brandeis University	
Leslie, Mary (F)			

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Criminal Justice
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Hamilton, Robert C. (F)	**Spring 2012** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2151 Criminal Investigation, 3 (UT) CJ 2153 Criminal & Related Law, 3 (UT) CJ 2200 Introduction to Criminology, 3 (UT) CJ 2300 Criminal Justice Report Writing, 3 (UT) **Fall 2012** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2131 Police Process, 3 (UT) CJ 2132 Judicial Process, 3 (UT)	MS (Corrections/Criminal Justice) Chicago State University BA (Criminal Justice) Chicago State University	
Ryan, Coleen (P)	**Spring 2012** CJ 2131 Police Process, 3 (UT) CJ 2132 Judicial Process, 3 (UT) CJ2133 Correctional Process, 3 (UT) CJ 2220 Juvenile Delinquency, 3 (UT) **Fall 2012** CJ 1107 Introduction to Criminal Justice, 3 (UT) CJ 2133 Correctional Process, 3 (UT) CJ 2153 Criminal & Related Law, 3 (UT)	MA (Criminal Justice) University of Louisiana at Monroe	P.O.S.T. certified law enforcement officer; Acadiana Law Enforcement Training Academy Instructor; SHARP Civilian Self Defense Instructor; Moral Recognition Therapy Certified Instructor

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Communication Studies
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES& COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught
Landry, Madelaine (P)	**Spring 2012** CMST 2010 Interpersonal Communication, 3 (UT) **Fall 2012** CMST 2010 Interpersonal Communication, 3 (UT)	MS (Communication) University of Louisiana at Lafayette	
Nemetz, Lois B. (F)	**Spring 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT) CMST 2921 Selected Topics, 3 (UT) MC 2000 Introduction to the Mass Media, 3 (UT) **Fall 2012** CMST 1061 Fundamental of Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT) CMST 2921 Selected Topics, 3 (UT)	Ph.D. (Communication Studies) LSU Baton Rouge MS (Communication) University of Southwestern Louisiana	
Rockenschuh, Marilynn (F)	**Spring 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2010 Interpersonal Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT) **Fall 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2010 Interpersonal Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT)	MS (Speech Communication) University of Southwestern Louisiana	
Tullous, Richard F. (P)	**Spring 2012** CMST 1061 Fundamentals of Communication, 3 (UT) **Fall 2012** None	MS (Organizational Communication) University of Southwestern Louisiana BA (Interpersonal Communication) University of Southwestern Louisiana	
Voinche, Tom Jr. (P)	**Spring 2012** None **Fall 2012** CMST 1061 Fundamentals of Communication, 3 (UT) CMST 2060 Public Speaking, 3 (UT)	MS (Communication) University of Louisiana Lafayette	

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

Name of Institution: LSU Eunice
Name of Primary Department, Academic Program, or Discipline: Sociology
Academic Term(s) Included: Spring 2012, Fall 2012 Date Form Completed: 2/17/13

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	**ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Robinson, James W. (F)	**Spring 2012** SOCL 2001 Introductory Sociology, 3 (UT SOCL 2501 Current Social Problems, 3 (UT) SOCL 2505 Marriage and Family Relationships, 3 (UT) **Fall 2012** SOCL 2001 Introductory Sociology, 3 (UT) SOCL 2505 Marriage and Family Relationships, 3 (UT) SOCL 2920 Selected Topics, 3 (UT)	Ph.D. (Sociology) LSU Baton Rouge MA (Sociology) LSU Baton Rouge MS (Criminal Justice) LSU Baton Rouge	
Singlemann, Joachim (P)	**Spring 2012** SOCL 2001 Introductory Sociology, 3 (UT) **Fall 2012** None	Ph. D. (Sociology/Demography) University of Texas at Austin	

Off-Site Team Comments

The Off-Site Review Committee reviewed the faculty rosters and other supporting documents provided by the institution. In some cases, the documentation provided for faculty members was insufficient to determine the adequacy of their qualifications for specified teaching assignments. In addition, the Offsite Review Committee either found the academic qualifications of faculty members to be inadequate and/or the institution did not adequately justify and document the faculty member's other competencies for specified teaching assignments. Five (5) cases are listed on the "Request for Justifying and Documenting Qualifications of Faculty" form attached to this report.

College Response

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

Name of Institution: LSU Eunice

Name of Primary Department, Academic Program, or Discipline: Fire Science

Academic Term(s) Included: SP 2012 and FA 2012   Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Brankline, Robert John (P)	FSCI 1001 Principles of Emergency Services 3 (UN)	24 hrs undergraduate general education courses toward an Associate of Arts, **University of Phoenix** McNeese State University 15 hrs (undergraduate) LSU Eunice 3 hrs undergraduate (FOSC 2921) Additional Courses in: Hazardous Materials Operations Level, Louisiana State **University Continuing** Education (LSU CE) Haz-Mat Awareness train-the-Trainer, LSU CE Earned certificates: Hazardous Materials: First Responder; Texas Engineering Extension Service, Texas A&M **University Service** Hazardous Materials: Core Operations; Texas Engineering Extension Service, Texas A&M University System WMD/Terrorism Incident Defensive Operations for Emergency Responders, 29 CFR 1910.120, Texas Engineering Extension Service, Texas A&M University System in cooperation with the Department of Homeland Security, Federal Emergency Management Agency Certified Fire Instructor I , LSU CE Certified FireFighter I, LSU CE	Mr. Brankline is a recently retired Captain and Paramedic with the Sulfur Fire Department (25 years **experience). He is a** certified EMS Instructor. Additional **qualifications are** detailed in the attached resume. The Documentation of Professional Competency lists the professional practice/ experiential qualifications for Mr. Brankline. The justification linking the relevance of the instructor's credentials to course content and

		Certified Fire Instructor II, LSU CE Certified Firefighter II, LSU CE Certified Firefighter III, LSU CE Certified Fire Apparatus Driver/Operator, LSU CE Certified Officer I, National Fire Protection Association Fire Fighter Professional Qualification, LSU CE Certified Fire Officer II, LSU CE Executive Fire Officer Series Level I, LSU CE Executive Fire Officer Series Level II, LSU CE	student learning outcomes can be found here.
		Diploma Evidence Recovery Technology, LSU Eunice Associate of Applied Science Fire and Emergency Services, LSU Eunice 87 undergraduate hours including CJUS 101 Intro to Criminal Justice, CJUS 202 Ethics in Criminal Justice, CJUS 204 The Criminal Courts, CJUS 203 The Police Process; University of Louisiana **Lafayette (ULL)** Certificates: Peace Officer Standards and Training Council (POST) Basic Certification, Acadiana Law Enforcement Training Academy 64th Basic Academy, Acadiana Law Enforcement Training Academy Doppler Radar Operation, Lafayette Police Academy	Career history which includes 23 years as a Deputy Sheriff and Crime Scene Investigator with the Lafayette Parish Sheriff's Office and 3 years as a photographer and owner of Snapshots of Acadiana. Further experience is detailed in the attached resume. The Documentation of Professional Competency lists the professional practice/ experiential qualifications for Mr. Brown. The relevance of the instructor's credentials to course content and student learning outcomes for FOSC 2239 and FOSC 2231 is found in the linked files. Certified Crime Scene Investigator, International Association for Identification, Crime Scene certification Board Certificate of Attendance EVAW International Conference on Sexual

| Brown, Larry Eugene (P) | FOSC 2239 Crime Scene Investigation 3 (UN)

FOSC 2231 Crime Scene Photography 3 (UN) | Criminal Justice Institute Search and Seizure Review, Bossier Parish Community College

Criminal Code Update/Search and Seizure Review; Advanced Training Program, University of Southwestern Louisiana

LA Uniform Traffic Crash Report, LSU CE

Nonviolent Crisis Intervention, Lafayette Parish Sheriff's Department

40 Hour Basic Latent Fingerprint Identification Examiner, LSU CE

Scientific Crime Investigators Institute, LSU CE

Advanced Forensic Photography, LSU CE

Advanced Studio Photography, ULL

Instructor Certification , State of Louisiana Peace Officer Standards and Training Council | Assault, Domestic Violence and Stalking

Public Agency Training Council: Law Enforcement Leadership Principles

Public Agency Training: Crime Scene Photography Techniques

Public Agency Training Council: Death and Homicide

Nikon School Digital 101

Completed 240 hours of advanced instruction for criminal investigations at the Regional Skills Training Center

Completed 40-hour training workshop in Crime Scene Processing: Institute of Police Technology and Management

Completed the conference Forensics 2005: Focus on WMD, LSU

Completed 40-hour training course: Bloodstain Interpretation

Completed Introduction to Forensic Video Examinations, Resolution Video Inc. |
| | | Currently pursuing an Associate of Applied Science: Fire and Emergency Services, LSU Eunice (anticipated graduation SP 2014)

Emergency Medical Technician Basic, National Registry of Emergency Medical Technicians

Emergency Medical Technician Intermediate, National Registry of Emergency Medical Technicians | EMS instructor for 10 years, CPR instructor for 11 years, and ACLS instructor for 4 years. Additional experience is detailed in the attached resume. |

Mhire, Sally (P)	FSCI 2328 Emergency Medical Responder 3 (UN)	Emergency Medical Technician Paramedic, National Registry of Emergency Medical Technicians EMS Certified Instructor, Department of Health and Hospitals Bureau of Emergency Medical Services State of Louisiana Department of Education Teaching Certificate in Emergency Medical Technology/Tech. Paramedic, EMT, 1st Responder, Paramedic Certified Firefighter I, LSU CE	The Documentation of Professional Competency lists the professional practice/ experiential qualifications for Ms. Mhire. The relevance of the instructor's credentials to course content and student learning outcomes for FSCI 2328 is found in the linked files.

F, P: Full-time or Part-**time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate**

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

Name of Institution: LSU Eunice

Name of Primary Department, Academic Program, or Discipline: English
Academic Term(s) Included: Sp 2012 and FA 2012   **Date Form Completed: 9/12/13**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Richard, Kathleen (P)	ENGL 1001 English Composition 3 (UT)	MA (Education with dual certification in English and Speech), Louisiana State University. ENGL7920 English Seminar (3) ENGL7051 Rest. & 18th CNT, Literature (3) Total 6 graduate hours in English. Relevant graduate study at Louisiana State University: EDCI 7135 Tech. Teaching Rdg. (3) EDCI 7125 Teach Read Adlt Learner (3) EDCI7143 Teaching Literature Sec School (3) EDCI7307 Literature, Culture, and Curr. (3) EDCI7311 Topics in Lang. Arts (6) Total 18 graduate hours in relevant coursework.	English instructor since 1998 and current Chair, Dept. of English, Louisiana State Univ. Laboratory School, Baton Rouge. Professional Organization Involvement: National Council of Teachers of English (NCTE), National Writing Project (NWP), and Louisiana State University Writing Project. This instructor was assigned to a dual enrollment ENGL 1001 being offered at LSU University Lab School. Once we realized that the credentials had been misinterpreted (4000-level ENGL courses were counted as graduate-level), an instructor holding the appropriate credentials was assigned to oversee the class, Mr. David Pulling, MA (English) University of Southwestern Louisiana. Ms. Richard is no longer teaching dual enrollment for LSU Eunice.

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

Name of Institution: LSU Eunice

Name of Primary Department, Academic Program, or Discipline: Business Information Technology
Academic Term(s) Included: Spring 2012 and FA 2012   Date Form
Completed: 9/12/13

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Bainter, Steven (P)	BADM 2920 Selected Topics: Microsoft Technology Associate Certification Prep., 3 (UT)	M.Ed. (Secondary Education) University of Southwestern Louisiana Graduate Courses in Technology from University of Louisiana Lafayette: IRED 518 Computer Assisted Education (3) IRED 560 Hypercard for Educators (3) IRED 420 Computer Lit. for Educators (3) EDCI 597 Home Page Construction in Educ. (3) IRED 570 Intro. to Interact Video & Audio (3) Louisiana State Department of Education Teaching Certificate: Computer Sciences and Computer Literacy	2001-present Computer Science Teacher, Beau Chene High School; 1989-1990 part-time Computer Technician, UL Lafayette; 1986-1988 Computer Technician/Service Manager, Entre Computer Center; 1985-1986 Computer Programmer, John E. Chance and Associates; 1984-1985 Computer Programmer/Analyst, Cypress Software; 1983-1984 Systems Analyst and Applications Programmer, Computer Mark International The justification linking the relevance of the instructor's credentials to course content and student learning outcomes can be found here. This selected topic, Microsoft Technology Associate Certification **Preparation, which was** offered as dual enrollment for high school students would have been better suited under Office Information Systems (OIS) now Business Information Technology. However, we did not offer that option in the catalog so the Division Head chose to use the exisitng Business Administration (BADM) Selected Topics course which was listed in the catalog. If this selected topic is offered again, it will not be listed as BADM course.

Sources (In Order of Appearance)

FSCI1001_Semester_Syllabus_v1 1

- WMD Terrorism Incident Cert on Brankline
- FOSC_2239_syllabus
- FOSC_2231_FA12syllabus
- ENGL 1001 departmental syllabus
- email on Instructor of Record
- Syllabus BADM2920 D1 with Credentials Justification for Bainter
- Microsoft Word - ENGL 1001 departmental syllabus
- 📁 Brankline
  - Cert on Robert Brankline HazMat Awareness Train the Trainer
  - Cert. on Robert Brankline for Fire Apparatus Driver Operator
  - Cert. on Robert Brankline for Fire Instructor I from LSU Cont. Ed.
  - Cert. on Robert Brankline for Fire Instructor I from LSU Cont. Ed.
  - Cert. on Robert Brankline for Firefighter I from LSU Cont. Ed.
  - Cert. on Robert Brankline for Firefighter II from LSU Cont. Ed.
  - Cert. on Robert Brankline for Firefighter III from LSU Cont. Ed.
  - Cert. on Robert Brankline for Haz Mat Operations Level from LSU Cont. Ed.
  - Cert. on Robert Brankline for Hazardous Materials First Responder Awareness
  - Cert. on Robert Brankline on Hazardous Materials Core Operations
  - Cert.on Robert Brankline for Fire Instructor II from LSU Cont. Ed.
  - Cert.on Robert Brankline for Fire Instructor II from LSU Cont. Ed.
  - Certificate on Robert Brankilne Exec Fire Officer Series Level II
  - Certificate on Robert Brankline Exec Fire Officer Series Level I
  - Certificate on Robert Brankline Fire Officer II from LSU Cont. Ed.
  - Credentials relating to SLO's
  - Fire Officer I LSU
  - Miscellaneous Membership cards on Robert Brankline
  - Professional Competency
  - Resume
- 📁 Brown
  - Cert of Completion on Brown for Criminal Code Update Search Seizure Review
  - Cert on Brown for Advanced Studio Photography
  - Cert on Larry Brown for Death and Homicide Training
  - Certificate on Larry Brown for Instructor Development
  - Certificate of Attendance on Larry Brown
  - Certificate of Completion on Larry Brown Intro to Forensic Video Exams
  - Certificate on Larry Brown 64th Basic Academy
  - Certificate on Larry Brown Basic Training Acadian Law Enforce. Training Academy
  - Certificate on Larry Brown Doppler Radar Operation
  - Certificate on Larry Brown for 24 hours training in Death & Homicide
  - Certificate on Larry Brown for Advanced Forensic Photography
  - Certificate on Larry Brown for Advanced Med. Imaging in Medicolegal Death Invest.
  - Certificate on Larry Brown for Advanced Shooting & Officer Survival
  - Certificate on Larry Brown for Basic Latent Print ID
  - Certificate on Larry Brown for Bloodstain Interpretation
  - Certificate on Larry Brown for Certified Instructor Development course
  - Certificate on Larry Brown for Crime Scene Photography Techniques
  - Certificate on Larry Brown for Crime Scene Processing Workshop
  - Certificate on Larry Brown for First Criminal Investigations Academy
  - Certificate on Larry Brown for Homicide Investigation
  - Certificate on Larry Brown for LA Uniform Traffic Crash Report
  - Certificate on Larry Brown for Law Enforcement Leadership Principles
  - Certificate on Larry Brown for Managing Property & Evidence in Law Enforce.
  - Certificate on Larry Brown for Nonviolent Crisis Intervention
  - Certificate on Larry Brown for Overview of Services & Relataed Evidence Topics
  - Certificate on Larry Brown for Scientific Crime Investigators Institute
  - Certificate on Larry Brown for Search & Seizure Review

- Certificate on Larry Brown for Sexual Assault Domestic Violence and Stalking
- Certificate on Larry Brown for Standard Field Sobriety Test Course
- Certificate on Larry Brown on Criminal Code Update
- Completion of Conference by Larry Brown on Forensics 2005 WMD
- Credentials for FOSC 2231 on Larry Brown
- Credentials for FOSC 2239 on Larry Brown
- IAI Card for Larry Brown
- Larry Brown Diploma Associate of Applied Science Fire & Emergency Services
- Larry Brown Technical Diploma in Evidence Recovery Technology
- Nikon School Digital 101
- Professional Competency Form on Larry Brown
- Resume on Larry Brown updated
- Mhire
  - Cert Emergency Medical Technician Basic Mhire
  - Cert on Mhire for Emergency Medical Technician Paramedic
  - Cert. on Sally Mhire from LA. Dept. of Health and Hospitals
  - Cert. on Sally Mhire from National Interagency Incident Mgmt System
  - Cert. on Sally Mhire from National Registry of EMT 1999
  - Cert. on Sally Mhire on Firefighter Certification from LSU Cont. Ed.
  - Credentials for Sally Mhire
  - EMS Instructor Certification
  - FA13_FSCI2328_Syllabus
  - Professional Competency Form on Sally Mhire
  - Sally Mhire resume
  - State Department of Educ Cert on Sally Mhire

CS 3.7.5

Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Off-Site Team Judgment

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

Original Narrative

The responsibilities and authority of LSU Eunice faculty members in academic and governance matters are clearly defined and published. The university's governance structure allows faculty to have a primary role in decisions concerning student learning and academic programs.

PS 3: Responsibilities and Concerns of University Personnel provides succinct statements about the duties and responsibilities of the faculty. These statements of duties and responsibilities are derived from the LSU Board of Supervisors Bylaws and Regulations. According to Part II, Chapter I, Section 1-2.2.b, the Faculty Council or faculty

> shall, within the framework of the educational policy of the System, have legislative power over all matters pertaining to its own meetings and may delegate its own authority to an elected Senate and/or to standing committees, whose authority shall be limited to matters which are proper to the faculty and which have been specifically delegated by the faculty. It shall make recommendations for the granting of degrees through its respective colleges or schools not within a college. (Part II, Chapter I, Section 1-2.2.b)

PS 3 additionally stipulates that within the department and divisions, "the faculty determines educational policy for its respective unit insofar as these policies do not conflict with the policies of other units.

Thus, supported by local and System policy, the Faculty Council has established the Faculty Senate as a standing committee. The Senate's constitution and bylaws are also published in the Faculty Senate folder on the shared campus drive. The Faculty Senate Constitution states that the purpose of the Faculty Senate is

> to enable the Faculty Council [. . .] to perform more effectively its duty of formulating the educational policies of LSUE, as stated by the LSU Board of Supervisors Bylaws and Regulations." Furthermore, the Faculty Senate is empowered to "establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to approval of the LSU Board of Supervisors. (Article II, Section B)

Article IV of the Faculty Senate Constitution specifically describes procedures for that body's "Governance." The Senate meets a minimum of nine times during each academic year. Minutes of the Senate and all of its standing committees are maintained on the shared campus drive.

Sample Faculty Senate Minutes--Evaluation of Administrators (Item IV)
Sample Faculty Senate Minutes--Changes to PS 12 and Online Evaluations (Item III)
Sample Faculty Senate Minutes--Revision of PS 12 (Item II)

Off-Site Team Comments

The institution publishes policies on the responsibilities and authority of faculty in academic governance matters. In PS3, the responsibilities and scope of concerns of the faculty are listed. The Faculty Council established a Faculty Senate as a standing committee. The Faculty Senate is 'empowered to "establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to the approval of the Board of Supervisors."'

Minutes were given for March 2, 2009 and January 25, 2010. One file would not open. The institution indicates the Senate meets a minimum of nine times each academic year. No evidence of recent 2011 or 2012 meetings is given.

College Response

The LSU Eunice Faculty Senate meets a minimum of nine times each academic year to discuss and act upon governance matters. Sample minutes of fall/spring 2010-2013 Faculty Senate meetings are provided below. Pertinent information is highlighted.

Sample Faculty Senate Minutes (August 2010)--Sick Leave Recommendation (Item #IV)
Sample Faculty Senate Minutes (March 2011)--Online Course Content and Summer Pay (PS 46) (Item II, Sections B and C)
Sample Faculty Senate Minutes (November 2011)--Smoke Free Campus Recommendation (Item IV, Section B)
Sample Faculty Senate Minutes (February 2012)--Added Astronomy Courses (Item I, Section C.i)
Sample Faculty Senate Minutes (October 2012)--Revision of Senate Constitution and Faculty Excellence Award (Page 3, Bullets 5 and 6)
Sample Faculty Senate Minutes (January 2013)--Curriculum Changes and Creation of New Courses (Page 2, Final Section)
Sample Faculty Senate Minutes (April 2013)--Online Course Policies and Math Classes (Page 2, Bottom)
Sample Faculty Senate Minutes (April 2013)--Discussion of QEP (Page 2, Middle)

Sources (In Order of Appearance)

- Faculty Senate Minutes--Sick Leave Recommendaton
- Faculty Senate Minutes--Online Course Content and Summer Pay (PS 46)
- Faculty Senate Minutes--Smoke Free Campus Recommendation
- Faculty Senate Minutes--Added Astronomy Courses
- Faculty Senate Minutes--Constitution and Faculty Excellence
- Faculty Senate Minutes--Curriculum Changes and Creation of New Courses
- Faculty Senate Minutes--Online Course Policies and Math 1021
- Faculty Senate Minutes--QEP
- Faculty Senate Constitution
- Faculty Senate Minutes in Faculty Senate folder on shared K Drive
- Faculty Senate Minutes--Changes to PS 12 and online evaluations
- Faculty Senate Minutes--Evaluation of Administrators
- Faculty Senate Minutes--Revision of PS 12
- Senate Constitution in Faculty Senate folder on shared K Drive

CS 3.10.3

Financial Resources: Control of finances

The institution exercises appropriate control over all its financial resources.

Off-Site Team Judgment

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

Original Narrative

The Vice Chancellor for Business Affairs, who reports to the Chancellor, is responsible for control of financial resources. PS 3: Responsibilities and Concerns of University Personnel states the responsibilities and duties of the Vice Chancellor for Business Affairs beginning on line 155. The Chancellor regularly reports the financial operations of the institution to the Board of Supervisors (LSU System Bylaws and Regulations, Part I, Article VII, Section 4g).

The preparation of the operating budget is a culmination of all the planning that is done in the yearly planning and assessment cycle. The budget process involves all administrative and educational units of LSU Eunice. The University assures that budget decisions are not only consistent with assessment findings, but that budget planning includes representative input of faculty and staff from across the institution. When faculty were surveyed if they were satisfied with faculty involvement in the campus-wide budget review process, using a Likert scale of 1-5, the results were 4.0 in 2012 and 3.94 in 2011. After the budget unit head and appropriate vice chancellor confer, the proposed budgets are sent to the Budget Review Committee for review. The Budget Review Committee consists of the three vice chancellors, two faculty members, and one staff representative. The committee makes final budget recommendations to the Chancellor. The minutes of the Budget Review Committee are published campus-wide. Based upon these collective sources of data and recommendations, the vice chancellors and Chancellor discuss and set priorities in preparing the final budget request.

The balanced budget is forwarded to the LSU System for submission to the Board of Supervisors. After review and ultimate approval by the Board of Supervisors, the budget forms are submitted to the Board of Regents. In the event there are mid-year adjustments such as budget cuts in state appropriations and/or changes in self-generated revenue, the Vice Chancellor for Business Affairs works in conjunction with the Chancellor and the vice chancellors to determine where the cuts should be made, and the budget is kept in balance.

The various LSU Eunice budgetary units can spend funds within the approved purchasing authority and budgetary constraints. Accounting system controls (State Purchasing Procurement Handbook; State LaCarte Purchasing Card Policy; LSU LaCarte Card Program Operating Procedure; LSU Eunice Purchasing Policies and Procedures) are in place to ensure sound spending practices and compliance. The system controls prevent budgetary spending violations as part of daily business activities. Budgetary units receive monthly expenditure reports via email to review and monitor budgetary spending. The Vice Chancellor for Business Affairs communicates budget revisions to departments and monitors any overspending. All purchase requisitions at a minimum must be approved by the department head, the appropriate vice chancellor, and the Vice Chancellor for Business Affairs (PS 25: Purchases by University Personnel). This close budgetary supervision provides appropriate control over financial resources and assures the proper and legitimate expenditure of resources.

Financial Statements are prepared annually in compliance with state government accounting reporting standards and are audited by the Legislative Auditor's Office of the State of Louisiana as a major component unit of the Louisiana State University System. LSU Eunice has received an unqualified opinion on its audits for at least the past five years (2007-08; 2008-09; 2009-10; 2010-11; 2011-12). The management letters for these years are also attached (2007-08; 2008-09; 2009-10; 2010-11; 2011-12).

The Business Office has internal controls in place that ensure segregation of duties. The controls govern the Business Office staff in all classes of transactions, including cash, revenue, and expenditures. The Legislative Auditors review policies and procedures relating to internal control over financial reporting and report any weaknesses in the audit report. Besides the Legislative Auditors' audit of internal controls, the LSU System has internal auditors on staff to perform periodic audits on the LSU Eunice campus. Overall, LSU Eunice's audits have been favorable for the past 20 years. However, the FY 2011-12 internal audit and legislative auditor's management letter disclosed that improper purchases using federal funds were made by employees within the Office of Academic Assistance at the University. These improper purchases were discovered and reported by the University. LSU Eunice concurred with the audit finding, and a corrective plan was implemented and disseminated to the campus.

Internal controls are integral to the following procedures which are required for the purchase of goods or services. LSU Eunice uses LSU's online procurement system to initiate a requisition. The requestor logs onto the procurement system and creates the requisition. The requestor adds the appropriate approval authorities and routes the requisition to them. Once the requisition is approved, the Vice Chancellor for Business Affairs reviews, approves, and routes the requisition to purchasing. The purchasing agent reviews the requisition to ensure it meets University and

state rules and guidelines. Once deemed as meeting the criteria, the requisition is converted to a purchase order by the purchasing agent. Once the purchase order is created, the vendor is notified via fax. Upon the receipt of the products or services, the requestor completes a receiving report.

The procedures for payment to be completed are the following. The Accounting Specialist 2 takes the invoice and stamps the purchase order number and receiving report number on the document. The invoice is sent to the LSU Accounts Payable Department for payment. Payment is made to the vendor either by check or electronic funds. LSU scans the invoice and attaches it to the purchase order. The vendor's invoice number is used as the document number for the payment. Every Monday, LSU Eunice receives a report titled "Purchase Orders with Receiving Reports Not Paid Yet." This report is used to follow-up on items that the requestor is reporting as received, but the LSU Accounts Payable Department has indicated were not paid. LSU Eunice's Accounting Specialist 2 reviews the report and researches each report to verify payment is in process.

The internal auditors conduct routine audits and reviews of campus operations, focusing primarily on internal control and managerial functions. The internal auditors work on an annual risk assessment to create an Annual Audit Plan with input provided by the LSU Eunice Chancellor and vice chancellors.

LSU Eunice manages the risk of its financial resources through a bonds and crime program within its risk management program. Within that program are written policies and procedures for safeguarding cash and handling expenditures. The University maintains a fraud policy (PS 43: Fraudulent and Unethical Behavior Policy) and also participates in mandatory ethics training each year. LSU Eunice has a policy on ethics training (PS 80: Ethics Training for Employees Policy). In future years, employees will also be required to obtain annual training on preventing sexual harassment.

LSU Eunice has a well-qualified staff responsible for the control of institutional finances. The main positions involved in the finances include the Vice Chancellor for Business Affairs, the Assistant to the Vice Chancellor for Business Affairs, and two accountants. The Vice Chancellor for Business Affairs is a Certified Public Accountant with over 30 years of accounting experience. The Assistant to the Vice Chancellor who manages the Business Office has a degree in finance and has 20 years of business experience. The accountants have 37 and 15 years of accounting experience, and both have accounting degrees.

Off-Site Team Comments

The institution provided system bylaws and regulations which state

> "The Chancellor shall be responsible to the President for the budget of his campus. This shall include the functions of review and recommendation concerning the budgets of all divisions of the campus and the preparation of a consolidated budget, as well as execution of the budget as approved by the President and the Board."

The institution provided the state purchasing procurement handbook and the state LaCarte card (the travel card) procedures. They also provided the college purchasing policies and procedures as well as the LaCarte card.

There are internal controls in place for the handling of cash. The audits have not reported any material weakness. The financial staff members responsible for control of finances both have degrees and fifteen to thirty years of experience.

The institution provided full disclosure of the internal audit findings concerning the TRIO programs and misuse of the purchasing card. It has reviewed and updated the procedures for the use and approval of payment for the cards. However since it was the 2012 fiscal year the internal audit finding has not cleared. No evidence was provided to show if the new procedures have been tested.

College Response

In May, 2013, the internal auditors conducted a follow-up audit of LSU Eunice's procurement card purchasing process. The auditors tested the corrective action plan and verified that management's procedures were correctly implemented and properly addressed the findings in the audit. This verification of the testing of the procedures by the internal auditors can be found in the second paragraph of the attached auditor's response of the LSU Eunice Procurement Card Follow-Up audit. Also, in a letter dated September 17, 2013, from the U.S. Department of Education, they consider this finding resolved as stated on the last page of the letter.

Sources (In Order of Appearance)

LSU Eunice Procurement Card Follow Up

- Dept of Ed Audit Letter
- annual audit plan
- annual risk assessment
- Arlene Tucker Curriculum Vita
- Bonds and Crime Loss Control Program
- Budget Review Committee Minutes
- corrective plan
- faculty 2011 budget process survey
- faculty 2012 budget process survey
- internal audit
- internal controls
- LSU Eunice Purchasing Policies and Procedures
- LSU LaCarte Card Program Operating Procedure
- monthly expenditure reports
- periodic audits
- Purchase Orders With Receiving Reports Not Paid Yet
- Requested Budget Cycle
- State LaCarte Purchasing Card Policy
- State Procurement Handbook
- Thibodeaux resume
- Two Accountant Resumes

CS 3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Off-Site Team Judgment

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

Original Narrative

LSU Eunice has implemented policies and standards that relate to externally funded projects. The guidelines control the process from initial program conception through the management, reporting, and close-out procedures for federal, state, and private grant awards. LSU Eunice PS 83: Grants & Sponsored Programs is drafted and has been approved (on February 22, 2013) by the Academic Council. This comprehensive policy covers all aspects of grants and sponsored programs from conception through execution and closeout.

LSU Eunice was established in 1964 by the Louisiana Legislature through act RS 17:1521 and is a two-year campus of the Louisiana State University System. The State Constitution of 1974 Article VIII section 7-A identifies the Board of Supervisors as the management board of the Louisiana State University System. Since its establishment, the LSU Board of Supervisors has had the specific legal authority over LSU Eunice as indicated by Part 1, Article I section C-4 of the LSU Board of Supervisors Bylaws and Regulations 2008.

Policies Governing the Expenditure of External Funds

Policies of LSU Eunice are guided by the Bylaws & Regulations and the Permanent Memoranda promulgated by the LSU System and published on their web space. In addition, OMB (Office of Management and Budget) Circular A-21, Cost Principles for Educational Institutions, governs federal grants. U.S. Department of Education grants adhere to the Education Department General Administrative Regulations (EDGAR) guidelines, with 34 CFR Part 75 relating to Direct Grant Programs. These guidelines govern TRIO programs, which include the Student Support Services grant received by LSU Eunice. The Carl D. Perkins Career & Technical Education grant received annually is guided at the state level by 34 CFR Part 76, State-Administered Programs, of EDGAR. These funds are awarded to the Louisiana Community & Technical College System (LCTCS), which distributes funds to eligible post secondary institutions. Principles of grant management for the Carl D. Perkins Career & Technical Education Act of 2006 are incorporated in the Grant Management Procedure Manual. This manual is provided by LCTCS to the LSU Eunice Perkins Grant Coordinator and the Office of Business Affairs to direct expenditure of funds.

The Louisiana Board of Regents provides funding at the state level from the Louisiana Education Quality Trust Fund and the Board of Regents Support Fund. These two sources of funds support the Traditional and Undergraduate Enhancement grants and the Enhancement Program for Two-Year Institutions grants. The policies relating to these programs are incorporated within the Request for Proposals (RFPs) related to these programs, as per correspondence from the Board of Regents Enhancement Program Manager. These RFPs are published annually on the Sponsored Programs web space of the Board of Regents. The Rapid Response Grant Program administered by the Louisiana Community & Technical College System incorporates program policies in the RFP issued annually.

LSU Eunice, through the stewardship of the LSUE Foundation, provides seven Endowed Professorships annually which were endowed through a combination of state funds from the Board of Regents and local funds matched through donations and fundraising done at the campus level. The professorship program adheres to the Louisiana Board of Regents Endowed Professorships Program Policy (revised October 24, 2012). This policy defines and outlines uses of Endowed Professorships at the campus level; campus standards and processes are delineated. At the LSU Eunice campus level, PS 62: Endowed Professorship Guidelines outlines the policies that apply on campus to professors who compete annually for individual awards. Timelines, reporting guidelines, and fiscal accountability are outlined in this document. Professors who hold an annual professorship file an Interim and Final Report with the Vice Chancellor for Academic Affairs. Requests to amend the budget must be justified and submitted to the Vice Chancellor for Academic Affairs for approval.

Sponsored Programs are Accounted for Consistent with Institutional Financial Policies and Procedures

LSU Eunice PS 25: Purchases by University Personnel governs all purchases initiated by University personnel, irrespective of source of funds. All requests for purchases are placed in the procurement system or purchased with LaCarte cards as per the policies of the LSU Eunice Office of Business Affairs. Annually, LSU Eunice is included as part of a system-wide audit by state legislative auditors. For the past several years LSU Eunice has had no findings, as illustrated by the auditor's reports for the past three fiscal years.

- 2011-2012 Legislative Audit
- 2010-2011 Legislative Audit

- 2009-2010 Legislative Audit

Legislative Management Letters available include:

- 2011-**2012 Legislative Management Letter**
- 2010-2011 Legislative Management Letter
- 2009-2010 Legislative Management Letter

In January and February, 2013, the Louisiana Legislative Auditor published a 2011-2012 Standard Review Management Letter and a 2011-2012 Standard Review Audit which were performed based upon notification by LSU Eunice administrators of the need to review expenditures of TRIO grant funds.

Appropriate Reports Are Filed in a Timely Manner for External Funding Sources

Project managers and P.I.s are responsible for filing all required reports as outlined by federal, state, and private funding source guidelines. For example, the U.S. Department of Education requires an Annual Performance Report (APR) be filed electronically relating to the Student Support Services grant. Information needed to files these reports is made available online by the U.S. Department of Education, generally within 90 days after the annual grant period. The Director of the Office of Academic Assistance, the program funded by the Student Support Services grant, oversees the data gathering and filing of this annual report.

The Carl D. Perkins Career & Technical Education grant requires a quarterly report be filed with the LCTCS within 15 days after the end of each quarter. This report covers both programmatic activities and financial status. In addition, at the conclusion of each grant period, a closeout report for the Perkins grant is required that shows final expenditures by budget category. The LCTCS also awards the state-funded Rapid Response grant. The program manager files periodic reports on the status of the grant, both programmatic and financial.

The P.I.s for the state grants from the Board of Regents (Enhancement Grants) are responsible for filing annual and final reports on their individual grants through use of the Louisiana Online Grant Automation Network (LOGAN). The fiscal reports are filed by the Office of Business Affairs. The timeliness of these reports is assured through the reporting system. The Board of Regents sends reminders of due dates to both the Grants Office and the project P.I. The Board of Regents provides guidelines for all reports that relate to the Enhancement grants.

Management Control of External Program and Research Funds

The LSU System Permanent Memorandum PM 27: Policy on Placement of Sponsored Agreements, issued April 29, 1998, states

> Effective immediately, it is the policy of this University that all sponsored agreements (federal, state, and **private) obtained by University employees be awarded to the University. Awards that cannot be domiciled in the** University's name because it is mandated by the sponsor should be submitted for approval of the President. The submission for approval should provide adequate rationale for not awarding the agreement in the name of the University.

While the Chancellor of LSU Eunice is the official recipient of grants received by the University, day-to-day management of the individual grants is the responsibility of the designated P.I. or Project Manager or Coordinator. That individual is responsible for execution of the grant work plan according to the agreed-**upon timeline. Other** responsibilities include budget management, including ordering of all supplies and equipment; timely progress and financial reports, as specified in the grant contract; and initiation of any contract amendments or extensions of the original timelines. All grant managers are LSU Eunice faculty or staff members who have been hired according to University guidelines which include review and recommendation made by a committee of peers. The committees review educational and professional credentials of all candidates to determine their qualifications to hold the assigned positions.

Requests for purchases relating to an externally funded project originate with the P.I., grant manager, or program director. The process for gaining approval to spend funds has a review and approval procedure outlined in PS 25, mandating that purchases "must be processed by requisition and receive approval of the department head, the Chancellor or the Chancellor's designee, and the Vice Chancellor for Business Affairs." In addition, purchases related to the purview of either the Office of Academic Affairs or the Office of Student Affairs must be routed to the respective vice chancellor for review and approval prior to approval through the Office of Business Affairs.

All requisitions and requests for approval of LaCarte Card purchases related to grant funds are routed to the Director of Grants and the Accountant for the Office of Business Affairs for review. The Director of Grants reviews expenditures for compliance with the funders' guidelines and the LSU Eunice Accountant reviews expenditures for adherence to state and system purchasing guidelines. For accounting efficiency, the LSU Baton Rouge Office of Business Affairs reviews and pays invoices. All categories of expenditures must meet state and system travel and

purchasing guidelines to obtain approval.

Further safeguards to ensure that financial policies and procedures are adhered to include monthly notification by the Office of Business Affairs to all grant managers relaying the current and total grant expenditures and giving a current balance. This allows the grant manager to justify the grant budget on a regular and ongoing basis to assure accountability and accuracy.

Indirect Cost Rate

Part II, Chapter VI of the of the LSU System Bylaws and Regulations acknowledges the importance of gifts and grants, stating that "Instruction and research are so inseparable and essential to the highest efficiency of a university that the University System looks with favor upon acceptable proposals for research and related contracts with State and Federal agencies and with private individuals and corporations." The various sections of this chapter define conditions of acceptance of gifts and grants from federal, state, and private sources. The payment of indirect costs is discussed:

> When the University System undertakes such cooperative research, the extent of indirect cost to be assessed for use of facilities shall depend upon the extent that the System determines its instructional and research programs are enriched or its responsibilities to the people are fulfilled by acceptance of the gift. The System makes a distinction between grants which are made by established federal agencies and foundations, in support of research which has been proposed by one or more faculty members, and for which money is received essentially as a grant-in-aid, on the one hand, and payments for contract research on the other, in which the direction taken by research is determined by the desires of outside persons or agencies.

PM 10: Indirect Cost Allowances on Grants and Contracts, issued September 26, 1991, outlines the policy relating to indirect costs for LSU System campuses:

> The indirect cost rate(s) to be charged by each campus shall conform to the federally negotiated Rate Agreement. In most cases non-profit organizations which are established under Internal Revenue Service Code 501(c)(3) of the 1954 tax code have policies which stipulate the basis for reimbursing indirect cost to a university. We will adhere strictly to these established policies. Overheads involving private companies will conform to either the policy statement of that company with respect to overheads or to a negotiated overhead between a campus and a company.

LSU Eunice has negotiated with the U.S. Department of Health & Human Services an indirect rate for facilities and administrative costs on grants and contracts with the federal government. The current agreement includes a rate of 35% On-Campus and 13.4% Off-Campus. The U.S. Department of Education has an 8% indirect cost rate for all LSU Eunice TRIO grants. This rate of 8% is set by EDGAR, 34 CFR Part 75, Section 75.562. The Carl D. Perkins Career & Technical Education grant sets a 5% limit on Administrative Costs as per the policy of the LCTCS.

Off-Site Team Comments

The institution maintains financial control over externally funded or sponsored research and programs. The institution employs a restricted funds accountant to handle the federal and external reporting requirements. The institution provided the grants manual which includes the EDGAR procedures.

Reporting on externally funded accounts are timely and accurate and were documented through Annual Performance Reports (APR) to the Department of Education. Additional quarterly, monthly and final reports were provided for review.

The institution provided audited financial statements for the last three years, along with the management letters.

They also provided the credential for the staff in the grants accounting area.

The institution provided full disclosure of the internal audit findings concerning the TRIO programs and misuse of the purchasing card. It has reviewed and updated the procedures for the use and approval of payment for the cards. However since it was the 2012 fiscal year the internal audit finding has not cleared. No evidence was provided to show if the new procedures have been tested.

College Response

In May, 2013, the internal auditors conducted a follow-up audit of LSU Eunice's procurement card purchasing process. The auditors tested the corrective action plan and verified that management's procedures were correctly implemented and properly addressed the findings in the audit. This verification of the testing of the procedures by the internal auditors can be found in the second paragraph of the attached auditor's response of the LSU Eunice Procurement Card Follow-Up audit. Also, in a letter dated September 17, 2013, from the U.S. Department of

Education, they consider this finding resolved as stated on the last page of the letter.

Sources (In Order of Appearance)

- LSU Eunice Procurement Card Follow Up
- Dept of Ed Audit Letter
- A Borne Resume
- AGENDA for Academic Council Meeting
- BoR email re Policy
- BoR Enhancement Reports
- BoR Enhancement Reports
- BoRSF-Endowed-Prof-Policy-Rev-10-12
- Budget form Carl Perkins Basic Grant FY2012
- Carl Perkins Career and Technical Education Manual
- Director of Grants Job Description
- DoE 8 Percent Rate
- EDGAR
- Endowed Professorship Budget 2012 AMENDED
- Enhancement Grant Report
- Final Report for Endowed Professorship Award
- Guideline BoR Grant Reports
- Interim Endowed Professorship Report
- JMS Resume
- LaCarte Card Policy
- LaCarte Statewide Policy
- LCTCS Document
- LSU Eunice Current Grants
- LSU Eunice Indirect Rate
- LSU System Bylaws Chapter VI
- LSU System ByLaws index
- LSU System permanent-memoranda
- Monthly Grant Summary
- OMB A 21
- Perkins Quarterly Report - updated
- Rapid Response Extension Report_121012
- Rapid Response-RFP-October 2013 10-9
- Request to Amend Endow Prof
- Scanlan Final Expenditure Report
- signed quarterly report
- SSS APR
- Traditional Undergraduate Enhancement RFP
- Two Year Enhancement RFP

CS 3.13.3

Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Off-Site Team Judgment
☐ Compliance   ☐ Partial Compliance   ☒ Non-Compliance   ☐ Not Applicable

Original Narrative
LSU Eunice is committed to responding to complaints in a fair, timely, and professional manner. Procedures are in place to guide the University response to complaints, appeals, and other serious concerns. Procedures for submitting complaints/appeals are available in the Student Handbook on the University website, PS 8: Appeal Procedures Available to Students, and PS 30: Sexual Harassment Policy, and Discrimination. During new student orientation, students are also given a handout which directs them to the link to access that information in the handbook.

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

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

The flowchart describes the process used to respond to complaints and appeals. Below is a listing and example of the types of appeals submitted:

- Academic Appeals - records kept in the Registrar's/Records office
- Grade Appeals - records kept in the Registrar's/Records office
- Financial Aid Appeals - records kept in the Student Affairs & Enrollment Services office
- Parking/Traffic Appeals - records kept in the Student Affairs & Enrollment Services office
- Crime Conviction Appeals - records kept in the Registrar's/Records office
- Student Conduct Appeals (no appeals of administrative action related to violations of the Code of Student Conduct have been requested or received between 2004-2012)

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

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

If a student is required to provide direct testimony to an administrator or appeals committee, accommodations are made to allow distance students to provide testimony via tele-conference or video-conference.
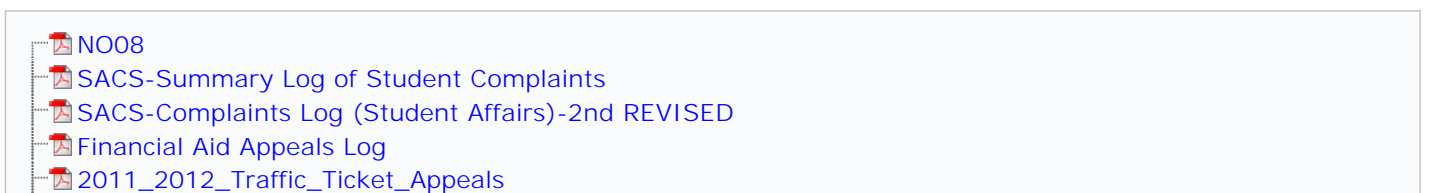
Off-Site Team Comments

Louisiana State University - Eunice provided evidence of a well-maintained records process used by employees of the institution to document student complaints. The college provides a de-centralized approach to complaint resolution with various types of complaints resolved by different areas and personnel at the institution. For example, complaints within the financial aid area of the institution are resolved through the grievance process that ultimately relies upon the Student Enrollment and Affairs office to resolve a formal complaint. Detailed and well-used logs are also decentralized and maintained by the area of the institution responsible for the complaint. The institution provided ample evidence of published procedures, samples in multiple areas of the college, specific personnel that maintain the complaint logs, and samples of logs in academic, student services, and general complaint areas to demonstrate compliance. However, the elements of the complaints documented and maintained are not provided in the narrative from the institution, nor are they readily apparent in the procedures or samples provided.

College Response

LSU Eunice provides opportunities for students to submit written complaints or appeals through a variety of decentralized means. PS 8 Appeal Procedures Available to Students **provides guidelines for student complaints and appeals related to academic concerns and are accepted in Academic Division offices, Admissions/Registrar's office, Developmental Education office, and the Vice Chancellor for Academic Affairs office. All other, non**-academic appeals **may be submitted to the Student Affairs and Enrollment Services office. A** Summary Log of student complaints/appeals **provides an overview of the type and number of formal complaints and appeals received. Individual complaint and appeal logs are listed below which provide more descriptive information of the complaints** and action taken in each situation.

1. Log **of general complaints reported by students to Student Affairs and Enrollment Services. As noted, students may be referred to another level of authority for more information and/or resolution, or referred to outside agencies** for specific services not provided by the University.

2. Log **of financial aid appeals submitted to Student Affairs and Enrollment Services are handled through a formal appeals committee review process. These appeals are related to the cancelation of financial aid to students as a result of unsatisfactory academic progress. Appeals shown as 'denied' are a result of the committee having** determined that the student has a history of poor academic performance and/or no documented evidence of extenuating circumstances.

3. Log **of traffic/parking appeals are submitted to Student Affairs and Enrollment Services are also handled through a formal appeals committee review process. These appeals involve disputes of financial penalty and/or loss of parking privileges as a result of student violations of campus parking regulations. Appeals 'denied' are the result of evidence** showing students to be in clear violation of policy and/or the student providing no documented or plausible evidence to support their appeal.

4. Log **of academic suspension appeals to Registrar's office.**

5. Log **of complaints/appeals to Academic Division offices.**

6. Log **of appeals to the Vice Chancellor for Academic Affairs office following student disputes of prior action taken by Academic Divisions.**

7. **No formal complaints related to the Chancellor's Office have been received.**

8. **No formal complaints related to Affirmative Action/Equal Employment Opportunity have been received.**

Sources (In Order of Appearance)

- NO08
- SACS-Summary Log of Student Complaints
- SACS-Complaints Log (Student Affairs)-2nd REVISED
- Financial Aid Appeals Log
- 2011_2012_Traffic_Ticket_Appeals

- Complaints Registrar
- Complaints Divisions
- Complaints Academic Affairs
- 2011-2012 Discipline and Other Appeals
- 2011-2012 Financial Aid Appeals
- 2012 AA EEO Manual
- AAEEO Complaint
- Academic Appeal
- Academic Complaint
- Business Office Complaint
- Complaints Student Affairs
- Conviction of Crime Appeal
- Discipline and other Appeals
- Financial Aid Appeal
- Flowchart of the Student Complaint Process
- Grade Appeal
- Orientation Good Advice (2012)
- SACSCOC Complaints
- Student Affairs Complaint
- Traffic Appeal
- Traffic Appeal Log 2011-2012

FR 4.1

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

Off-Site Team Judgment
☐ Compliance   ☐ Partial Compliance   ☒ Non-Compliance   ☐ Not Applicable

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

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

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

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

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

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

1. Retention and Completion Data

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

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

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

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

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

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

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

Table 4.1-2
Graduation Rates and Student Persistence

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

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

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

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

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

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

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

- Planning Goal 1 addresses support for students' progress through the developmental course sequence.

- Planning Goal 2 addresses support for students' progress through the basic general education course sequences in English, mathematics, and social science.

- Planning Goal 3 addresses program effectiveness through the study of fall to fall retention and program completion.

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

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

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

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

Retention and Completion in Liberal Arts Degree Programs
In the Institutional Effectiveness Planning Cycle, the Liberal Arts Division sets retention objectives and tracks retention data for all of its majors as a measure of evaluating program effectiveness related to student achievement.

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

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

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

2. Norm Referenced Measures of Student Achievement

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

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

CAAP Linkage Reports

- Fall 2009 writing compared to national norms
- Academic Year 2010-2011
    - Writing compared to national norms
    - Mathematics compared to national norms
    - Science compared to national norms
- Academic Year 2011-2012
    - Writing compared to national norms
    - Mathematics compared to national norms
    - Science compared to national norms

CAAP Content Analysis Reports

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

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

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

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

3. Student Performance on Professional Licensing Examinations

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

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

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

> Based on Accreditation mandates the licensure exam pass rates will be at or above the national mean. Eighty-five percent of the graduates will pass the NCLEX-RN examination on their first attempt. The NCLEX-RN exam is broken out into the following Client Needs Domains (student learning outcomes):
>
> - Management of Care
> - Safety and Infection Control
> - Health Promotion and Maintenance
> - Psychosocial Integrity
> - Basic Care and Comfort
> - Pharmacological and Parenteral Therapies
> - Reduction of Risk Potential
> - Physiological Adaptation

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

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

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

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

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

4. Job Placement Data

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

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

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

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

Nursing Job Placement
Nursing Planning Objective 2.3 objectifies employment aims: "Ninety-five percent of graduates who seek employment will be employed in nursing within six months of graduation." The Program surveys graduates after the six month period each year to gather the data to indicate the objective is met. The survey results are published in the Program's institutional planning report each year, as shown for 2010-11, the most recent planning year completed. Those results also show the Program's 100% successful job placement rate exceeded the 95% objective.

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

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

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

Off-Site Team Comments
The institution evaluates success with respect to student achievement using the following measures: retention and completion data, norm-referenced measures of achievement, performance on professional licensing exams, and job placement rate. With regard to retention and completion data, tables in the narrative (Fall-to-Fall Retention of First-Time Full-Time Students, Graduation Rates and Student Persistence, First-Time Full-Time Associate Degree Seeking

Students, Persistence Data on All First-Time Freshmen Students) and tables in the FACT Book did not appear to have expected thresholds of achievement. Documents do state thresholds of achievement for Nursing, Radiologic Technology, and Respiratory Care (e.g., 75% of students admitted to the clinicals phase of nursing will graduate within six semesters, while 90% of LPN's entering through advanced standing will graduate within one year.) Although not stated explicitly by the institution, these thresholds are appropriate because they are requirements of the respective healthcare licensing boards. For other areas in which thresholds are given, the rationale for the appropriateness of thresholds is not apparent (e.g., Maintain Fall to Fall retention of all students declaring their chosen major as ARTS, at least 30%. Maintain Fall to Fall retention of all students declaring their chosen major as Psychology, at least 30%. At least 65% of the students enrolled in general biology in the fall semester will remain enrolled in the University during the spring semester).

With regard to norm-referenced measures of achievement, the institution does identify levels of achievement [e.g., Students in the second English composition course will complete the English Writing CAAP Test. 80% of enrolled students will take the test. LSU Eunice students will score within one standard deviation of the national norm. The CAAP exam will compare the local cohort (LSUE) students to the national normative group. Success is determined as having a moderated (5%) or substantial (10%) difference above the national norms in the Mathematics Content Area: College Algebra.] However, the institution does not explicitly explain the rationale for the appropriateness of the thresholds.

With regard to performance on professional licensing examinations for the nursing program, and similarly for other healthcare programs, the institution states that pass rate thresholds are based on accreditation mandates.

With regard to job placement data, institutional documents indicate that "Ninety-five percent of graduates who seek employment will be employed in nursing within six months of graduation." Other healthcare programs, including Fire and Emergency Services, have similar thresholds. In its review, the Committee did not find that placement thresholds for education, criminal justice, and business technology were evident. For each placement threshold that was stated by the institution, the rationale for the appropriateness of the threshold was not stated.

College Response

This response is divided into three parts as suggested by the Off-Site Team's Comments:

Retention
First, in terms of retention, the Off-Site Team could not identify the appropriateness of the retention threshold for Arts and Psychology. Both of these thresholds are based on a ten-year average of one-year retention calculated for all students in each program. Institutional Research's Retention Query tools are used to calculate the number, based on a data set that is derived from the census day each semester (14th day).

For Arts, the 30% threshold was calculated using the data from Table 1 allowing for fluctuations in enrollment. The 30% was set just below the average of 34%. Liberal Arts Objective 8.4 dealing with Arts student retention in 2011-2012 has been updated to better reflect how the threshold was set.

Table 1
One-year Retention of Arts Majors

Initial Year	Fall to Fall Retention (Percent)	No of initial students
2000	33	3
2001	50	6
2002	23	13
2003	13	8
2004	42	12
2005	37	30
2006	36	22
2007	43	21
2008	33	21
2009	30	20
2010	18	11
mean	34.0	15.6
median	34.5	16.5
s.d.	10.5	8.5

For Psychology, the 30% threshold was calculated using the data from Table 2 allowing for fluctuations in enrollment. The 30% was set below the average of 38%. Liberal Arts Objective 8.7 dealing with Psychology student retention in

2011-2012 has been updated to better reflect how the threshold was set.

Table 2
One-year Retention of Psychology Majors

Initial Year	Fall to Fall Retention (Percent)	No of initial students
2000	50	46
2001	36	36
2002	42	36
2003	38	42
2004	35	35
2005	45	38
2006	33	40
2007	38	26
2008	46	35
2009	34	32
2010	56	25
mean	39.7	36.6
median	38	36
s.d.	5.8	5.5

Next, the Biology retention figure of 65% for Objective 6.1 was a historical figure from past years measuring retention from the old BIOL 0001 to ZOOL 1011. BIOL 0001 was originally instituted as a developmental course for nursing and allied health majors whose ACT science reasoning score indicated underpreparation for ZOOL 1011, a gateway anatomy course for students seeking admittance to clinical phases of the respective programs. BIOL 0001 was eliminated in fall 2010 and replaced by BIOL 1001 as the preparatory course for anatomy. As a result of the Off-Site Committee's Response, Institutional Research provided ten years of Biology (both BIOL 0001 and 1001) retention data in order to further determine the appropriateness of the 65%. After summarizing the data, it appeared as if past Division Heads were being somewhat conservative (see Table 3). As a result, the benchmark for Objective 6.1 was updated during the 2012-2013 planning cycle to set the threshold to be within one standard deviation below the mean. This seemed appropriate to account for the tightly compacted data with a standard deviation of 2.6% and allow for minor fluctuations in enrollment (see Table 3).

Table 3
Fall to Spring Retention of Students Enrolling in BIOL 1001 During the Fall Semester

Semester	Fall Enrollment	Spring Enrollment	Percent Retention
2002	310	225	72.6
2003	161	131	81.4
2004	153	124	81.0
2005	170	130	76.5
2006	129	99	76.7
2007	143	113	79.0
2008	237	185	78.1
2009	301	233	77.4
2010	538	414	77.0
2011	457	339	74.2
Mean	238	184	77.7
Median	170	131	77.4
s.d.	131	99	2.6

CAAP Thresholds
LSU Eunice uses two reports from the Collegiate Assessment of Academic Progress (CAAP) to determine student achievement. In both reports, the thresholds are determined by ACT using nationally normed data from other two-year institutions across the country. In addition, the two reports compare different statistics.

First, the CAAP Linkage Report is used to compare the mean and standard deviation for the ACT and CAAP scores of LSU Eunice students to other two-year institutions in a specific subject area. The Linkage Report is designed to provide information about the growth of cognitive skills between the time the students take the ACT (prior to enrolling) and CAAP (while completing general education English and mathematics). The appropriateness of

thresholds for LSU Eunice student success using the Linkage Report stems from the fact that the thresholds are determined by ACT using the results from the the nationally normed group averaged over three years for all two-year students taking the assessment. The number of students, the mean, and the standard deviation are presented for both the LSU Eunice students and the national group as demonstrated in the Linkage Report for Mathematics and English for the 2011-2012 academic year.

The second report used to determine student achievement is the CAAP Content Analysis Report. This report allows for the comparison of LSU Eunice students to normative groups in the major content areas shown as percentages as opposed to averaged scores. The appropriateness of the thresholds stems from the fact that the national norms are determined by two-year institutions across the nation who use the CAAP Assessment. However, instead of showing averages similar to the Linkage Report, the Content Analysis Report breaks the data out into six separate content categories for writing (see Table W-1 from 2011-12). Similarly, the CAAP Mathematics assessment breaks the data out into six content categories (see Table M-1 from 2011-12). The presentation of the data from the specific content categories allows LSU Eunice personnel to determine the specific student strengths and weaknesses so that improvements can be incrementally targeted over time.

Both Objective 9.3 on English composition and Objective 2.1 on College Algebra have been updated to better reflect how the threshold was set.
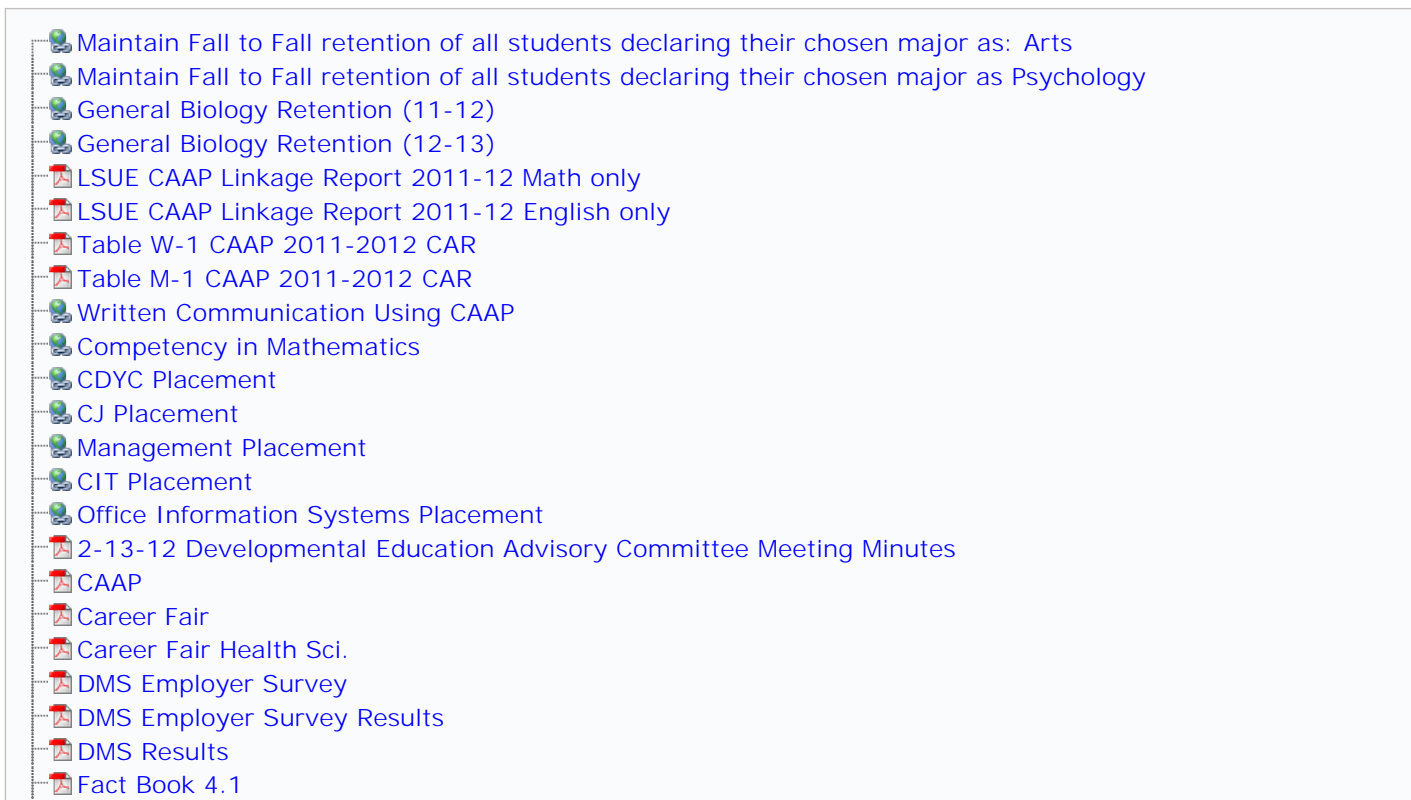
Placement Thresholds
LSU Eunice began collecting placement data for Liberal Arts and Business and Technology majors in spring 2010. The data lags one year behind since the data is collected approximately six months after graduation. As a result, data for 2010-2011 is reported during the 2011-2012 planning cycle.

For education, the placement threshold for the Care and Development of Young Children was 67% and was based on spring 2010 data (see Objective 6.2). For Criminal Justice, the placement rate was 33% based on spring 2010 data (see Objective 5.4).

Business Technology is made up of a number of majors, the placement thresholds for each being based on spring 2010 data.

- Management was 25% for being employed and 33% for continuing educational work (see Objective 7.4).
- Computer Information Technology was 33% for being employed in the field (see Objective 6.4).
- Office Information Systems, which includes Office Practices and Procedures, was 40% for being employed in the field (see Objective 8.4).

Sources (In Order of Appearance)

- Maintain Fall to Fall retention of all students declaring their chosen major as: Arts
- Maintain Fall to Fall retention of all students declaring their chosen major as Psychology
- General Biology Retention (11-12)
- General Biology Retention (12-13)
- LSUE CAAP Linkage Report 2011-12 Math only
- LSUE CAAP Linkage Report 2011-12 English only
- Table W-1 CAAP 2011-2012 CAR
- Table M-1 CAAP 2011-2012 CAR
- Written Communication Using CAAP
- Competency in Mathematics
- CDYC Placement
- CJ Placement
- Management Placement
- CIT Placement
- Office Information Systems Placement
- 2-13-12 Developmental Education Advisory Committee Meeting Minutes
- CAAP
- Career Fair
- Career Fair Health Sci.
- DMS Employer Survey
- DMS Employer Survey Results
- DMS Results
- Fact Book 4.1

- Fact Book Comparison Data
- Grad Act
- Nursing Graduation Survey
- Nursing Pass Rate
- Pathways Intervention
- Pathways Mission
- Planning Cycle
- Rad Tech Annual Report
- Rad Tech Attrition Report
- Rad Tech Student Survey
- RC Annual
- RC Employer Survey
- RC NBRC Results 2011
- RC Student Survey

FR 4.7

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

Off-Site Team Judgment
☐ Compliance   ☐ Partial Compliance   ☑ Non-Compliance   ☐ Not Applicable

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

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

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

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

- 2010-2011
- 2008-2009
- 2006-2007

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

- 2010-2011
- 2008-2009
- 2006-2007

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

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

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

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

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

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

Fiscal Operations Report and Application to Participate

- 2009-2010 FISAP Reporting and 2011-2012 Application
- 2010-2011 FISAP Reporting and 2012-2013 Application
- 2011-2012 FISAP Reporting and 2013-2014 Application

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

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

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

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

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

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

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

Off-Site Team Comments

The Committee reviewed a copy of the U.S. Department of Education Program Participation Agreement, which expired December 31, 2012. The reapplication date for the college was submitted on September 21, 2012 and resubmitted December 21, 2012. The agreement authorizes the institution to "participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this agreement." This agreement covers the institution's eligibility to participate in 6 programs; namely, the Federal Pell Grant Program, Federal Family Education Loan, Federal Direct Student Loan, Federal Perkins Loan, Federal College Work-study (FCWS) and Federal Supplemental Educational Opportunity Grant (FSEOG) program. While the institution did not provide a copy of the approved United States Department of Education School Participation Management Division Eligibility and Certification Approval Report (ECAR), its application status was provided.

The institution provided great detail of the findings in the TRIO program area. The letters submitted to the DOE and at the Attorney General. The institution provided the internet audit report, the corrective actions and the result of the investigation.

College Response

On February 28, 2013, LSU Eunice received reapproval of eligibility and full certification in response to its U.S. Department of Education School Participation Management Division Eligibility and Certification Approval Report (ECAR). The ECAR was not available at the time LSU Eunice was required to submit the Compliance Certification document to Compliance Assist for processing.

Sources (In Order of Appearance)

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